

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"

Our Learning Challenge

*How can we contribute to a museum to share the history of Britain and the world?
What was it like in Ancient Greece?*

Year	3	Term	Autumn	<p>Our Vision and values</p>	<p>I will be proud of all that I do and treat others with kindness I will respect and value myself and others no matter what we believe, how we look or where we live I will be responsible for the way I behave I will be the best that I can be I will embrace new challenges and learning opportunities I will reflect on my learning and listen to advice from others about how to improve I will have fun, enjoy learning new things at school and have the courage to make mistakes I will think about my own faith and what difference it can make to me and how I live</p>
<p>Purposeful Learning Outcome</p>		<p>A Greek Gallery in our Christ Church pop-up museum</p>		<p>British Values</p>	<p>Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:</p> <ul style="list-style-type: none"> • Encouraging children to make decisions together. • Providing opportunities for children to vote between choices of activity. • Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders <p>Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> • Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem. • Encouraging children to develop a positive sense of themselves. • Provide activities for all children to engage in and actively challenge gender specific tasks and activities. <p>Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:</p> <ul style="list-style-type: none"> • By working together to create group rules. • By understanding their own and others' behaviour and feelings and the consequence of these. • Encouraging and supporting children to learn how to distinguish right from wrong. <p>Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences</p> <ul style="list-style-type: none"> • Encouraging children to learn about the world around them - both locally and further afield. • Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,

Starting Stimulus	Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
Horrible Histories - Tony needs a new way of presenting information about Groovy Greeks - he needs your help	Birmingham Museum and Art Gallery visit (inc Greek Gallery) Develop mini Greek stories/ plays through drama and iMovie Design and make a 3D Greek urn or other piece of pottery Fly a kite - link to Celebrating differences Learn a musical instrument, e.g. ukulele Perform a play that we have written (as above), e.g. to another class	JIGSAW - Being me in my world - Autumn 1 (see individual year group for differentiated planning) Help others to feel welcome Try to make the school community a better place Think about everyone's right to learn Care about other people's feelings Work well with others Choose to follow the learning charter Outcome - learning charter JIGSAW - Celebrating differences - Autumn 2 Tell you about a time when my words affected someone's feelings and what the consequences were Give and receive compliments and know how this feels Outcome - Compliment kites

Steps to Achieving Learning Challenge

Sub question	Subject Focus (from mapping)	Content / Activities
1) Who were the Ancient Greeks?	Geography, history	<ul style="list-style-type: none"> Brainstorm existing knowledge on Greece, locate Greece on a map. Place ancient civilization in time - Order events on a timeline.
2) What was everyday life like in Ancient Greece?	Drama, art, music, maths, history, D&T,	<ul style="list-style-type: none"> Researching everyday life - Putting together a PowerPoint presentation to present to the class in groups. Acting out a day in the life of... Explore Greek pots to see what they tell us about everyday life Design a Greek wreath Ancient Greek food - Create 3D food plates Designing/drawing costumes and/or accessories.
3) What do we know about Athens and Sparta?	Geography, computing, history	<ul style="list-style-type: none"> Explain the term democracy Locate Athens and Sparta on a map - describe physical features. Research what life was like in Athens and Sparta- Create fact files about the cities

		<ul style="list-style-type: none"> • Write postcards
4) What legacy have the Greeks left behind?	P.E, computing, English, history, maths, science	<ul style="list-style-type: none"> • Myths and legends - design a mask linked to a character • Greek gods - Fact file card on a Greek god, paint a portrait. • Olympics - Create modern day event, and poster • Greek alphabet - Design frame write their name.
5) How can we prepare our own museum on Ancient Greece?	Design and technology, art, history, music, computing.	<ul style="list-style-type: none"> • Plate making • Film a reconstruction of a myth • Models of famous buildings • Trojan horse • Greek Art
6) What have we learnt about Ancient Greece?		<ul style="list-style-type: none"> • Brainstorm knowledge • How can we improve what we had created?

Relationship to Core Subjects

English Skills	Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. <p><u>To understand texts</u></p> <ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. 	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs 	<p><u>Working scientifically</u></p> <p>I. asking relevant questions and using different types of scientific enquiries to answer them</p> <p>II. setting up simple practical enquiries, comparative and fair tests</p> <p>III. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment</p> <p>IV. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>V. recording findings using simple scientific language, bar charts, and tables</p> <p>VI. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>VII. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>VIII. identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings</p>

<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of a text. 	<ul style="list-style-type: none"> direct speech, punctuated correctly clauses adverbial phrases <p><u>To present neatly</u></p> <ul style="list-style-type: none"> Join letters, deciding which letters are best left unjoined. Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> Use prefixes and suffixes and understand how to add them. Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>To punctuate accurately</u></p> <ul style="list-style-type: none"> Develop understanding of writing concepts by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials Indicate grammatical and other features by: Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. 	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><u>Number - multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><u>Measurement</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm). Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.</p>	<p><u>Animals Including Humans</u></p> <p>I. 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</p> <p>II. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><u>Light and Shadows</u></p> <p>I. recognise that they need light in order to see things and that dark is the absence of light</p> <p>II. notice that light is reflected from surfaces</p> <p>III. recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>IV. recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>V. find patterns in the way that the size of shadows change</p> <p>Working scientifically - all parts highlighted</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>ii. setting up simple practical enquiries, comparative and fair tests</p> <p>iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units,</p> <p>iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>v. recording findings using simple scientific language, drawings, labelled diagrams, and tables</p> <p>vi. reporting on findings from enquiries, including oral and written explanations,</p> <p>vii. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>viii. identifying differences, similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings
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	<p><u>To analyse writing</u></p> <ul style="list-style-type: none"> Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <p><u>To present writing</u></p> <ul style="list-style-type: none"> Read aloud writing to a group or whole class, using appropriate intonation. 		
Key Texts			
<p><u>Fiction</u></p> <p>Usborne Book of Greek Myths G. McCaughrean - Orchard Book of Greek Myths Margret Mayo - Pegasus and the Proud Prince Terry Deary - Top Ten Greek Legends Comic Myths (inc Descriptosaurus)</p>	<p><u>Non-fiction</u></p> <p>Fergus Fleming - The Greek Gazette Ancient Greeks - Anita Ganeri Greek fun fact books</p>	<p><u>Poetry</u></p> <p>I am... (Greek file/ A.Allen) The 3-Headed Dog Move It White horses I am the Song</p>	
English Real and Purposeful Outcomes		Maths Outcomes	Science Outcomes
<p>Write stories that contain mythological, legendary characters and events - inc descriptions (character, setting)</p> <p>Explore presenting stories in different formats, inc mountains, maps, using storyboards (e.g. before recording an iMovie)</p> <p>Write letters, e.g. Thank you letter after museum visit</p> <p>Write instructions, e.g. for a museum tour, Greek food, new game using a Greek theme; try the instructions out after writing them to see if they work!</p> <p>Write recounts, e.g. of museum visit, visiting workshop/ poet</p> <p>Learn a poem by heart; perform</p> <p>Write poems using repetition, rhyme or historical detail</p>		<p>Prepare a track with different Olympic events and children to participate in them. Time the races and display statistically.</p> <p>Greek timeline with major themes and events shown.</p> <p>Design and build a Greek temple with 2d and 3d shapes - see how can tessellate.</p> <p>Design an Olympic stadium thinking about capacity and where the difference events could take place using 2d shapes.</p> <p>Make a model of an Olympic stadium..</p>	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> Review a food survey to answer questions on diet and look for patterns and trends display using tables and bar charts (pattern seeking) Use knowledge of food groups and a balanced diet to design healthy meals (exploring/analysing secondary sources) Create a skeleton string puppet that has moving joints (exploring/analysing secondary sources) Investigate the question -Do some people have stronger muscles because they use them more? (exploring/pattern seeking) Plan and carry out a practical investigation in groups that attempts to answer a scientific question (exploring/pattern seeking) Give an illustrated presentation to clients on health and fitness, using resources they have made throughout the block and evidence from their own research (Communication)

	<p>LIGHT AND SHADOWS</p> <ul style="list-style-type: none"> • Investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes (exploring/drawing conclusions) • Predict and then investigate how well different colours and materials reflect light in a simulated dark cave, use results to sort and classify the samples (predicting/exploring/classifying) • Discover the properties of mirrors and reflections by undertaking different investigative tasks and use scientific knowledge on light to explain their findings (exploring/drawing conclusions) • Investigate how different objects create shadows (exploring) • Investigate the effect of moving the light source on the size of shadows (fair testing/pattern seeking) • Investigate how coloured light beams mix and what its like to look through different coloured filters (exploring)
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Relationship to Foundation Subjects

Art and Design Skills	Design and Technology Skills	Computing
<p><u>To develop ideas</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p><u>To take inspiration from the greats (classic and modern)</u></p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p><u>To master techniques in:</u> <u>sculpture (Greek pottery)</u></p> <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). 	<p><u>To design, make, evaluate and improve</u></p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p><u>To take inspiration from design throughout history</u></p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. <p><u>To master practical skills</u> <u>Materials</u></p>	<p><u>To connect</u></p> <ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. <p><u>To collect</u></p> <ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. <p><u>To communicate</u></p> <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

<ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p>digital media (ebook)</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p><u>Food</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) 		
Art and Design Outcomes	Design and Technology Outcomes	Computing Outcomes	
<p><i>Create swords and shields</i> <i>Create masks of Gods and Goddesses</i></p>	<p><i>Create clay pots and decorate</i></p>	<p><u>We are presenters</u> To communicate (make a news article / TV show) - iMovie We are bug fixers - write commands</p>	
Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes 	<p><u>To investigate and interpret the past</u></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>To understand chronology</u></p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. 	<p><u>To perform</u></p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p><u>To describe music</u></p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and 	<p><u>Autumn 1 – Games</u></p> <p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p><u>Autumn 2 – Dance (Greek)</u></p>

<p>and the water cycle.</p> <ul style="list-style-type: none"> • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>discuss their effect on mood and feelings.</p>	<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.
Geography Outcomes	History Outcomes	Music Outcomes	P.E Outcomes
<p><i>Identify Greece on a world map</i></p>	<p><i>Create a timeline of relevant events for ancient Greece</i></p>	<p><i>Be able to clearly play notes on a ukulele</i></p>	<p><i>Be able to complete in a team game and consider team members</i></p> <p><i>Be able to remember a sequence of moves and present to an audience</i></p>
RE Skills		Language Skills	
<p><u>Understand beliefs and teachings</u></p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. <p><u>To reflect</u></p> <ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. <p><u>To understand values</u></p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 		<p><u>To read fluently</u></p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p><u>To understand the culture of the countries in which the language is spoken</u></p>	

	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.
RE Outcomes	Language Outcomes
<p>Autumn</p> <p>Creation -A guide about how to care for the world, posters, instructions, artwork</p> <p>Incarnation - Trinity artwork for display, baptism prayers, performance of 'God Behind, God Beside, God Ahead.'</p> <p>Islam - Zakat - information leaflet, research charities and feedback to school council.</p> <p>Islam - Hajj- map of the journey</p>	<p><i>Take part in a short conversation, using common words</i></p> <p><i>Be able to speak clearly and accurately in Italian</i></p>