

Year group: 3 Term: Spring 1 – Who let the God's out. Focus Subject: History

BIG Question: What did the Greeks ever do for us?



Key Vocabulary: Greek, ancient, quest, journey, adventure, import, export, trade, invade, revolt, military, conquest, empire, invade.

Practise at Home:

Homework topic activities
Timetables Rockstars (MTC)/Spelling Shed/IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Greek day

Relationships and Health Education:

LKS2 Module 1 – Session 2: The Sacraments • That in Baptism God makes us His adopted children and 'receivers' of His love • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience.
LKS2 Module 1, Unit 2 – Session 1: We don't have to be the same.
LKS2 Module 1, Unit 2 – Session 2: Respecting our bodies
LKS2 Module 1, Unit 3 – Session 1: What am I feeling?
LKS2 Module 1, Unit 3 – Session 2: What am I looking at?
LKS2 Module 1, Unit 3 – Session 3: I am thankful!
LKS2 Module 1, Unit 4 – Session 1: Life cycles.

As Musicians, we will: be 'Composing using your Imagination'.

Composing music – creating art – is one of the many ways in which music can be compared to magic: from nothing comes something. Something brand new. Something that has never existed before. With just a few different sounds, it is possible to make an infinite number of different pieces of music. No two compositions will be exactly the same. The composition apps in this unit will support children creating their own compositions using their imaginations.

DT: As designers, we will: understand users needs and wants. Why ingredients have been chosen. That food ingredients can be fresh, pre-cooked and processed. Order the main stages of making. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Science: As scientists, we will:

Can explain that animals, including humans, cannot make their own food.
Identify that humans get nutrients from different types of food.
Explain why the amount of food humans eat is important.
Identify that humans get nutrition from what they eat.
Can respectfully ask questions about the diet choices of others.



English: As readers and writers, we will:

Narrative – adventure story
To plan, write, edit and improve their own versions of quest story..
Non-fiction – persuasive writing
To write a persuasive letter.

RE:

Galilee to Jerusalem. This module begins with the feast of the Epiphany, with scripture from Matthew's gospel. The unit will involve us:

Understanding and describing a story that is accurate in its sequence and details, making links between sources and beliefs. Identify specialist vocabulary to describe religious beliefs correctly.

Play with the possibilities of asking 'What if?' questions, and listen to the stories and experiences of others. Begin to express judgement with relevant reasons.

Reflect on the meaning of what they have heard. Consider how our own lives and the future of communities to which we belong could be transformed by what we have learned.

Art: As artists, we will:

Understand that artists use sketchbooks to respond to other creative artworks. Tell stories through drawing and making 3d sculptures.



PE: As athletes, we will:

Gymnastics - Flight
Find different way to take off and land when jumping.
Perform and name different jumps.
Link jumps with sideways rolls with quality and body tension.
Perform a forward roll safely.
Create a sequence, teach someone else the sequence and perform it.
Netball
Pass the ball in 3 different ways with one foot in front of the other.
Step into a throw.
Follow through with arms, hands and fingers extending to receiver.

Maths: As mathematicians, we will:


Multiplication & Division –
Use known multiplication facts to solve other multiplication problems.
Find multiplication and division fact families.
Learn to multiply and divide by partitioning.
Solve mixed multiplication and division problems including multi-step problems.
Length and perimeter -
Use different units of measurements to measure the length of objects.
Compare units of measure
Learn about how to work out an object's perimeter.
Add and subtract using perimeter

History: As historians, we will: focus on the attitudes, beliefs and ways of life and on the way, we build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. We will focus on how Ancient Greece has impacted our society today. Alongside the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.

Geography: As geographers, we will: (History this half-term)

Computing: As programmers, we will

Explain how digital devices function
Identify input and output devices
Recognise how digital devices can change the way we work
Explain how a computer network can be used to share information
Explore how digital devices can be connected
Recognise the physical components of a network

Half term overview		St. Mary's Catholic Primary				
Term: Year 3 – Spring Term 1 						
Teacher: Mr Allen						
Dates	W/C 6 th January	W/C 13 th January	W/C 20 th January	W/C 27 th January	W/C 3 rd February	W/C 10 th February
Events						
Focus	Narrative Storytelling - Who let the God's out			Non-Fiction Persuasive Letter Writing	Poetry – Apes to Zebras (Literacy Shed Unit)	
English	<p>Introduction of the story then Cold task</p> <p>Topic Immersion activities</p> <p>Imitation x 3 (learning and telling the story verbally)</p> <p>Story Maps – Children draw their own story maps</p>	<p>Innovation – change something about the story as a class and retell the story with the change(s)</p> <p>Box-it up – share write then independent writing</p>	<p>Hot Task – children independently write everything they can remember of the story.</p>	<p>Model: Persuasive letter to Mrs McDonlad asking for a school pet.</p> <p>Invention/Innovation: Persuasive letter to Mrs McDonald.</p>	<p>To understand what a shape poem is.</p> <p>Compare features of shape poems.</p> <p>Create a shape poem in the style of given examples.</p> <p>Understand the message behind the shape poem and how the shape impacts this message.</p> <p>Plan a shape poem where the message matches the shape.</p> <p>Edit, improve and rewrite my poem.</p>	
Spelling		<p>Group 1 – Stage 1, Step 16: digraph 'ee'</p> <p>Group 2 – Stage 3, Step 16: words with the suffix '-ly'.</p>	<p>Group 1 – Stage 1, Step 17: digraph 'ea' makes an 'ee' sound.</p> <p>Group 2 – Stage 3, Step 17: words that are homophones.</p>	<p>Group 1 – Stage 1, Step 18: digraph 'ea' makes an 'e' sound.</p> <p>Group 2 – Stage 3, Step 18: Challenge words.</p>	<p>Group 1 – Stage 1, Step 19: digraph 'er' is stressed.</p> <p>Group 2 – Stage 3, Step 19: words ending in '-al'.</p>	<p>Group 1 – Stage 1, Step 20: digraph 'er' is unstressed at the end of words.</p> <p>Group 2 – Stage 3, Step 20: words ending in '-le'.</p>
Grammar	<p>Fronted Adverbials</p> <p>Coordinating Conjunctions</p> <p>Paragraphs</p>	<p>Fronted Adverbials</p> <p>Coordinating Conjunctions</p> <p>Paragraphs</p>	<p>Fronted Adverbials</p> <p>Coordinating Conjunctions</p> <p>Paragraphs</p>	<p>Relative Clause</p> <p>Perfect form of verbs.</p>		
Maths	<p>Unit 6: Multiplication and Division (3).</p> <p>Strengthening and Deepening Activities</p> <p>Multiples of 10</p> <p>Related calculations</p> <p>Reasoning about multiplication</p> <p>Multiply 2-digit</p>	<p>Unit 6: Multiplication and Division (3).</p> <p>Multiply 2-digits by 1-digit (exchange)</p> <p>Expanded written method</p> <p>Linking multiplication and division</p> <p>Divide 2-digits by 1-digit (no exchange)</p> <p>Divide 2-digits by 1-digit (flexible partitioning).</p>	<p>Unit 6: Multiplication and Division (3).</p> <p>Divide 2-digits by 1-digit with remainder</p> <p>How many ways?</p> <p>Problem solving 1</p> <p>Problem solving 2</p> <p>End of Unit check</p>	<p>Unit 7: Length and perimeter</p> <p>Measure in m and cm</p> <p>Measure in cm and mm</p> <p>Meters, centimetres and millimetres</p> <p>Equivalent lengths (m/cm)</p>	<p>Unit 7: Length and perimeter</p> <p>Equivalent lengths (mm/cm)</p> <p>Compare lengths</p> <p>Add lengths</p> <p>Subtract lengths</p> <p>Measure perimeter</p>	<p>Unit 7: Length and perimeter</p> <p>Calculate perimeter</p> <p>Problem solving</p> <p>EOUC</p>

Science	I can explain that animals, including humans, cannot make their own food.	I can identify that humans get nutrients from different types of food.	I can explain why the amount of food humans eat is important.	I can identify that humans get nutrition from what they eat.	I can respectfully ask questions about the diet choices of others.	I can explain why it is important to produce and harvest food in sustainable ways and find out why it is important to eat local foods
RE	Retelling the story of the visit of the Magi. Explaining what the visit of the Magi and the gifts they bring show us about Jesus.	Identifying the religious beliefs contained in the prayer 'Our Father'. Making links between the 'Our Father' scripture and life.	Understanding what a parable is. Understanding the purpose of parables and how they may help and guide us.	Understanding what the New Testament means by miracles. Understanding what the Miracle of Healing the Centurion's Servant teaches.	Learning about the life of a saint. Identify how saints put the kingdom of God into practise and what we can learn from them.	Reflect and assess.
Art	To explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook.	To use my sketchbook to make visual notes, capturing ideas which interest me.	I can use my sketchbook to test ideas and explore colour and mark making.	I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.	I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.	To display the work made through the half term and reflect and evaluate the outcomes. WWW & EBI
Music – Charanga	Composing using your imagination. Your imagination (1)	Composing using your imagination. Your imagination (2)	Composing using your imagination. You're A Shining Star (1)	Composing using your imagination. You're A Shining Star (2)	Composing using your imagination. Music Makes The World Go Round.	Assessment Checkpoint.
PE	Gymnastics - Flight Netball	Gymnastics - Flight Netball	Gymnastics - Flight Netball	Gymnastics - Flight Netball	Gymnastics - Flight Netball	Gymnastics - Flight Netball
Computing	Introduction to Scratch	Programming Sprites	Sequences	Ordering commands	Changing appearance of Sprites	Making an instrument.
History	Who were the Greeks and when did they live?	What did the Greeks believe in?	How was ancient Greece governed?	To understand how Athenian democracy worked	To understand the importance of the ancient Greek philosophers.	To understand the importance of the ancient Greek philosophers.
PSHE/ RSE (see Art/Music)	Life to the Full – LKS2 Module 1 Unit 1 Religious Understanding Session 2 – The Sacraments	Life to the Full – LKS2 Module 1 Unit 2 Religious Understanding Session 1 – We don't have to be the same.	Life to the Full – LKS2 Module 1 Unit 2 Religious Understanding Session 2 – Respecting our bodies.	Life to the Full – LKS2 Module 1 Unit 3 Religious Understanding Session 1 – What am I feeling?	Life to the Full – LKS2 Module 1 Unit 3 Religious Understanding Session 2 – What am I looking at?	Life to the Full – LKS2 Module 1 Unit 3 Religious Understanding Session 3 – I am thankful LKS2 Module 1 Unit 4. Session 1 Life Cycles