Topic Name – The Greeks Disposition Developing Contemplation: Being Reflective and Self-Critical	Year Group - Year 3 Summer 1 Topic Purpose Question – What was the Ancient Greek's greatest idea and how has western world?	; it influenced the	Curriculum Coverage: History Topic 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 N Purpos style o
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 5 Ancient Civilsations         PSHE link for Democracy         Engage Stage/Memorable Experience         In school workshop: Portals from the Past – Ancient Greek Day	<ul> <li>History <ul> <li>A study of Greek life and achievements and their influence on the western world</li> <li>1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</li> <li>2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</li> <li>3. What was so special about life in 5th Century BC Athens that makes us study it?</li> <li>4. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</li> <li>5. In what ways have the Ancient Greeks influenced our lives today?</li> </ul> </li> <li>Chronology: <ul> <li>Start to use the terms BC/AD, decade, ancient, century.</li> <li>Start to talk about the past in terms of periods e.g. Ancient Greeks, Romans, Stone Age</li> </ul> </li> <li>Similarities and Differences: <ul> <li>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 bistory being covered.</li> </ul> </li> </ul>	Science Forces and Magnets Children should obser explore the behaviour Children may work sci gathering and recordii magnetic and those th faces another; identify Compare how things of Activity: Investigate w a faster or slower slide ensure a fair test. Notice that some force Activity: Annotate a pi those that need a con slide was horizontal. Observe how magnets Compare and group to Activity: Work in team	<u>has been influenced by the wider world.</u> we that magnetic forces can act without direct contact, unlike most forces, where direct and everyday uses of different magnets (for example, bar, ring, button and horseshoe entifically by: comparing how different things move and group them; raising questions ng data to find the answer to their questions; exploring strengths of different magnets hat are not; looking for patterns in the way that magnetics behave in relation to one an ying how these properties make magnets useful in everyday items and suggesting creaters. hether different materials affect how fast an object can slide down a slide. Think about a end consider why. Measure how fast the same object, wrapped in different materials es need contact between two objects, but magnetic forces can act at a distance. icture of playground apparatus with words that describe the forces (push, pull, gravity, tact force and those that rely upon a non-contact force. Consider why a roundabout sless attract or repel each other and attract some materials and not others. ogether a variety of everyday materials on the basis of whether they are attracted to a us to find and list 20 different magnetic objects from around the school. Work out what	t contact ). and car and find tother ar tive uses t why th s, travels , friction ows dow
RE         Theme: Hindu Beliefs         Key Question: How can Brahman be everywhere and in everything?         Religion: Hinduism         Disposition: Being Modest and Listening to Others         PSHE         Relationships         Family Roles and Responsibilities         Keeping Myself Safe Online         Being a Global Citizen 2	Key vocabulary: ancient, democracy, archaeologists, Greece, Greek, parliament, tax/taxes, Olympics	simple tables or charts Describe magnets as h Predict whether two r Activities: Identify and filings or ferrofluid. De Test a range of magne north pole points. Usin Key Vocabulary: magn	s. naving two poles. I label the north and south poles of a magnet. Explore and observe magnetic fields by p escribe and compare the patterns formed by the various magnets. ets to investigate which poles attract and which repel. Use floating magnets to find out ng what they know about polar attraction, explain what this tells them about the Earth netic, magnets, attract, repel, poles, force, contact, pull, push	placing b which p ı's magn
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, clarcoal, paint, clarcoal, paint, clarcoal, paint, clarcoal, 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 corr that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.		arcoal, paint, clay). g, surface, ystems, and content	PE         Games (Tennis) PE Hub Planning – Teacher Led         Tennis ready position.         Recognise the different types of hitting needs to different areas of the court.         Serve with some accuracy to targets.         Perform a forehand shot to a moving ball.         Move forwards towards the ball to return it to the other side.         Athletics – Sport Coach Led during PPA         Throwing different objects overarm and underarm – javelin.         Body position focusing on arms and legs for jogging, walking and sprinting.         Arm and leg technique to throw the discus.         Different ways to jump and land starting with 2 feet to 2 feet and moving forward.         To be able to work as a team.         Hand over technique while jogging.	
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, advantages, disadvantages, con desktop publishing, copy, paste, layout, purpose, benefits.	mmunicate, font, font style, template Landscape, portrait, orientation, placeholder, la	yout, content	Music Taught through Music Express during PPA Human Body (Structure) Singing French (Pitch)	MFL: S Taugh Unit: F

## Novel: Who Let the Gods Out? ose- Topic specific vocabulary as well as immersing the children in another of writing and narrative.

ct is necessary (for example, opening a door, pushing a swing). They should

rrying out tests to find out how far things move on different surfaces and ding a fair way to compare them; sorting materials into those that are nd what might affect this, such as strength of the magnet or which pole as for different magnets.

ne surface of a slide is smooth and shiny. Discover which materials make for s down a slide. Remember to use a slippery surface of the same incline to

 needed to make the apparatus work. Sort and classify the apparatus into wn when it is no longer pushed and whether they would continue to slide if a

## , and identify some magnetic materials.

sted item is made from and identify its properties. Present their findings in

bar, horseshoe and other magnets on or under a sealed container of iron

pole points in which direction. Specify the direction in which the magnet's netic poles.

<u>Spanish</u> nt through Language Angles during PPA Fruits

