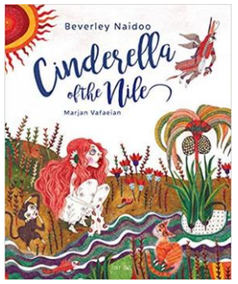
Gods and Mortals: Ancient Greece

Year 3 Summer term

A fascinating and important civilisation in history, the Ancient Greeks lived over 4000 years ago and the Greek empire was the one of the most powerful in the world. The Ancient Greeks believed in Gods and Goddesses, who were immortal yet had human-like characteristics. The ancient Greeks developed new ideas for Government, Science, Philosophy, Religion and Art. The Greeks produced many great myths which are still enjoyed today. Athens and Sparta were two opposing states that were always at war. The Olympic games originated in Ancient Greece and still take place today.

Ideas for topic texts to read at home: Hera's terrible Trap, The Outsiders, Fleeced, Leo and the Gorgon's Curse

English



Reading and writing learning centred around high quality texts:

Text:
- Cinderella of the Nile

Written outcomes:
- Short news report
- diary entry
- character description
- advert
- Own version traditional tale

Text:
- Jemmy Button

Written outcomes:
- Writing in role
- Diary entry
- Poetry
- Argument
- Letter writing

Grammar and spelling: Past progressive (setting the scene), time adverbs and prepositions of time, detail through adjectives, noun phrases, adverbial phrases, figurative language, variety of sentence structures, causal conjunctions (because, so that etc.), persuasive devices, descriptive language including similes, command sentences, variety of sentence structures, fronted adverbials **KS2**

Punctuation: Capital letters, full stops, question marks, exclamation marks, commas in lists, inverted commas for speech

French

Holidays and Leisure:
Name some activities; express likes and dislikes; identify days of the week; respond to questions about activities; write a diary for a week in the present tense.

Wider world:
Name countries and capitals of the UK; name bodies of water surrounding the UK; say what nationality you are; say where you live and ask someone where they live

Computing

- Make a duck and fly it
- I can make my own game
- Finding out about healthy habits
- I can make an animation

P.E.

1st half: Tennis & Athletics: Throwing & Jumping
2nd half: Rounders & Athletics

Maths

Problem solving – fractions of measures
Months and years
Hours in a day
Estimating time
Telling time to 5 minutes and then to the minute
Finding and comparing duration, start and end times
Measuring time in seconds
Turns and angles, right angles in shapes and comparing angles
Drawing accurately
Types of line
Recognising and describing 2D & 3D shapes
Constructing 3D shapes
Measuring and comparing masses and capacities
Adding and subtracting masses and capacities
Problem solving – mass and capacity

R.E.

Celebrating Easter and Pentecost
Explore how the Church celebrates the Resurrection of Jesus and think about how we can celebrate Jesus' Resurrection. Know that Jesus appeared to some of his disciples on the road to Emmaus and think about what we can learn from this experience. Know what Jesus said to Thomas when he did not believe he had risen from the dead and reflect on the meaning of these words for us. Know that Jesus returned to heaven and reflect on what this means for us. Know what happened at Pentecost and reflect on how it changed the apostles.

Being a Christian
Begin to understand what being a Christian involves and reflect on what it means for us. Know what Jesus teaches about helping others and reflect on how we can help others. Know how St. Paul had to learn to be a Christian and think about what we can learn from his experience. Know that the Sacraments are a meeting with Jesus and be aware that in the Sacraments we receive Jesus' great love. Know about people who use their gifts to help others and think about what we can learn from them. Begin to understand the importance of prayer and think about different ways of praying.

Islam
Prayer and the Mosque - How do Muslims prepare for prayer and what are the special features of a Mosque?

Music

Throughout this term we will learn about the Tango and students will begin to sing in harmony. They will capitalise on the knowledge of musical notes learnt throughout the past two terms and build on this by learning how to play and recognise a D on the musical stave and about dotted minims.

Geography & History

Investigate the everyday life of the ancient Greeks. Learn about: Ancient Greek beliefs; Greek Myths; the theatre; artistic achievements; science and philosophy and the Olympic Games. Study Alexander the Great and Greeks at War. Investigate maps of Ancient Greece, noting how the country was once divided into a collection of smaller city-states.

Map Quest:
Locational Knowledge:
Rivers, mountains, regions of the UK; major UK cities
Map Skills:
Recognise differences between a globe, atlas and map
Identify and mark the UK on a map of the world and map of Europe
Recognise the position of the UK on the globe and its relation to the equator. Poles and Europe
Know 8 points of a compass and be able to use
Use 2 figure grid reference to pinpoint a place
Use simplified O.S map to build knowledge of UK
Identify symbols using a key
To know how heights can be indicated on a map
To use digital / computer mapping to recognise differences between a map of the area and an aerial photograph
Identify urban areas from aerial shots
To follow a route using a plan
Understand the difference between a political and topographic map

Art & D.T.

Art: We will look at Ancient Greek pottery and use clay to create our own pottery fragment, decorating it with designs of the times. We will explore the Parthenon marbles through sketching and will sculpt a relief frieze of our own scene.

D.T: Textiles: Explore fashion design by creating patterns, cutting and joining fabrics, and using ways of experimenting with natural dye, in order to make Ancient Greek 'chitons' for mini mannequins.

Science

Working scientifically in Lower Key Stage 2
Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.
Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions
Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.
Fair testing. Recognise when a simple fair test is necessary.
Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.
Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
Choosing equipment. They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.
Collecting data. They should collect data from their own observations and measurements.
Measuring. They should use standard units.
Recording. They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.
Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data
Making improvements. They should find ways of improving what they have already done.

Summer term topics

Animals including Humans:
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Focus Scientist: *Steve Irwin*

Plants
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
- Investigate the ways in which water is transported within plants.

Focus Scientist: *Jeanne Baret*

P.S.H.E

- Before Puberty – You've Grown!
- Visible Changes – Mind the
- How to Help – Who to Call
- Emergency Calls – Calling 999
- Emergency Calls – Ambulance, Now!
- A Balanced Approach – Define:Healthy
- Physical Exercise – Active Kids?
- Lifestyle Choices – It's Your Choice
- ***Created to Live in Community:** Trinity House
- ***Created to Live in Community**: What is the Church?
- ***Created to Live in Community**: How Do I Love Others?