



**As readers and writers and speakers we will :**

**Reading we will be reading together 'The iron man' by Ted Hughes in the first half term and in the second half of term Greek Myths retold by Geraldine McCaughrean as a stimulus for responding to reading and our writing as well as a vehicle for teaching grammar and punctuation.**

The children will know about different genres of books and how to choose a book which is 'the right fit' for them so that it is enjoyable but also challenging to read. We will also be carrying out different tasks based around our reading for pleasure including writing character studies and book reviews as a response to our reading

**Journalistic recount** —Plan and write a Journalistic recount based on the story of 'The Wooden Horse'

We will be designing a **menu** and create a **persuasive advert** for a restaurant for The Iron Man

**Chronological report**— Plan and write a chronological report based on research carried out about an Ancient Greek' theme

**Instructions**— Write a set of instructions showing how we made our photograph frame.

**Handwriting**— Continue to develop a neat and legible style of handwriting

**Spelling**— Continue to improve spelling of medium frequency words, Year 3& 4 word lists as well as our understanding of stage 3 spelling patterns and rules

**Grammar and punctuation**- Form nouns using a range of prefixes [for example super-, anti-, auto-], use the forms **a or an** according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box], express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] , Introduction to paragraphs as a way to group related material , learn about using Headings and sub-headings to aid presentation and be introduced to inverted commas to punctuate direct speech

## Keller Class

### 'Ancient Greece'

(Would you rather be an Athenian or a Spartan?)

## Key Drivers

### Life Long Learners

As lifelong learners pupils will:

show themselves 'to be the best they can be' by demonstrating the 7Rs: respect, resilience, responsibility, reasoning, resourcefulness, reflectiveness and

reciprocity in all their learning. This will include:-

- Designing & making Greek flat bread as part of a group to a specific brief with a modern slant
- Working with another pupil to carry out effective research on given Ancient Greek themes
- Compare given data and make a considered opinion

### Environment

As people concerned with their environment pupils will:

Consider (through the Study of The Iron Man) consider ways that (like the space bat angel dragon) humans are destroying our environment and how we might help to prevent this happening

### Spiritual, Moral, Social and Cultural, including British Values

Through their spiritual, moral, social and cultural awareness, pupils will through their study of the book The Iron Man by Ted Hughes of ways that we can help to encourage people and countries to live more peacefully alongside each other.

### Mathematicians will be able to

#### Number - place value

Identify, represent and estimate numbers using different representations.

Find 10 or 100 more or less than a given number; recognise the place value of each digit in a three digit number (hundreds, tens, ones).

Compare and order numbers up to 1000

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas.

Count from 0 in multiples of 50 and 100

#### Number - addition and subtraction

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

#### Number - multiplication and division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Measurement

Measure, compare, add and subtract: lengths (m/cm/mm).

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

**Historians will be able to explore the question  
Would you rather be an Athenian or a Spartan?**

**In doing this we will :**

Use a timeline to explain when the civilisation of Ancient Greece was in existence.

Study in detail an aspect of daily life (e.g. clothes, food, pottery) in Ancient Greece; present findings of this to others –

including a comparison to daily life today.

Know about some aspects of Greek architecture and famous Greek buildings and understand their impact on life today.

Compare the lives of people in Athens and Sparta.

Know the story of the Trojan Horse.

Know about some famous Greeks, describe the achievements and debate which Greek made the biggest impact.

Describe some of the different gods and goddesses worshipped by the Greeks.

Know the role of myths and Aesop's Fables in Greek life.

I can describe what ancient Greek theatres were like and their role in daily life.



**As musicians Year 3 pupils will be able to**

Play the recorder-With appropriate tone and aurally identify and recognise basic musical symbols

Play African drums by recognising and using rhythmic patterns

In singing and musical appreciation lessons—listen to discuss and respect other's ideas and learn and sing traditional songs within a group



**Scientists will use scientific enquiry to be able to:-**

**Food Groups and Skeletons**

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement



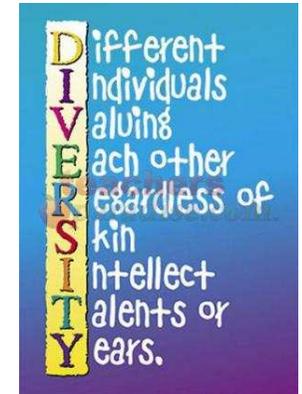
**Light and Shadows**

- recognise that I need light in order to see things and that dark is the absence of light.
- Observe that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.



**Through Personal Development Year 3 Pupils will be able exploring diversity and Communities. Through this they will :-**

- be able to describe aspects of their identity, and recognise similarities and differences between themselves and others;
- recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.;
- know about groups and communities that exist locally, and the roles some people play in the community;
- understand some different forms the media can take and some of what it does;
- understand some of the needs of and how to care for the local environment;
- know about the needs of animals, including pets



**In Computing children will be able to:**

#### **Computing**

##### **E-Safety**

I can describe some risky situations which might be faced online and say what can be done to feel as safe as possible.

I can recognise when feeling uncomfortable online and know how to access help.

I know, understand and am able to apply SMART rules for keeping safe online.

I can inform others of the rules and strategies for keeping safe online.

##### **Digital Literacy – Blogs and Email**

I can use a touch-screen to navigate an app and enter text using a virtual keyboard.

I can use child friendly email, social-media or blogging sites.



**In Religious Education Year 3 pupils will be able to**

- consider religious practices and ways of life and their importance to the Jewish people;
- consider a range of views about questions of belief, identity and traditions from the study of Judaism
- think about their own experiences and views in relation to questions of belief, belonging and identity experiences using their senses, , role play, dance, creative art and use of ICT.



**Geographers mainly through our study of Greece & Europe we will be able to:**

- Use a globe to locate all named continents and the main countries, and can relate these same areas to a 2D and 3D map.
- Describe and understand key aspects of physical geography – all major climate zones.
- Create and give opinions on climate change and global warming, and make suggestions for improvements .

This learning will take an investigative approach where pupils will be exploring how globes atlases and maps can enrich our learning

**Designers & Technologists -through our creation of Photograph Frames we will be :**

Investigating free-standing structures and how they are made stable;

Finding different ways of strengthening and joining paper and card;

Investigating ways of making stable free-standing structures;

Designing a photograph frame for a particular purpose;

Making a stable photograph frame from a design;

As linguists Year 3 Learners will be able to use French to

join in with songs and rhymes.

respond to a simple command.

answer with a single word.

answer with a short phrase.

ask a question.

name people.

name places.



**Physical Education**

**Outdoor Games**

We will be learning to play competitive games and will where appropriate and apply basic principles suitable for attacking and defending.

**Dance & Gymnastics**

In the first half of term we will also be creating a dance based around shape and different ways of travelling

In the second half of term we will be creating sequences (individual & paired) based on the theme of Rocking & Rolling



**Year 3 This term we will be exploring “Architectural Art” where research will help us to compare the work of a range of architects from different historical periods, including the plans for our new school and famous public buildings. We will develop our drawing skills with particular focus on shade, tone and texture. Continuing our exploration of the art of architecture we will considering the unique style of Antoni Gaudi and working on our own Gaudi inspired mosaics. Finally our art week will conclude by considering artists whose artwork has been inspired by architecture, working on our own paintings using background washes and using a range of brushes to create different effects.**

