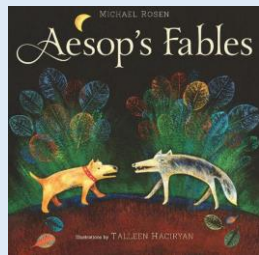


**Year 3  
Mrs Wells**

**Summer Term 2024**

**The Groovy Greeks**

**English**



**Myths**

- Reading a variety of Greek myths and then creating our own to include a made-up mythical creature.

**Fable**

- Look at several fables in order to understand what makes a fable.
- Writing our own fable, to include an important message.

**Poetry**

- Writing our own poems based on a summer theme.

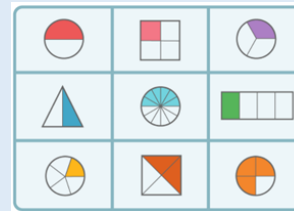
**Letter-** informal

- Writing to the current Year 2 class about what they can expect from being in Year 3.

Spelling, punctuation and grammar work in daily Active English and Active Spelling lessons.

Daily Guided Reading activities

**MATHS**



**Fractions and decimals**

- To be able to calculate a simple fraction of a number.
- To know tenths as decimals.

**Date and Time**

- Being able to confidently tell the time.
- Understand a calendar.
- Understanding the days in a month.

**Properties of Shapes**

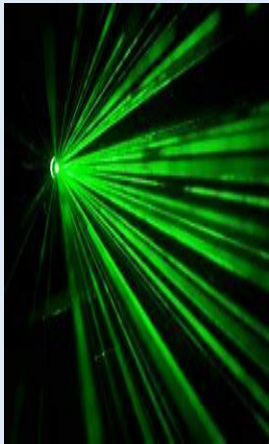
- What are the names of the 2-D and 3-D shapes?
- What are each of their different properties?
- How can we tell them apart?
- Knowing the different types of angles

**PiXL Assessments**

**Statistics**

- Drawing and interpreting pictograms.
- Drawing and interpreting bar charts.
- Collecting and representing data.
- Understanding two-way tables.

## SCIENCE



### Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 way in which water is transported within plants.
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Light

- recognise that they need light in order to see things and that dark is the absence of light.
- notice that light is reflected from surfaces.
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- find patterns in the way that the size of shadows change.






## HISTORY












### The Ancient Greeks

The achievements of the earliest civilisations: Ancient Greece – a study of Greek life and achievements and their influence on the western world.

- Understanding what a civilisation is.
- Why was Greece split up into city states?
- A look into Greece's war tactics and why they were so good.
- What made Alexander the Great so great?
- Ancient Greek life and its influences on modern day.
- To know about the Greek Olympics.
- How has Ancient Greek politics shaped our lives today?

	<ul style="list-style-type: none"> <li>• Design shadow puppets to go along side our scripts from previous English learning.</li> </ul>		
<p><b>GEOGRAPHY</b></p> 	<ul style="list-style-type: none"> <li>• To know the location, physical features and climate of modern Greece</li> <li>• To know why tourists go to Greece and the impact on local areas</li> <li>• To locate Ancient Greece, Athens and Sparta on a map.</li> <li>• To know that its position was significant e.g. proximity to Europe, the Middle East and North Africa.</li> <li>• To know the extent of the empire conquered by Alexander the Great</li> </ul>	<p><b>COMPUTING</b></p> 	<p><b>Term 5:</b> <b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p><b>Term 6:</b> <b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
<p><b>PSHE</b></p> 	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Our families</li> <li>• Our friendships</li> <li>• The challenges they come with.</li> <li>• Important decision making.</li> <li>• Helpful suggestions to people who find themselves in challenging situations.</li> </ul> <p>•</p> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Learning about human babies and how they grow and develop.</li> </ul>	<p><b>RE</b></p>  	<p><b>Hinduism (Santana Dharma)</b></p> <p><b>Term 5:</b> <b>Enquiry Question:</b> What do some deities tell Sanatanis about God? <b>Theme:</b> Belief</p> <p><b>Term 6:</b> <b>Enquiry Question:</b> Does visiting the Ganges make a person a better Sanatani? <b>Theme:</b> Pilgrimage</p>

	<ul style="list-style-type: none"> <li>• The changes that we will go through in our lives, both on the inside and outside.</li> <li>• The different stereotypes of a family.</li> </ul>		
<p><b>ART</b></p> 	<p><b>Pottery</b></p> <ul style="list-style-type: none"> <li>• To design a clay pot inspired by Ancient Greece.</li> <li>• To create and paint a design to decorate our modern-day pots.</li> </ul>	<p><b>Design and Technology</b></p> 	<p><b>CAD-</b> Designing and creating an ancient Greek stadium using a Computer Aided Designing programme.</p>
<p><b>MUSIC</b></p> 	<p><b>Term 5: South America (Instrumental lessons)</b> Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.</p> <p><b>Term 6: India (Traditional instruments)</b> Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag.</p>	<p><b>MFL</b></p> 	<p><b>Term 5:</b></p>  <p>In this unit pupils will learn to listen carefully to understand a familiar fairy tale recounted in Spanish using picture and word cards.</p>

	<p>Improvise along to a drone and tal.          Play a rag and a tal accurately alongside a drone.          Sing accurately from musical notation and lyrics.          Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>		<p><b>Term 6:</b></p>  <p>In this unit pupils will be taught three high frequency verbs in the 1<sup>st</sup> person singular form. The verbs are: 'to be', 'to have' and 'to live'. Pupils will pretend to be characters from the Stone, Bronze and Iron Age. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.</p>
<p><b>PE</b></p> 	<p><b>Term 5:</b>          Swimming          Team games</p> <p><b>Term 6:</b>          Swimming          Athletics- Trying a range of athletic events and relating this to the Greek Olympics.</p>	<p><b>Any additional information</b></p> 	<p><b>PE days-</b> Tuesdays (swimming) and Wednesdays</p> <ul style="list-style-type: none"> <li>• Homework will be given out on Fridays and due on Wednesdays – children will be rewarded if it is handed in early.</li> <li>• Homework will alternate weekly between being set on Purple Mash and in books.</li> </ul> <p><b>Children will be expected to spend time reading and practising their times tables.</b></p>

