Topic Name – The Greeks
Disposition Developing Contemplation: Being Reflective and Self-Critical

Year Group - Year 3 Summer 1
Purpose Question – What was the Ancient Greek's greatest idea and how has it influenced the western world?

Curriculum Coverage: History
Purpose – To establish a clear narrative within and across time periods. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information thinking closely to how Britain has been influenced by the wider world.

Class Novel: The Abominables
Purpose- Blends adventure, humour, and warmth in a way that fully engages children while still stretching their thinking.

Links to previous topics.
Year 2 Explorers (Chronology)
Year 3 Stone Age to Iron Age (Chronology)

Links to future topics.
Year 3 The Romans
Year 4 Anglo -Saxons (Chronology)
Year 4 Vikings (Chronology)
Year 4 Benin
Year 5 Ancient Civilisations

PSHE link for Democracy

Engage Stage/Memorable Experience

In school workshop: Portals from the Past – Ancient Greek Day

PSHE
Relationships
Family Roles and Responsibilities
Keeping Myself Safe Online
Being a Global Citizen 2

RE
Theme: Hindu Beliefs

Key Question: How can Brahman be everywhere and in everything?

Religion: Hinduism

Disposition: Being Modest and Listening to Others

Key Vocabulary: Vishnu, Brahma, Trimurti, Tridevi, Mandir, Puja, Murtis, Shrine, Vedas

History
A study of Greek life and achievements and their influence on the western world

1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?
2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?
3. What was so special about life in 5th Century BC Athens that makes us study it?
4. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?
5. In what ways have the Ancient Greeks influenced our lives today?

Chronology:
Start to use the terms BC/AD, decade, ancient, century.

Start to talk about the past in terms of periods e.g. Ancient Greeks, Romans, Stone Age…

Similarities and Differences:
Starting to show an understanding that not everyone in the past lived in the same way (rich and poor). Start to explain the similarities and differences in beliefs, attitudes and life of the people in the period of history being covered.

Key vocabulary: ancient, democracy, archaeologists, Greece, Greek, parliament, tax/taxes, Olympics

Science
Forces and Magnets
Children should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).

Children may work scientifically by: comparing how different things move and group them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find the answer to their questions; exploring strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnetics behave in relation to one another and what might affect this, such as strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Compare how things move on different surfaces.
Activity: Investigate whether different materials affect how fast an object can slide down a slide. Think about why the surface of a slide is smooth and shiny. Discover which materials make for a faster or slower slide and consider why. Measure how fast the same object, wrapped in different materials, travels down a slide. Remember to use a slippery surface of the same incline to ensure a fair test.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Activity: Annotate a picture of playground apparatus with words that describe the forces (push, pull, gravity, friction) needed to make the apparatus work. Sort and classify the apparatus into those that need a contact force and those that rely upon a non-contact force. Consider why a roundabout slows down when it is no longer pushed and whether they would continue to slide if a slide was horizontal.

Observe how magnets attract or repel each other and attract some materials and not others.

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.

Activity: Work in teams to find and list 20 different magnetic objects from around the school. Work out what each listed item is made from and identify its properties. Present their findings in simple tables or charts.

Describe magnets as having two poles.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Activities: Identify and label the north and south poles of a magnet. Explore and observe magnetic fields by placing bar, horseshoe and other magnets on or under a sealed container of iron filings or ferrofluid. Describe and compare the patterns formed by the various magnets.

Test a range of magnets to investigate which poles attract and which repel. Use floating magnets to find out which pole points in which direction. Specify the direction in which the magnet's north pole points. Using what they know about polar attraction, explain what this tells them about the Earth's magnetic poles.

Key Vocabulary: magnetic, magnets, attract, repel, poles, force, contact, pull, push

Art
Sculpture
To improve their mastery of art and design techniques, including drawing, painting and **sculpture** with a range of materials (for example, pencil, charcoal, paint, clay).
Activity: Sculpting the God – 3d model of chosen God or Goddess.
Key Vocabulary: Viewpoint, detail, two-dimensional, three-dimensional, form, shape, texture, composition, profile, proportion, perspective, carving, surface, manipulate.

Computing
Creating media – Desktop publishing
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
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.
To show that a page orientation can be changed.
To add text to a placeholder.
To organise text and image placeholders in a page layout.
To add and remove images to and from placeholders.
To edit text in a placeholder.
To move resize and rotate images.
To choose fonts and apply effects to text.
To review a document.

Key Vocabulary: Text, images, communicate, font, font style, orientation, placeholder, layout, content, desktop publishing, copy, paste, layout, purpose, benefits.

PE
Games (Tennis) PE Hub Planning – Sport Coach Led during PPA
To use the ready position to return a ball.
To hit the ball to different parts of the court using a forehand hit.
To perform an underarm serve to start a rally.
To move towards a ball to return it over the net.
To play cooperatively with a partner to keep the ball moving over the net.
To perform forehand hits to score points in a competition.

Key Vocabulary: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.

Athletics – Teacher Led
Jumping and hopping sequences.
To run at different speeds.
To approach and jump hurdles.
To throw a javelin using the pull-throw technique.
A variety of skipping techniques.
To keep score accurately over a range of events.

Key Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.

Music
Taught through Junior Jam during PPA
Singing
Level 1

Oracy

Continue to use the sentences stems for instigate, build and challenge.

MFL: Spanish
Taught using Language Angles
Unit: I know how to…