



YEAR 3 TERM 2 CURRICULUM MAP

GROOVY GREEKS



KEY PRINCIPLES OF THE TOPIC

The main topic has a history focus this term. This topics main aim is for children to know that civilisations existed in ancient times, extending their understanding of chronology, and to learn about aspects of life in those civilisations. The civilisation being studied by year 3 is the Ancient Greeks. They will gain an understanding of how some of the achievements of the Ancient Greeks have had a significant effect on the wider world including Britain.

<p>ENGLISH</p> <p>Myth Story Read a range of myths linked with topic; identify and display features of the genre; create a story map to support retelling and planning of a myth; model how to write own myth including settings with characters; plan, draft, edit and review a myth.</p> <p>Shape Poetry and Calligrams Read and discuss a range of shape poems and calligrams; make comparisons between poems; compose calligrams using ICT and explore the effects created; discuss vocabulary and discuss their impact; model how to compose shape poems using language effects and making decisions about form; write a poem that uses language to create an effect.</p> <p>Instructions Read a range of instructional texts, revising key organisational features and identifying language convention; plan and orally rehearse instructional sequences; model how to plan, draft, edit and review an instructional text linked with topic.</p> <p>Non-Chronological Report Read a range of non-chronological reports: recognise the structure and language features; use information collected about a topic to plan, draft, write and edit own report.</p> <p>Diaries Read, discuss and revise features of diaries; identify structure and key language features; produce a diary in role based on key texts read.</p> <p>READING Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature. The year 3 programmes of study for VOCABULARY, GRAMMAR, PUNCTUATION and SPELLING will also be followed.</p>	<p>MATHEMATICS</p>	<p>NUMBER - MULTIPLICATION AND DIVISION Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods; solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>NUMBER - FRACTIONS Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10; recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators; recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators; recognise and show, using diagrams, equivalent fractions with small denominators; add and subtract fractions with the same denominator within one whole; compare and order unit fractions, and fractions with the same denominators; solve problems that involve all of the above.</p> <p>MEASUREMENT Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml); measure the perimeter of simple 2-D shapes; tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks; estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight; know the number of seconds in a minute and the number of days in each month, year and leap year; compare durations of events.</p> <p>GEOMETRY - PROPERTIES OF SHAPES Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them; recognise angles as a property of shape or a description of a turn; identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle; identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>STATISTICS Interpret and present data using bar charts, pictograms and tables; solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>	
<p>SCIENCE</p> <p>THE POWER OF FORCES Describe what sort of force is causing an object to start moving; understand that the air provides the force to make the windmill move and that this is a contact force, even though it cannot be seen; demonstrate how the material affects the way an object moves across it; recognise that some but not all metals are magnetic and that all non-metals are not magnetic; use a magnet in a variety of activities to see how it attracts certain materials; investigate how strong their magnet is; know that the largest magnets are not always the strongest; use the results of investigations to support or refute statements; predict what will happen when two magnets are held together; know that the time taken for something to slow down after something has started moving will depend on the material it is moving on.</p> <p>AMAZING BODIES Prioritise a human being's basic needs, separating out those things that are necessary for longer term, healthy term; know the components of a balanced diet; understand what sources of food are the best sources for those components; use what has been learnt about nutrition in a different context by exploring what the British adventurer, Sarah Outen, eats to remain healthy when on expedition; know the function of the skeleton for movement and protection; use drawings of the skeleton to predict the main features and how an animal moves; identify and name some of the muscles in human bodies; write instructions for how to carry out an investigation; carry out the investigation; analyse the results; draw conclusions from data and display this data using a scatter graph.</p> <p>OUR CHANGING WORLD Revisit the same two trees or shrubs to look at how the leaves change through the year.</p>	<p>HISTORY</p>	<p>GROOVY</p> <p>Know that ancient Greece was BC and understand the terms AD and BC; know what life in Ancient Greece was like and know some of the cultural and religious practices of that time; know some of the significant changes in ancient Greece and know some of the causes and consequences; know that there are a variety of sources which tell us about Ancient Greece and know these can be represented and interpreted in different ways; place Ancient Greece in relation to other periods of history on a timeline and can use the terms AD and BC; use some sources to start devising historically valid questions about change, cause, similarity and difference and significance; use information books, the internet and photos, pictures and artefacts to find out about life in Ancient Greece; give reasons why sources can be represented and interpreted in different ways; choose and organise historical information using words linked to chronology; describe how Britain has been influenced by the ancient Greeks. The children will also learn about the ancient Greeks role in the development of a democratic system and what this means in modern Britain.</p>	
<p>COMPUTING</p> <p>WE ARE PRESENTERS Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; work with various forms of input and output;</p> <p>WE ARE NETWORK ENGINEERS Understand computer networks, including the internet; how they can provide multiple services; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>ART & DESIGN</p> <p>PAINTING AND SCULPTURE Use sketches to produce a final piece of work; experimenting with colour mixing and showing facial expressions in drawings. Research the work of other artists and create work using life size materials.</p>	<p>GEO-GRAPHY</p>	<p>GROOVY GREEKS Develop their knowledge about the world by using maps/globes/atlas to focus on Europe (including the location of Greece); the environmental regions; key physical and human characteristics including climate zones; biomes and vegetation belts; types of settlements including land use; economic activity; trade links; distribution of natural resources; name and locate counties and cities of the UK.</p>
<p>R.E.</p> <p>SHABBAT - A DAY OF REST In this unit, pupils learn why Shabbat is important to Jews. They understand why Jews visit the synagogue and keep traditions such as Havdalah.</p> <p>FESTIVALS IN JEWISH LIFE Pupils learn about what happens at Jewish festivals (Sukkot (Sukoth), Passover (Pesach) ad Hannukah) and how these help to teach young Jews about the past. The festivals show about the Jews' relationship with God.</p> <p>THE EASTER STORY This is looked through the eyes of different characters in the story.</p>	<p>P.E.</p> <p>GAMES Develop aiming and passing a ball into spaces. Throwing catching and fielding skills in basketball or netball. Develop small games, with rules, based on these skills in groups using different equipment.</p> <p>GYMNASTICS Know what symmetry and asymmetry is and be able to develop balances and movements using different body parts. Travel, jump, roll and spin using symmetrical and asymmetrical movements.</p> <p>DANCE Creating, rehearsing and performing dance based on the Ancient Greeks.</p>	<p>D.T.</p>	<p>MUSIC</p> <p>FLAT BREAD/GREEK DISH COOKING AND NUTRITION Use equipment carefully and accurately when measuring; learn a range of techniques such as chopping, peeling, and slicing; mix ingredients together.</p> <p>ANCIENT GREEK SANDALS TEXTILES Investigate and analyse products; use equipment and tools safely.</p> <p>GROOVY GREEKS Begin to sing in tune with expression; feel the beat and rhythm when singing; perform with an awareness of different parts; use sounds to represent creatures from Greek mythology, improvise repeated patterns; make up lyrics to add another verse to a song; evaluate own work and make improvements; identify descriptive features in music; follow graphic notation; begin to follow standard rhythmic notation</p>
		<p>P.S.H.E. incl. R.S.E.</p>	<p>M.F.L.</p> <p>Celebrations iVamos a celebrar! Portraits Retratos</p>

