



Birchfield
PRIMARY SCHOOL

Year 3

Curriculum Overview

Term 3.1

Teaching Team:

Class Teachers: Miss Coughlan, Miss Payne and Miss Braham

Teaching Assistant: Mrs Aftab

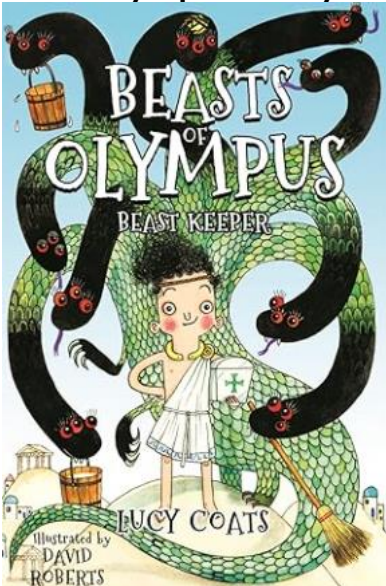
SLT: Mrs Sperrin

PE: PE lessons are on **Wednesday**.

On these days, children must be wearing their P.E kits. This includes a white t-shirt, black bottoms, and trainers. No jewellery is to be worn on PE days; parents must remove this before bringing their child to school on these days.

Homework: Reading books are sent home on Friday to be **returned by Wednesday**. Homework is set online on a Friday to be **completed by Wednesday**.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	How did life change during Ancient Greek times? What is it like to live in Greece?
Significant people	<u>Value (Resilience)</u> Malala Yousafzai is a brave and inspiring young woman who fought for girls' right to education. She was born in Pakistan and loved going to school, but the Taliban, a group that did not want girls to be educated, tried to stop her. Despite the danger, Malala spoke out and continued going to school. Sadly, when she was just fifteen, the Taliban shot her while on her way home from school. But Malala did not give up. She survived and became even stronger in her mission to fight for education for all children, especially girls. She won the Nobel Peace Prize for her courage and now travels the world, spreading her message of hope and education. Malala shows us that no matter how young you are, you can make a big difference in the world. <u>Science</u> Sir Isaac Newton is most famous for his scientific discoveries around gravity and the three laws of motion, but he also explored light and colour. <u>History</u> Alexander the Great (356 – 323BC) was a brave and powerful leader who became king at just 20 years old! He conquered many lands and spread Greek culture far and wide.
Class Texts	Beasts of Olympus – Lucy Coats 
Reading	We will be covering the following reading domains: 2a – Give / explain the meaning of words in context.

	This will see the children using the text and their prior knowledge to find and copy unfamiliar words to demonstrate their understanding of how to decipher the meaning of the words. 2b – Retrieve and record information / identify key details from fiction and non-fiction. This will involve the children retrieving knowledge from fiction texts to answer questions. They will focus on the test techniques they have already learnt, such as the 5Ws, true or false questions, matching and multiple choice. 2d – Make inferences from the text/ explain and justify inferences with evidence with evidence from the text. The children will decide how a character might be feeling or what they might be thinking based on their actions within the text. They will focus on the test technique multiple choice and short constructed response.
Writing	In writing, we will be looking at writing adventure narratives, biographies, and setting descriptions. We will use our class text '<i>Beasts of Olympus</i>' as the basis for our writing. The children will use a range of organisational skills and language features including, writing in paragraphs, fronted adverbials, descriptive language, emotive language, and direct speech.
Maths	In maths this term we will be continuing learning about fractions. The children will develop their understanding by adding and subtracting fractions, partitioning the whole, calculating unit fractions and non-unit fractions of a set of objects. They will also focus on progressing their reasoning skills to deepen their understanding. We will then begin to learn about money. They will consolidate their knowledge of notes and coins from year two. After this, they will then convert pounds and pence, add and subtract money and find the appropriate amount of change.
Science	They will learn about Light, by understanding the importance of sun safety and how light is measured. They will explore this through experiments showing how light can be manipulated by shape and colour.
Geography	Within this topic, pupils will learn where Greece is on a world map, alongside key cities. They will learn about the

	surrounding seas and bordering countries. As they progress through the topic, they will discover many physical and human features of Greece and why tourism is useful for Greece. The children will make comparisons between Athens and London, focusing on the climate, land use and potential issues of pollution .
Art	This half term the children will be learning about John Dyer . They will gain an understanding of the artist and his style. They will also understand of how different colours and techniques and how/why they are used. Children will paint , adding black and white to primary and secondary colours. They will create and experiment with a palette of colours. Children to explore the different brush strokes in Dyer's work and how these are used for different effects. Children will then experiment with a variety of bush strokes.
Music	This half term, children will be exploring the song ' Bringing Us Together ' and the Disco music genre. The children will identify the musical instruments, styling, artists, and songs within the Disco genre. They will look at finding the pulse of a song and learning the lyrics in order to perform the song. The children will also be given the opportunity to play instruments alongside the song. They will learn the following vocabulary: keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff and melody.
Computing	This half term the children will be desktop publishing using Microsoft Word. They will consider careful choices of font size, colour, and type to edit and improve pre-made documents. They will learn the terms 'templates,' 'orientation,' and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover .
PSHE	This half term the children will exploring the question ' Why should we eat well and look after our teeth? ' The children will explore what it is to eat a balanced diet and regulate the amount of sugar they eat. They will also learn about the importance of regular visits to the dentist.
RE	The children will first look at the disposition ' Being Open, Honest and Truthful. ' They will look at how different

	religions, particularly Christianity, teach their followers about the importance of being honest. In the final part of the half term, the children will focus on the disposition, 'Being Attentive to the Sacred as well as the Precious.' They will understand how different religions worship and spend time being attentive.
PE	<u>Tennis</u> The focus of the learning is to introduce how we win a game of tennis, thinking about where and why we throw the ball on the court. We will then progress to how we can find winning shot spaces. They will be introduced to the rackets, how to score points and forehand shots. <u>Symmetry and Asymmetry</u> The class will begin by exploring movements and balances in a symmetrical way. They will then progress this to putting these into a sequence and performing them on the apparatus.

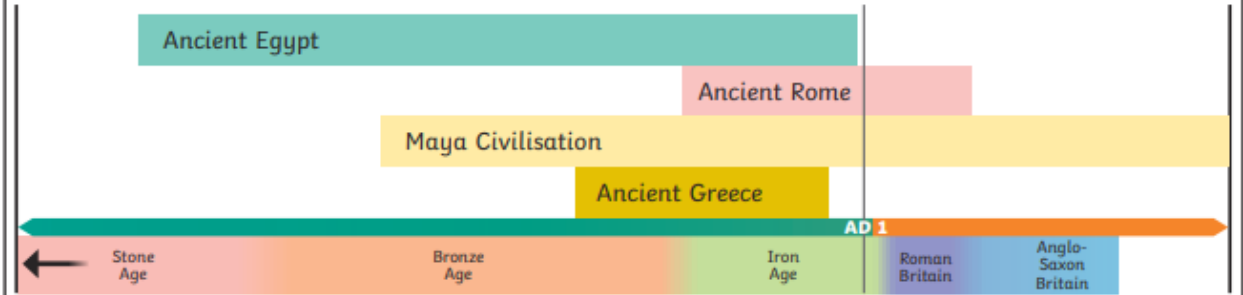
Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
city states	Small areas that ancient Greece was divided into, each with their own governments, laws and army.
empire	A group of countries or states that are ruled by one ruler or country.
legacies	Things that exist after someone dies or after a civilisation or event ends.
democracy	A system where the citizens of a country or state are involved in the way it is run.
myth	A story from ancient times about something that happened long ago that some people believed to be true.

Timeline

3500 BC

AD 1500



Ancient Greek City States

Ancient Greece was not a country. It was made up of **city states**. There were often battles between these **city states** but sometimes they would join together to defend themselves from a common enemy. Important **city states** of **ancient** Greece included Athens, Corinth and Sparta.



Alexander the Great's Empire

Independent **city states** existed for most of the **ancient** Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of **ancient** Greece. Following his death, his son, Alexander the Great, took over the **empire** along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the **empire**.

Enslaved People in Ancient Greece

There were many enslaved people in **ancient** Greece. They made many objects and goods to be sold.

Many **ancient** Greek pots that survive today would have been made by enslaved people.

Historical Skills Vocabulary

primary source	Information and objects that come from the time being studied.
secondary source	Interpretations of information and objects which are produced after the time being studied.

The Olympics

The Olympics were first held in **ancient** Greece in 776 BC. This is one of the **legacies** of **ancient** Greece.



Events included boxing, wrestling, running and chariot racing.

Women were not allowed to compete in the Olympics. This was because **ancient** Greek women were not treated as equals to men and had fewer freedoms.

The idea for the marathon also originates from this time.

Ancient Greek Gods and Goddesses

The **ancient** Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.

- Festivals were held to celebrate the gods and goddesses.
- It is believed that the 12 most powerful gods lived on Mount Olympus.
- Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.



The Spartans and the Athenians

Much of what we see of the Spartans on television and in films is based on **myth** and does not present the Spartans accurately. The Spartans were known for their strong army and ability to fight. In childhood, boys were trained to be warriors. Girls were taught academic subjects and how to fight.

The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.



Myths

The Trojan War is a very famous **ancient** Greek **myth**.

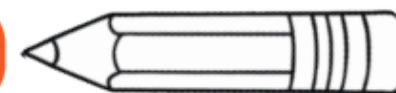


- Many people believe that it is a **myth** but that there is some historical truth behind it.
- The Trojan War was between the Greek and the Trojan Armies.
- In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed.

Democracy

Ancient Athens is where **democracy** began in around 508 BC. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the **ancient** Athenians would vote. At that time, the only people allowed to take part in **democracy** were adult males who were citizens of Athens. The **legacy** of **democracy** still exists today in many parts of the world.

Biographies



Does your biography include...

an introduction that summarises the main events of a person's life?	
information about the key events in the person's life in chronological paragraphs?	
specific facts about achievements, influences and significant people?	
their feelings about different points and events in their lives?	
quotes from the person themselves or other key people in their life?	
a conclusion about how they are/will be remembered?	

Passive Verb Examples

The programme was changed by the producers.
The company was run by Sue and her husband for over 20 years.

The entire neighbourhood was destroyed by the fire.
Money was generously donated to help him complete his dream.

His pictures were viewed by the world.

Modal Verb Examples

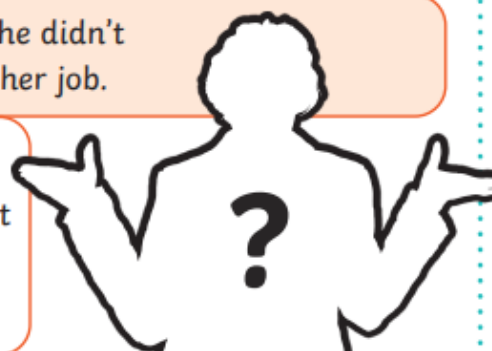
He realised he should probably change professions.

They knew that their project just might make a difference.

She understood that if she didn't succeed, she would lose her job.

Going over her research, scientists discovered that she may be right about the future.

His heart told him he could do it if he put his mind to it.



Word Bank

hard-working	lived	grew up	knew
well known	enjoyed	decided	wanted
felt	determined	child	adolescent
adult	successful	became	thought
parents	inspirational	motivational	celebrity
renowned	struggled	achieve	competition
physical	profession	develop	privilege

Fronted Adverbials

- Once,
- **During...**
- After,
- **As an adult,**
- Next,
- **Since,**
- Then,
- **As a child,**
- When...,
- **Eventually,**
- When she/he was...,
- **Soon,**
- Finally,
- **In (year),**
- Once they were...,

Money

Knowledge Organiser

Key Vocabulary

UK Coins

amount



change

1p

2p

5p

10p

20p

50p

£1

£2

one penny coin

two pence coin

five pence coin

ten pence coin

twenty pence coin

fifty pence coin

one pound coin

two pound coin

coin

UK Notes

combinations



convert

£5

£10

£20

£50

five pound note

ten pound note

twenty pound note

fifty pound note

note

Pounds and Pence

Convert Pounds and Pence

pence

penny

pounds

value



£3 and 25 pence



£52 and 13 pence



120 pence

100 pence is £1.

120 pence is £1 and 20 pence.

Money

Knowledge Organiser

Adding Amounts



?	
£1 and 60p	

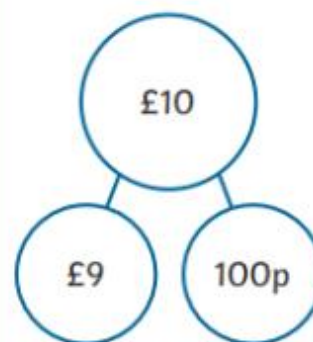
£1 and 60p + £1 and 52p
 There is £2 and 112p.
 112p is £1 and 12p.
 Altogether there is £3 and 12p.

Subtracting Amounts

£2 and 35p - 55p



Giving Change



£9 - £5 = £4
 100p - 67p = 33p
 £4 and 33p change



Fractions

Knowledge Organiser

Key Vocabulary

Recognising Fractions

Comparing Fractions

numerator

denominator

unit fraction

non-unit fraction



$\frac{3}{8}$

Numerator

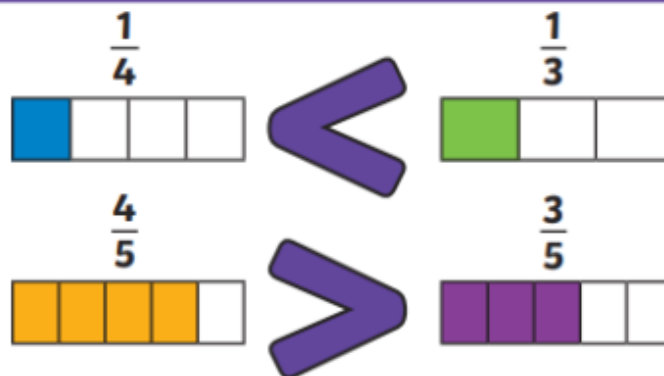
How many equal parts of the whole are needed?

Denominator

How many equal parts are in the whole?

$\frac{3}{8}$ of the shape is shaded.

$\frac{5}{8}$ of the shape is **not** shaded.



equivalent

halves

thirds

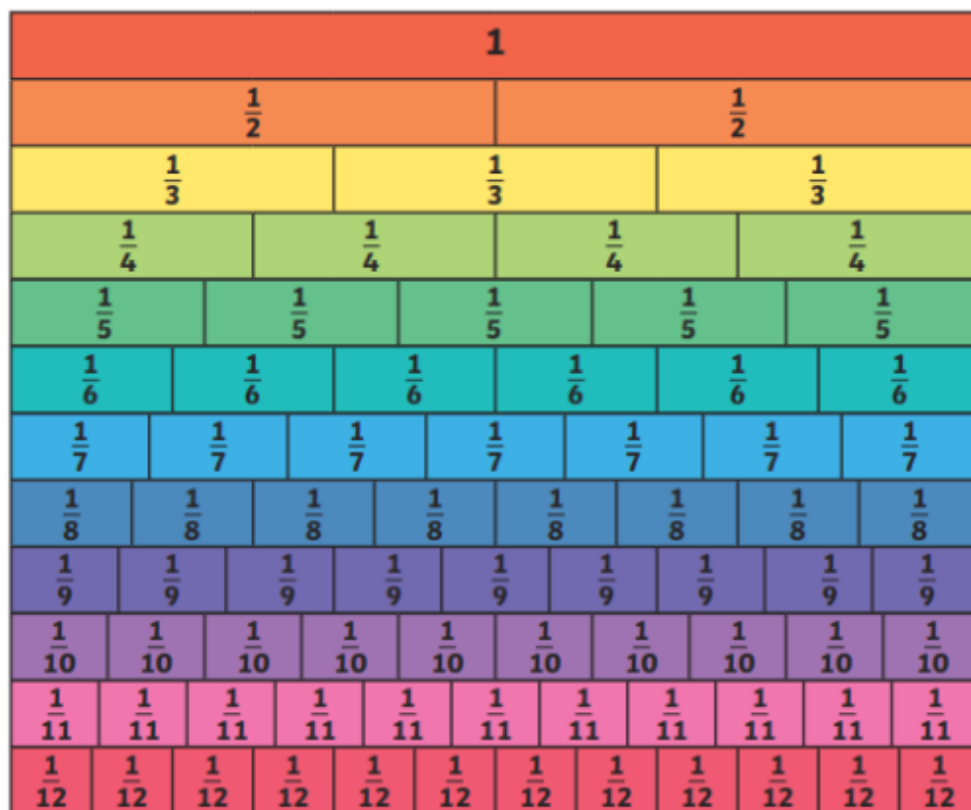
quarters

fifths

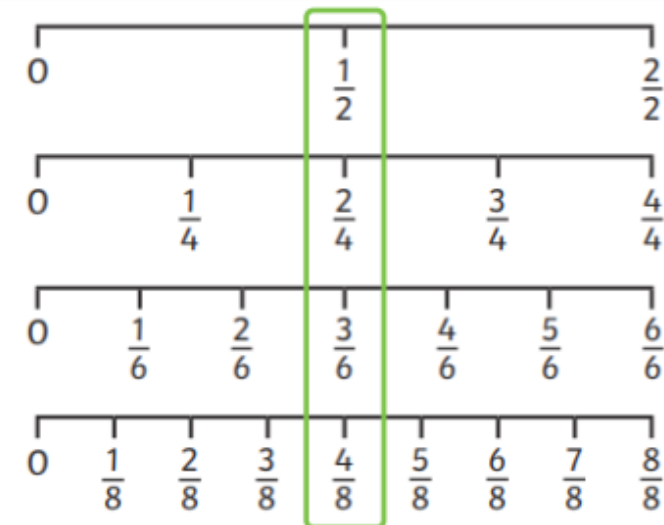
sixths

eighths

tenths



Equivalent Fractions



Fractions

Add and Subtract Fractions

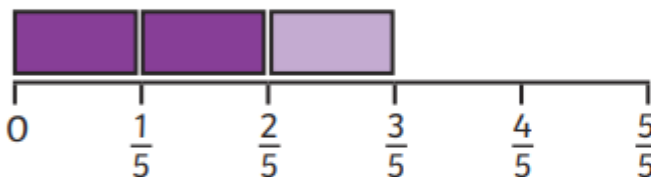
$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$$



$$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$$



$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$$



$$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$$



Fractions of Amounts

$$\frac{1}{4} \text{ of } 24 = 6$$



$$\frac{1}{3} \text{ of } 72 = 24$$



$$\frac{2}{5} \text{ of } 40 = 16$$



Science Knowledge Organiser - Light and Shadows

Light and Shadows

Light

Light is a form of energy that travels in straight lines. The Sun is the main natural source of light on Earth. Darkness, like at night time, is the absence of light. Light from the Sun is vital for life on Earth. Plants need light to grow and survive. Light from the Sun creates daytime and provides heat that is essential for all living things. Without the Sun's light, no plants or animals could live on Earth.

Light sources

A light source is something that produces light. Light sources can be natural or artificial. The Sun and a firefly are examples of natural light sources. A light bulb and candle are examples of artificial light sources.

natural light sources



Sun



firefly

artificial light sources



light bulb



candle

Reflectors

A reflector is an object that reflects light from a light source. Light is not produced by a reflector. The light from a light source hits and then bounces off a reflector's surface. When this happens, the reflector appears to be lit up. Water is an example of a reflector.



Water reflects light.

Reflectors can be natural or artificial. Animals' eyes and the Moon are examples of natural reflectors. Reflective clothing or a bike reflector are examples of artificial reflectors.

Reflectors are useful in everyday life. For example, reflective clothing is worn for safety so people, such as work workers or cyclists, can be seen in the dark.

natural reflectors



animals' eyes



Moon

artificial reflectors



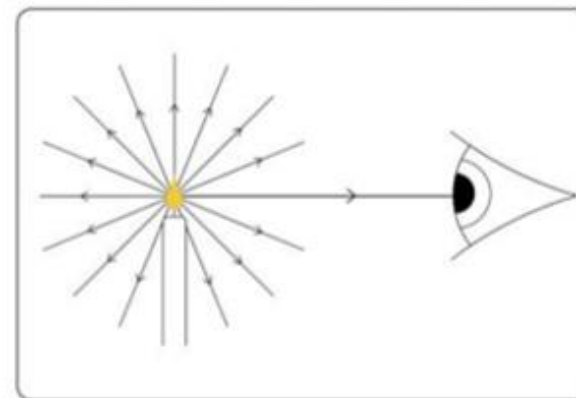
reflective clothing



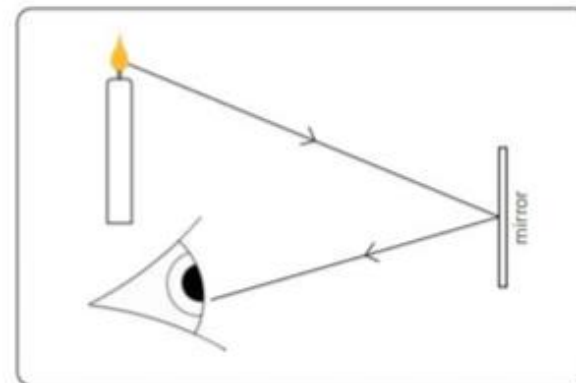
bike reflector

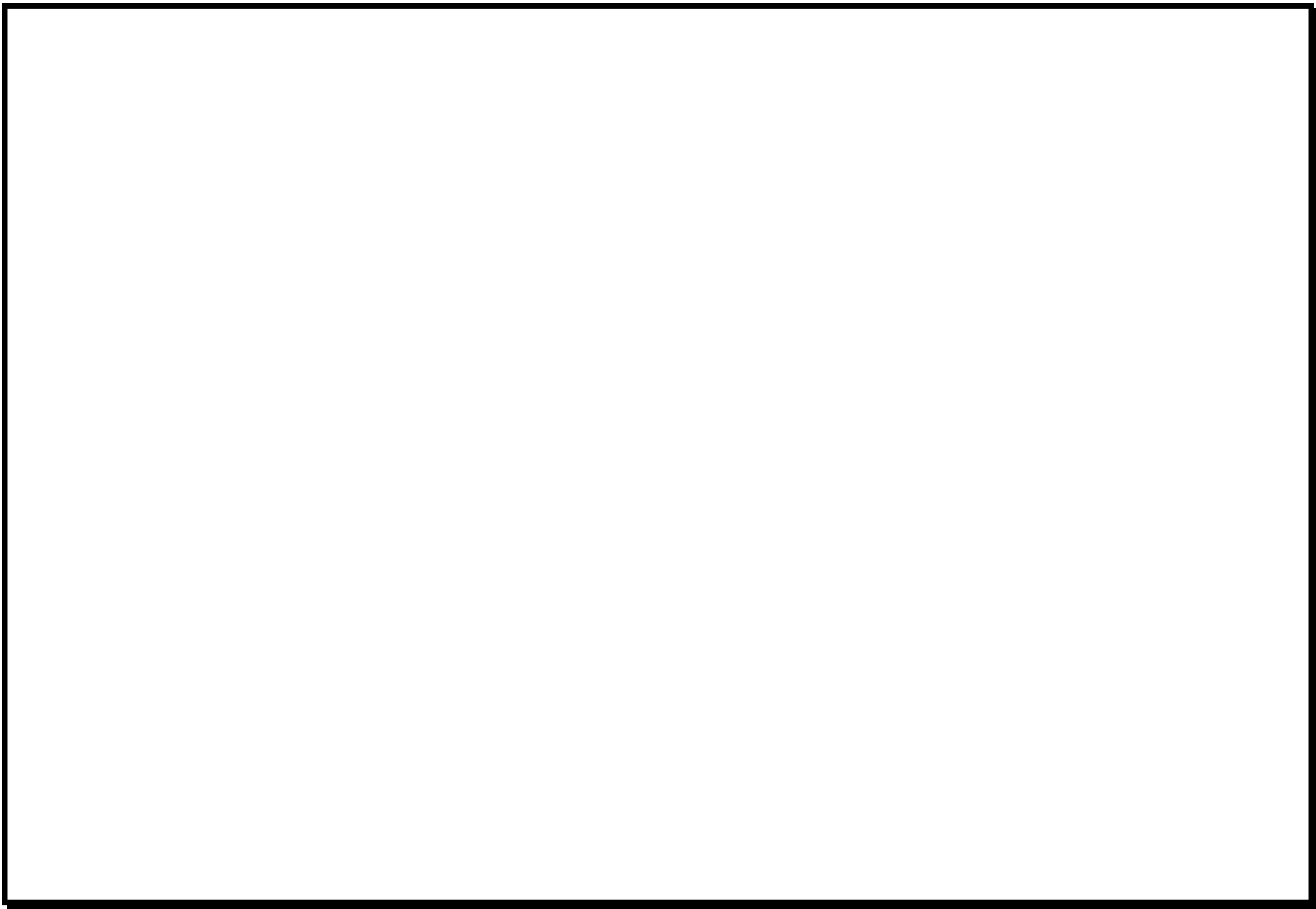
Seeing light

Without light, we cannot see. We can see a light source because light travels from the light source into our eye.



We can see reflectors because light travels from a light source to the reflector. It then bounces off the surface of the reflector and travels to our eyes.





Home Learning and Useful Links:

This half term our school value will be '**Resilience.**' Please discuss what this means with your child.

Please talk to your children about the information contained within the Curriculum Overview and the Knowledge Organisers, as they contain information that is crucial to aiding their understanding of topics that we will be covering in class.

Please ensure that your child reads to an adult at home every day. We would like an adult to make a comment in the reading diary. Please return the reading books by **Wednesday** so they can be changed.

We highly recommend that children practice their times tables daily to increase fluency.

Useful Links:

Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

[Books for Year 3 children aged 7-8 | School Reading List](#)

Writing:

[Year 3 English - BBC Bitesize](#)

[Writing in Year 3 \(age 7-8\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Phonics:

[Phonics: Letters and Sounds, English Games for 5-7 Years - Topmarks](#)

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Maths:

[Year 3 Maths Curriculum Toolkit | 7 & 8 Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[YEAR 3 MATHS - Topmarks Search IXL - Year 3 maths practice](#)

[Times Table Rockstars](#)

[Multiplication Check Practice](#)

Science:

[What are Magnets? | BBC Bitesize](#)

[What Materials are Magnetic? | BBC Bitesize](#)

[What is Light? | BBC Bitesize](#)

[How are Shadows Formed? | BBC Bitesize](#)

History:

[Introduction to Ancient Rome | BBC Bitesize](#)

[Life in the Roman Army | BBC Bitesize](#)