

Computing

I know how to respond if asked for personal information or feel unsafe about content of a message.

I can design and create content.

I can present information.

I can begin to use correct finger positions for typing accurately

History

I can describe events and periods using the words: ancient and century.

I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

I understand that people from different historical periods had different religious beliefs.

I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.

I can use various sources of evidence to answer questions.

I can use various sources to piece together information about a period in history.

Geography

I can explain why a locality has certain human features

I can explain why a place has certain physical features

I can confidently describe physical features in a locality

I can explain how the lives of people living in the Mediterranean would be different from my own

I can explain how people's lives vary due to weather

I can work out how long it would take to get to a given destination, taking account of the mode of transport

RE

Compare how people of different faiths practice of religion in the home.

Explore diversity in religion and reflect on similarities and differences.

Identify ways in which different religions describe God.

Explore the symbolism and intended meaning for believers.

Research key events in the development of a religious tradition and explain the impact on believers today.

Art

Artist Focus: Henry Moore

I can make a clay structure (Greek pots).

I can add onto my work to create line, texture and shape.

Linking to big question about Greek times.

DT

I can explain how realistic my plan is.

I can communicate ideas through cross sectional diagrams.

I can use finishing techniques.

I can use a range of techniques to shape and mould.

MFL

I can present ideas and information orally to a range of audiences

I can use a bilingual dictionary or glossary to look up new words.

I can say what I like/dislike about a familiar topic.



Curriculum Content - Year 3

Skill coverage

Summer 2 Big Question:

Could you have competed in the Ancient Greek Olympics?

Enrichment Opportunities

Swimming

Olympics Week

Sports Day

Science

I know about and describe how objects move on different surfaces.

I know how some forces require contact and some do not, giving examples.

I know about and explain how objects attract and repel in relation to objects and other magnets.

I predict whether objects will be magnetic and carry out an enquiry to test this out.

I know how magnets work.

I predict whether magnets will attract or repel and give a reason.

PSHE

That regular exercise such as walking or cycling has positive benefits for their mental and physical health.

About the things that affect feelings both positively and negatively strategies to identify and talk about their feelings.

About some of the different ways people express feelings e.g. words, actions, body language.

to recognise how feelings can change overtime and become more or less powerful.

how to identify their own personal strengths and interests and what they are proud of (in school, out of school).

To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues.

Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.

How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

How to respond if there is an accident and someone is hurt.

about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.

To understand basic first aid procedures, including how to get help.

Music

I can begin to recognize how composers use the inter-related dimensions of music to create moods and effects.

I can recognise the work of at least one famous composer.

I know whether a change in music is gradual or sudden.

I can make four-bar rhythms on my own or in a group.

PE

Demonstrate a range of throwing techniques, choosing projectiles according to task.

Perform a range of jumps, sometimes with run ups.

Run at different speeds with control. Swim competently, confidently and proficiently for 25m.

Use the strokes front crawl, back stroke and breaststroke effectively.

Tread water for 30 seconds, get in and out of the pool safely, call for help from the pool, float for 30 seconds.

Maths - Areas of Learning

Measure (including scaling)
Four operations
Adding and subtracting fractions
Equivalent fractions

English - Reading - Texts

Greek myths
Alexander the Great
Gladiators
Where the wild things are.

English - Writing Opportunities

Retelling Greek myths
Non-chronological reports about historic events
Greek myth character descriptions
Reports about events from Greek mythology

History

Ancient Olympics
Alexander the Great
Odysseus
Artefacts
Troy and the wooden horse
Greek Gods

DT

Junk modelling

Curriculum Content - Year 3

What does this look like in the classroom?



Summer 2 Big Question:

Could you have competed in the Ancient Greek Olympics?

Science

Frictions
Buoyancy
Magnets
Air and water resistance

PSHE

Benefits of exercise
Managing setbacks and feelings
First aid and emergency services

Computing

PowerPoints
Safe searching
Image editing—transitions

Enrichment Opportunities

Swimming
Olympics Week
Sports Day

MFL

Food
At school

Geography

Plotting Odysseus' voyage
Locating Greece and its Islands

Music

Timbre
Story, mood and character in music
Four bar rhythms

RE

Hindu festivals
Hindu beliefs
Mandir
Malala

PE

Athletics
Swimming

Art

Ancient Greek pots (clay)