



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Ancient Greece</u>			Year group: 3
			Term: Autumn 2
Hook	Explore	Excite	Celebrate
Greek theme day	Visit the British Museum	Cook Greek recipes from Ancient Greece	Winter Fair or invite parents to a class museum celebration to share learning

Core subjects: Theme Content

By the end of this unit the children will be able to...

Science	<p>Sound</p> <ul style="list-style-type: none"> -identify how sounds are made, associating some of them with something vibrating - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound <p>Tell you how sounds are made. Tell you how sound travels to your ear. Tell you how the pitch of a sound depends on the object that produced it. Describe volume in terms of vibrations. Tell you what happens to a sound when you get further away from it.</p>
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Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Kindness and Friendship – Anti-bullying</u></p> <p>Reactions To know how to recognise the difference between isolated hostile incidents and bullying To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>Self-Worth To understand what self-esteem is and why it is important</p> <p>Persistence and Resilience</p>
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	<p>To understand the terms 'resilience' and 'persistence' and why these character traits are important</p> <p>To face new challenges positively and know when to seek help</p> <p>Negative Persistence</p> <p>To know how to recognise bullying behaviour</p> <p>To recognise right and wrong, what is fair and unfair and explain why</p> <p>To understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p> <p>Religious Views</p> <p>To understand and appreciate the range of different cultures and religions represented within school</p> <p>To learn about the need for tolerance for those of different faiths and beliefs</p> <p>To understand the term 'diversity' and appreciate diversity within school</p> <p>To recognise and challenge stereotyping and discrimination</p> <p>Friendship</p> <p>To know and understand the features of a good friend</p> <p>To know how to communicate their opinions in a group setting</p> <p>To work co-operatively, showing fairness and consideration to others</p> <p>To understand why it is important to be positive in relationships with others</p>
Humanities	<p><u>How have the Greeks been remembered? Ancient Greece – Greek life, achievements and influence on the Western World</u></p> <p>When was Ancient Greece?</p> <p>Which event is older? How do we know?</p> <p>How did life change during the AG period?</p> <p>Was life always the same during AG?</p> <p>What do paintings/art/letters etc. tell us about AG?</p> <p>What was so important about the Olympics?</p> <p>Why has the AG alphabet been remembered?</p> <p>How do you think it was to be an AG?</p> <p>Why were the philosophers so important to the people?</p> <p>Where was Ancient Greece?</p> <p>What do you expect this place to be like?</p> <p>What was this place actually like?</p> <p>Who lived here and why?</p> <p>What jobs did people do?</p> <p>What services were there?</p> <p>What global connections were there?</p> <p>How was the land used?</p> <p>What types of places did people choose to live in?</p> <p>What are the main similarities and differences between AG and our place?</p>

Why was this place special?

I can describe land use

I can apply my knowledge of chronology in a secure way

I can make a time line of events or developments

I can describe how things have changed over time

I can use the correct historical vocabulary in my writing and discussions about the past

I can use words to describe how time passes and how events are recorded

I can describe similarities and differences between time periods, by comparing and contrasting

I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.

I can describe the beliefs and ideas people held.

I can describe connections between developments in different time periods

I can describe why an event, people or individual are significant

I can talk about the causes and effects of events in the past

I can explain when an important event or development happened, why it happened and what happened next

I can ask and answer more complex questions about the past

I can select appropriate information from different sources to find out about the past, such as

*novels and play scripts

*information books

*pictures or photographs

*documents and diaries

*DVDs or videos

*the internet

*artefacts

*museum displays

*old buildings and heritage sites

I can organise my understanding of history in different ways to make sure it makes sense such as

*writing

*drawing

*painting and collage

*drama

*making models

* making a museum display

*performing a play

*giving a spoken representation

*making a presentation using the computer or a short film

I can write as if I were living in the past, perhaps in the style of an autobiography or diary.

RE	<p>How do those who believe build a relationship with God?</p> <p>I can make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans</p> <p>I can make connections between the belief in one God, Allah, and the way this is reflected in salah and the mosque e.g. everyone facing the qiblah and mihrab; the prohibition of idolatry reflected in the absence of representations of humans and animals; the use of calligraphy and pattern.</p> <p>I can make connections between Hindu belief in one God and the diverse forms in which God is worshipped e.g. Krishna, Rama, Lakshmi, Ganesha</p> <p>I can make connections between Hindu stories ... and belief in a personal, devotional relationship between God and the believer</p> <p>I can make connections between devotion to God and how this expressed in worship in the Hindu home and the mandir e.g. puja, arti, prashad</p> <p>I can make connections between what the Bible teaches about God (Father, Son and Holy Spirit), and how this is expressed in worship and prayer</p> <p>I can make connections between the commemoration, worship and teaching</p> <p>I can use specialist vocabulary in communicating my knowledge and understanding of beliefs, teachings, practices and symbols</p> <p>I can use and interpret a range of sources including the scriptures, stories, artefacts, pictures, the media and ICT/ the internet, to gain knowledge and understanding of beliefs, teachings and practices</p>
Arts– Drop Down	<p>Winter Fair</p>
PE	<p>Invasion Games</p> <p>Hockey/Football</p> <p>I can play with greater speed and flow</p> <p>I can suggest how rules could be changed to improve the game</p> <p>I know and explain the tactics and skills that I am confident with and use well in games</p> <p>Dance</p> <p>I can think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.</p> <p>I can remember, practise and combine longer, more complex dance phrases</p> <p>I can describe and interpret dance movements using appropriate vocabulary</p>
Computing	<p>In this unit the children will use Purple mash to create Greek story Animations. storyboards</p> <p>Resource: ICT Purple Mash</p> <p>Digital Literacy</p>

	Use the internet to research The Greeks Look at some examples of people making animations Use Purple Mash
MFL	I can talk about my hobbies using like/dislike, love/hate.