

# Mythological Marvels

Year 3 Autumn 1

## History: Ancient Greece

- To understand that Ancient Greece was made up of independent city states., which shared a similar culture
- To understand how democracy in Athens worked
- To understand what the Persian Wars were and what caused them
- To gain an introduction to Greek philosophy and the sorts of questions it posed.
- To understand how Alexander's upbringing helped him to become a great king.
- To understand what sort of military commander Alexander the Great was.
- To understand the geographical spread of Alexander's empire.

## Geography:

- To locate Greece using atlases, globes & maps
- To understand how the physical features affected the development of Ancient Greece
- To understand land use in modern Greece



## Science: Magnetism & Forces

- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- To predict and observe how magnets attract and repel each other and attract some materials and not others.
- To understand that the Earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)
- To experience using a magnetised needle in a compass, which will always point to the north

## English:

### Reading: Fiction and non fiction texts on The Greeks

- Find and record information
- Identify key details from the text.
- Make inferences from the text, explain and justify inferences using evidence from the text.
- Summarise the main ideas.
- Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.
- Model use of the word in a common form, use an image, act it out, explain other forms of the word including with prefixes and suffixes, show similar words.

### Writing: write myth, fact file, newspaper report. Write letters and diary entry in role.

- Begin to understand the five-part structure of a story (Once, One Day, Unfortunately, Luckily, Finally).
- Understand the key features of non-fiction texts (non-chronological reports, instruction, diary entry, persuasive writing, information texts) such as organisation, layout and structure.
- Begin to use detailed vocabulary to enhance their writing.
- Begin to use speech punctuation.
- Maintain the relevant tense of their writing & adhere to convention of form.

## Mathematics:

- Mental – to know 3 and 4 times tables at speed. Counting forwards and backwards
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Make simple comparisons of numbers up to 1000.
- Add 1 and 2 digit numbers to 3-digit numbers (re-grouping)
- Subtract 1 and 2 digit from 3-digit numbers (exchanging)
- Add numbers with up to three digits, using formal written methods of columnar addition. (concrete, visual, abstract)
- Measure and compare simple lengths (m/cm/mm) with support.
- Understand simple fractions
- Interpret and present simple data using, pictograms, bar charts and tables
- Recognise 2-D and 3-D shapes in different orientations and describe them.
- Identify right angles that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines with support.
- Identify whether angles are greater than or less than a right angle (acute/obtuse)

## **Art:**

- Learn about great artists, architects and designers in history, looking at mythological painting and Greek architecture.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- To create a self portrait using the techniques of the fauve school of art.

## **DT: Create a model of a moving Trojan horse.**

- Generate ideas for an item, considering its purpose and the user/s.
- Identify a purpose and establish criteria
- Plan the order of their work before starting.
- Explore, develop and communicate design proposals by modelling ideas.
- Make drawings with labels when designing.
- Select tools and techniques
- Measure, mark out, cut, score and assemble components with more accuracy.
- Work safely and accurately with a range of simple tools.
- Think about their ideas as they make progress and be willing to make changes
- Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment (including ICT).
- Evaluate their product against original design criteria.

## **Computing: Connecting Computers**

- To explain how digital devices function
- To identify input and output devices
- To recognise how digital devices can change the way we work
- To explain how a computer network can be used to share information
- To explore how digital devices can be connected



## **Music: Greek song and Charanga.**

- To sing in unison, becoming aware of pitch and an octave difference.
- Respond to music through movement, dance
- To think about other performers and the audience while performing
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians

## **Spanish:**

- To be able to count to ten
- To know and use different greetings
- To ask how someone is and respond in a variety of ways
- To participate in a short dialogue

## **RE:**

### **How does the Bible reveal God's Rescue Plan?**

- There is historical evidence for events in the Bible.
- You can read the Bible in different formats and languages.
- The books in the Bible were written at different times by different people.
- Christians believe the Bible is the living word of God.
- Christians believe the Bible reveals God's character and his rescue plan for mankind.

## **PSHE:**

- To identify what makes pupils feel good.
- Discuss what good learning looks like.
- To consider how actions affecting others
- Create a recipe For a Good Friend
- Investigate different types of bullying
- Recognising and managing 'dares'

## **PE:**

- Dance Detectives project: Heroes and Villains.
- Real PE: co-ordination; footwork & static balance; one leg

