



# Year 3 Curriculum Term 4



## Topic Title: Gods and Mortals

### English

#### Non-fiction- PERSUASSIVE - A perfect Parrot for Sale

##### Tool kit

##### Typical Structure (p193)

- Logical order
- A series of points building one viewpoint
- Paragraphs with topic sentence in introduction
- Often includes images to attract attention

##### Typical language features (p193)

- Personal and direct, often informal (friendly)
- Emotive sentence signposts
- Opinions presented as facts
- Use of imperative
- Use of language that sounds good. Inc slogans
- Weasel words (emotive language designed to deceive/give best impression)

#### Fiction – ACTION - A Close Call

##### Tool kit

##### Previous:

- Focus on the action with a sentence of 3 (E.g. He ran down the lane, leapt over the wall and screamed!)
- To use onomatopoeia to interrupt, e.g. Snap!
- Use a range of dramatic fronted adverbials to advance the action, e.g. At that moment, ...Suddenly, ...Unfortunately, ...

##### Tool kit

##### Y3/4

- Show not tell- reveal or hint at a character's feelings through their actions (trudged, tiptoed, glanced, sighed)
- Use a variety of progressive '-ing' openers to drop the reader straight into the action (e.g. Leaping out from behind the car,...)
- Short punchy sentences. Vary sentence length to affect the reader, short punchy sentences to build tension and pace: The door slammed shut)

#### WHOLE CLASS READING – Bill's New Frock

Whole Class reading schedule:

**Lesson 1:** 'Vocabulary / General Knowledge.' This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text

**Lesson 2:** 'Just read' Students will engage in independent reading of the assigned passages

**Lesson 3:** 'Close Read' students will develop a deeper comprehension of the text's theme and characters.

**Lesson 4:** 'Comprehension students will comprehend and articulate the events and messages conveyed in the novels.

**Lesson 5:** 'Book selection' students will visit the library to explore text. Students have the opportunity to read with adults.

### Maths

#### Fractions

##### Understand the Denominators of Unit Fractions

- Recognise that the denominator represents the total number of equal parts in a whole.
- Understand that a unit fraction has a numerator of 1.
- Identify and interpret common unit fractions such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , and  $\frac{1}{10}$ .

##### Compare and Order Unit Fractions

- Compare unit fractions with the same numerator by considering the size of the denominator.
- Understand that as the denominator increases, the size of each fraction decreases.
- Order unit fractions from largest to smallest and vice versa.

##### Understand the Numerator of Non-Unit Fractions

- Recognise that the numerator represents the number of parts being counted.
- Differentiate between unit fractions (where the numerator is 1) and non-unit fractions (where the numerator is greater than 1).
- Use representations such as bar models and number lines to illustrate non-unit fractions.

##### Understand the Whole

- Recognise that a whole can be divided into equal parts.
- Understand that a fraction where the numerator and denominator are the same (e.g.  $\frac{3}{3}$  or  $\frac{5}{5}$ ) represents the whole.
- Identify wholes in visual representations, such as fraction bars and number line models.

##### Compare and Order Non-Unit Fractions

- Compare non-unit fractions with the same denominator by considering the numerator.
- Order non-unit fractions from smallest to largest and vice versa.
- Use visual representations to support comparisons, such as fraction walls and bar models.

##### Fractions and Scales

- Recognise and interpret fractions on a range of scales, including number lines and measuring equipment (e.g. rulers, weighing scales).
- Identify missing fractions on scales with equal intervals.
- Understand connections between fractions and real-world measurements.

##### 7. Fractions on a Number Line

- Identify and place unit and non-unit fractions on a number line.
- Use number lines to demonstrate how fractions are positioned between whole numbers.
- Recognise fractions greater than one (e.g.  $\frac{5}{4}$  or  $\frac{3}{2}$ ) and place them correctly on a number line.

##### 8. Count in Fractions on a Number Line

- Count forward and backwards in unit and non-unit fractions.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



# Year 3 Curriculum Term 4

- Recognise the relationship between counting in fractions and whole number sequences.
- Understand how counting in fractions can lead to whole numbers (e.g. counting in quarters:  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , 1).

### 9. Equivalent Fractions on a Number Line

- Identify equivalent fractions using number lines (e.g. recognising that  $\frac{1}{2}$  is the same as  $\frac{2}{4}$  or  $\frac{3}{6}$ ).
- Understand that equivalent fractions represent the same value despite having different numerators and denominators.
- Use number lines to visualise and explain why two fractions are equivalent.

### 10. Equivalent Fractions as Bar Models

- Recognise equivalent fractions using bar models, such as showing that  $\frac{1}{2}$  is the same as  $\frac{2}{4}$ .
- Use bar models to compare and explain equivalence.
- Apply knowledge of equivalent fractions to solve simple reasoning and problem-solving tasks.

### Mass and Capacity

#### Use Scales

- Read and interpret scales accurately when measuring mass, capacity, and volume.
- Identify the intervals on different types of scales, including those marked in 1s, 2s, 5s, and 10s.

#### Measure Mass in Grams

- Accurately measure mass using grams (g) with appropriate measuring equipment.
- Understand when to use grams for measuring smaller objects.

#### Measure Mass in Kilograms and Grams

- Accurately measure and record mass in both kilograms (kg) and grams (g).
- Recognise that **1 kilogram = 1,000 grams**.

#### Equivalent Masses (Kilograms and Grams)

- Convert between grams and kilograms, recognising equivalent measurements (e.g. **2,500g = 2kg 500g**).

#### Compare Mass

- Compare the mass of different objects using mathematical symbols:  $<$ ,  $>$ ,  $=$ .
- Use reasoning to explain differences in mass.

#### Add and Subtract Mass

- Perform **addition and subtraction of mass**, ensuring correct conversions between kilograms and grams where necessary.
- Solve practical problems involving mass in real-life contexts.

#### Measure Capacity and Volume in Millilitres

- Use appropriate equipment to measure and record capacity and volume in millilitres (ml).
- Understand when to measure using millilitres for smaller amounts of liquid.

#### Measure Capacity and Volume in Litres and Millilitres

- Recognise the relationship between litres and millilitres: **1 litre = 1,000 millilitres**.
- Measure and record volume and capacity using both units appropriately.

#### Equivalent Capacities and Volumes (Litres and Millilitres)

- Convert between litres and millilitres, recognising equivalent values (e.g. **2.5L = 2L 500ml**).

#### Compare Capacity and Volume

- Compare the capacity of different containers using mathematical symbols:  $<$ ,  $>$ ,  $=$ .
- Use comparative reasoning to justify which container holds more or less.

#### Add and Subtract Capacity and Volume

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	<ul style="list-style-type: none"> <li>Perform <b>addition and subtraction of volume and capacity</b>, ensuring correct conversions between litres and millilitres where necessary.</li> <li>Solve real-life problems where liquid amounts need to be added or subtracted.</li> </ul>
<b>RE</b>	<b>PSHE</b>
<ul style="list-style-type: none"> <li>I can describe Sikh worship and suggest the significance of each part of it.</li> <li>I can make clear links between the teachings of the Guru Granth Sahib and seva.</li> <li>I can describe some of the same / different things Sikhs' do which show equality in the Langar.</li> <li>I can explain what happens at Vaisakhi and why Sikhs' celebrate it.</li> <li>I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</li> </ul> <p><b>Knowledge building blocks:</b></p> <p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>Sikhs can worship at any time or day, at home or in the Gurdwara.</li> <li>Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures</li> <li>Sikh people respect and regard The Guru Granth Sahib as a living Guru.</li> <li>The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God'</li> <li>All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service.</li> <li>Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.</li> </ul>	<p><b>Don't Hold On To What's Wrong</b></p> <ul style="list-style-type: none"> <li><b>Be the best you can be:</b> The importance of forgiveness</li> <li>Magic water: Demonstrating the effects of saying sorry</li> <li>Play it out: Considering different ways to respond to scenarios</li> <li>Balloon Blast: Demonstrating the benefits of letting go of hurt</li> <li>Marble Jar: Discussion around how trust is built and betrayed</li> <li>Who am I? Recognising and challenging stereotypes (Reflection and self-evaluation)</li> </ul>
<b>Music</b>	<b>PE</b>
<p><b>Musicianship:</b></p> <ul style="list-style-type: none"> <li>-Tempo: 92 bpm (Andante, a walking pace)</li> <li>-Time Signature: 4/4 (4 crotchets in every bar)</li> <li>-Simple rhythmic patterns using minims, crotchets, quavers and their rests</li> <li>-Key Signature: A minor (no sharps/flats)</li> <li>-Simple melodic patterns using the notes A B C</li> <li>-Improvising – G A B C D</li> </ul> <p><b>Listen and Respond:</b> Selection of songs (see overview)</p> <p><b>Singing:</b> Selection of songs (see overview)</p> <p><b>Playing:</b> Glockenspiel/ Recorder – C D E F G A B – (4 parts)</p> <p><b>Improvising and composition:</b> 1,2,3 or 5 notes – C D E G A / 3 notes – G A B</p> <p><b>Performing:</b> Perform and share what has taken place in the lesson</p>	
<b>French</b>	<b>Computing</b>
	<p><b>Data and Information – Branching Databases</b></p> <p><b>Spring Term 2</b></p> <ul style="list-style-type: none"> <li>To create questions with yes/no answers</li> <li>To create a branching database</li> <li>To explain why it is helpful for a database to be well structured</li> <li>To identify objects using a branching database</li> <li>To identify the object attributes needed to collect relevant data</li> <li>To compare the information shown in a pictogram with a branching database</li> </ul>

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# Year 3 Curriculum Term 4

## Connected Curriculum

### History

#### Substantive Knowledge

#### Ancient Greece

#### Timeline of Events and Concepts:

776 BC: First Olympic Games in Olympia.

508 BC: Cleisthenes establishes a democracy in Athens.

490 BC: Battle of Marathon, where Athenians defeat the Persians.

431-404 BC: Peloponnesian War between Athens and Sparta.

399 BC: Death of Socrates.

#### Interesting Facts:

Ancient Greeks believed in many gods and goddesses, each with a different role and personality.

The Olympic Games in Ancient Greece were held in honour of the god Zeus.

Greek democracy was different from modern democracy as only male citizens could participate in decision-making.

#### Endpoints:

By the end of this topic, students should know:

1. The key gods and goddesses in Ancient Greek mythology.
2. Some aspects of daily life in Ancient Greece, including food, clothing, and education.
3. The significance of democracy in Ancient Greece and how it differs from modern democracy.
4. Important events and achievements in Ancient Greek history, such as the Olympic Games and battles like the Battle of Marathon.

#### Disciplinary Knowledge

#### Skills Development in Historical Inquiry

Historical Questions: Students should be able to generate questions about Ancient Greece and consider what sources might help answer these questions.

Using Sources: Pupils should be taught how to use different types of sources to find out about the past, including artefacts and primary texts.

#### Communication of Historical Understanding

Expression and Presentation: Students should communicate their understanding through various forms, including written pieces and oral presentations, using specific historical terms related to Ancient Greece.

Comparative Skills: Encourage comparisons between Ancient Greece and other civilisations covered in the curriculum, highlighting similarities and differences in aspects such as governance, culture, and everyday life.

- [British Museum - Ancient Greece](#)
- [BBC Bitesize - Ancient Greece](#)

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# Year 3 Curriculum Term 4

## Geography

### Substantive Knowledge

#### Ancient Greece

Ancient Greece was divided into smaller city-states, each with its own government, laws, and way of life.

The main city-states in ancient Greece were Athens, Sparta, Corinth, Thebes, and Delphi.

Ancient Greece is surrounded by the Aegean Sea, Ionian Sea, and Mediterranean Sea.

Important geographical features include the islands of Crete, Rhodes, and Cyprus, as well as mountains such as Mount Olympus and Mount Parnassus.

Disciplinary Knowledge

#### Endpoints

1. Identify the main city-states of ancient Greece on a map.
2. Explain the significance of each city-state in ancient Greek history.
3. Describe the importance of geographical features in shaping ancient Greek culture and society.

#### Locating the Labyrinth

##### Location and Shape of Crete:

Crete is the largest Greek island located in the eastern Mediterranean Sea.

It is known for its varied terrain, including mountains, gorges, and beautiful beaches.

The shape of the island roughly resembles a footprint.

##### The Palace of Knossos:

The Palace of Knossos is an ancient archaeological site located near Heraklion, the capital of Crete.

It is considered the most important archaeological site of the Minoan civilization.

The palace complex features intricate architecture, including grand staircases, frescoes, and a labyrinth.

#### Endpoints

1. Identify the location of Crete on a world map.

### Disciplinary Knowledge

#### Reading Maps

Maps are visual representations of the Earth's surface.

Maps use symbols and colours to represent features like seas, mountains, and cities.

Reading maps helps us understand the geography and history of different places.

#### Key Geographical Features of Ancient Greece

**Aegean Sea:** Located to the east of Greece, the Aegean Sea was crucial for trade and transportation.

**Mount Olympus:** The highest mountain in Greece, believed to be the home of the Greek gods.

**Peloponnese Peninsula:** A large peninsula in southern Greece connected to the mainland by the Isthmus of Corinth.

**Maps:** Use world maps to locate Crete and understand its relative position to other countries and bodies of water.

**Sketch Map:** Create a simple sketch map to illustrate the shape of Crete and identify key landmarks like the Palace of Knossos.

**Research:** Use travel brochures and websites to discover why modern-day travellers are attracted to Crete.

**Critical Thinking:** Explore the myth of the Minotaur's labyrinth at the Palace of Knossos and consider whether it could have really existed.

- [BBC Bitesize - Ancient Greece](#)
- [DK Find Out - Ancient Greece](#)
- [National Geographic Kids - Ancient Greece Facts](#)
- [Ancient History Encyclopaedia - Ancient Greece](#)
- [The British Museum - Ancient Greece](#)
- [Visit Greece - Crete](#)
- [British Museum - Knossos](#)
- [Smithsonian - Myth of the Minotaur](#)

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<ol style="list-style-type: none"> <li>2. Describe the Palace of Knossos and its significance.</li> <li>3. Investigate why Crete is a popular destination for travellers.</li> <li>4. Discuss whether the Minotaur's labyrinth is a myth or reality.</li> </ol>	
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## Art

Substantive Knowledge	Disciplinary Knowledge
<p><b>Greek Patterns</b></p> <p><b>Ancient Greek Pottery:</b> Understand the significance of pottery in Ancient Greek culture, including its uses and importance in everyday life and ceremonies.</p> <p><b>Patterns and Designs:</b> Explore the various patterns and designs commonly found on Greek plates and pots, such as geometric shapes, mythical creatures, and floral patterns.</p> <p><b>Materials and Techniques:</b> Learn about the materials used in making Greek pottery, such as clay, and the techniques employed in decorating them, such as slip painting and black-figure and red-figure painting.</p> <p><b>Endpoints</b></p> <ol style="list-style-type: none"> <li>1. Sketch scenes and patterns from Greek plates and pots.</li> <li>2. Identify connections between the images and Greek myths and legends.</li> <li>3. Appreciate the cultural importance of these artifacts in ancient Greece.</li> </ol>	<p><b>Sketching Scenes:</b></p> <p>Use pencils or sketching materials to draw scenes from Greek pottery, focusing on details and patterns.</p> <p>Practice sketching different mythological scenes or characters inspired by Greek myths.</p> <p><b>Patterns and Designs:</b></p> <p>Analyse the patterns on Greek plates and pots, identify repeated motifs, and try recreating them in your own artwork.</p> <ul style="list-style-type: none"> <li>• <a href="#">The British Museum - Ancient Greek Pottery</a></li> <li>• <a href="#">BBC Bitesize - Greek Myths and Legends</a></li> </ul>

## Design and Technology

Substantive Knowledge	Disciplinary Knowledge
<p><b>Pandora's Box</b></p> <p><b>Size:</b> Approximately 30cm x 20cm x 15cm would be a suitable size for a Pandora's box.</p> <p><b>Opening/Closing:</b> The box could have a hinged lid that opens and closes smoothly.</p> <p><b>Lock:</b> Consider adding a simple lock or latch for added mystery and security.</p> <p><b>Colours/Decorations:</b> Choose colours and decorations that represent mystery and hope, such as deep blues, gold accents, and intricate patterns.</p> <p><b>Special Features:</b> You could make the box special by incorporating hidden compartments, secret messages, or reflective surfaces.</p> <p><b>Endpoints</b></p> <ol style="list-style-type: none"> <li>1. Design a detailed plan for a Pandora's Box, showcasing creativity and thoughtfulness</li> <li>2. Construct a prototype of the Pandora's Box using suitable materials</li> </ol>	<p><b>Sketching and Planning:</b></p> <p>Create initial sketches of the Pandora's Box design.</p> <p>Consider the size, shape, and functionality of the box.</p> <p><b>Materials and Tools:</b></p> <p>Choose appropriate materials such as cardboard, wood, or plastic.</p> <p>Select the necessary tools like scissors, glue, and paint.</p> <p><b>Construction Techniques:</b></p> <p>Assemble the box using cutting, folding, and joining techniques.</p> <p>Attach hinges for the opening and closing mechanism.</p> <p><b>Decoration and Personalisation:</b></p> <p>Add colours and patterns to decorate the box.</p> <p>Personalise the box with meaningful symbols or designs</p>

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3. Reflect on the design process and make improvements based on feedback

- [BBC Bitesize - Greek Mythology](#)
- [National Geographic Kids - Pandora's Box](#)

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