



Year 3 Curriculum Overview

Term 3.2

Teaching Team:

Class Teachers: Miss Coughlan, Miss Payne and Miss Braham

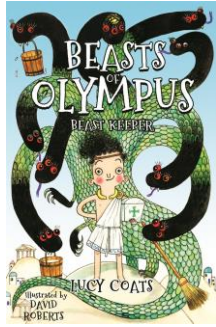
Teaching Assistant: Mrs Aftab

SLT: Mrs Sperrin

PE: PE lessons are on a **Wednesday**. On this day, children must be wearing their P.E kits. This includes a white t-shirt, black joggers, trainers, and no jewellery.

Homework: Homework will be set for your child on **Atom Learning** weekly. This will need to be completed by the following **Thursday**. If you are unable to access Atom Learning, then please complete the specified pages in your homework book.

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

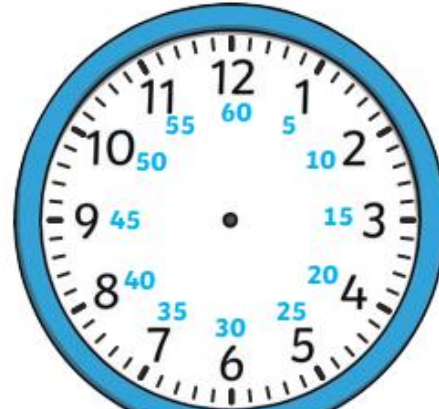
Enquiry Question	What was life like in ancient Rome?
Significant people	<u>School Values (Empathy)</u> Mo Farah was born in Somalia but came to the UK at the age of eight. He is famous for his long-distance running and won Olympic gold in the 10,000 metres and 5,000 metres in both the 2012 Olympic Games in London and the 2016 Olympic Games in Rio. In 2017, he was knighted and became Sir Mo Farah. <u>History</u> Alexander the Great, King of Macedon from 336 to 323 BC, was a military genius who conquered a vast empire stretching from Greece to India in a short period. He unified Greece under Macedonian rule and defeated the Persian Empire.
Class Text	Beasts of Olympus by Lucy Coats. (Fiction)  This book introduces young readers to Greek mythology through the adventures of a boy named Demon, the son of Pan, who becomes the Official Beast Keeper on Mount Olympus. Demon, with his ability to talk to animals, is entrusted with caring for the mythical creatures of the gods, including the flatulent Cattle of the Sun, a grumpy Griffin, the Nemean lion, and the Hydra.
Reading	We will be covering the following reading domains: ● 2a: Give/explain the meaning of words in context ● 2b: Retrieve and record information/identify key details from fiction and non-fiction ● 2c: Summarise main ideas from more than one paragraph ● 2d: Make inferences from the text/explain and justify inferences with evidence from the text ● 2e: Predict what might happen from details stated and implied The children are now familiar with these domains so will be focusing on building their fluency and independence.

	Alongside this, they will be continuing to practice many different ways this skill can be applied.
Writing	In writing this half term, the children will be writing non-chronological reports linking this to our history topic of Ancient Greece. We will also write our own diary entry to explore more about life in Ancient Greece. As well as this we will be writing a narrative, focussing on different elements of descriptive writing and using direct speech.
Maths	During this half term, children will be developing their understanding of time and money . They will know how to correctly use AM and PM, find durations of time from a given start time and compare units of time. In money, the children will continue to develop their understanding of adding and subtracting money, relating this to amount of change needed after a transaction.
Science	We will continue to look at the topic of light . This half term our learning unit will focus on shadows and how they are formed. We will also look at sun safety . Including the damage caused by UV rays and how to protect ourselves from the sun.
History	This half term we will explore Ancient Greece through our enquiry ' What is it like to live in Greece? ' The children will explore what life was like for people who lived in Ancient Greece. They will compare this to what it is like living today, focusing on both similarities and differences.
D&T	The D&T focus for this half term the children will be focusing on Healthy and Varied Diets . This is also linked to our enquiry question. The children will begin by recapping knowledge learnt in year 2, before moving onto focusing specifically on carbohydrates and bread. They will then progress this knowledge further by practising the skills of weighing, kneading, mixing and rolling as they begin to bake their own bread. They will create a design for this, make their bread and then evaluate it at the end.
Music	The topic this half term is Exploring Sounds . For this unit of work, the children will listen to the song, ' The Planets by Gustav Holst .' They will explore this song in depth through a series of activities involving listening, appraising, composing, and playing.
Computing	This half term the children will be looking at programming . This unit explores the links between events and actions,

	whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions. They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, using pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.
PSHE	This half term the children will exploring the question, 'why should we keep active and sleep well?' The children will explore the ideas surrounding how regular physical activity benefits bodies and feelings, the importance of time management and making healthy choices, screen time, the impact of the lack of sleep and seeking support.
RE	This half term the children will be exploring how to be courageous and confident and how the different religions show this.

PE	<u>Cricket</u> In this unit pupils will explore the purpose of fielding and batting, looking at the impact this has when they are done effectively. They will develop their overarm and underarm throwing technique. They will learn how to strike with intent and the main aim of batting, before consolidating their knowledge through a sequence of small games. <u>Athletics</u> The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.
----	--

Knowledge Organiser: Maths – Time

24-Hour Time		Calculate Durations of Time	
Time Knowledge Organiser			
Key Vocabulary	Analogue and Digital Clocks		
12-hour time	 Minute Hand The long hand points to the minutes past or the minutes to the hour. Hour Hand The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.	 twelve o'clock	 quarter past twelve
24-hour time		 half past twelve	 quarter to one
Roman numerals			
analogue			
digital			
hours			
minutes			
seconds			
o'clock			
half past			
quarter past			
quarter to			
midday			
midnight			
noon			
Time and Roman Numerals		Hours, Minutes and Seconds	
		 There are 60 seconds in a minute. There are 60 minutes in an hour.	

Money		Knowledge Organiser							
Key Vocabulary		UK Coins							
amount									
change		1p one penny coin	2p two pence coin	5p five pence coin	10p ten pence coin	20p twenty pence coin	50p fifty pence coin	£1 one pound coin	£2 two pound coin
coin	UK Notes								
combinations									
convert		£5 five pound note		£10 ten pound note		£20 twenty pound note		£50 fifty pound note	
note		Pounds and Pence					Convert Pounds and Pence		
pence								 120 pence 100 pence is £1. 120 pence is £1 and 20 pence.	
penny									
pounds									
value									
		£3 and 25 pence				£52 and 13 pence			

Adding Amounts



?	
£1 and 60p	

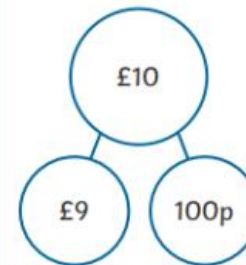
$£1 \text{ and } 60p + £1 \text{ and } 52p$
 There is £2 and 112p.
 112p is £1 and 12p.
 Altogether there is £3 and 12p.

Subtracting Amounts

£2 and 35p - 55p



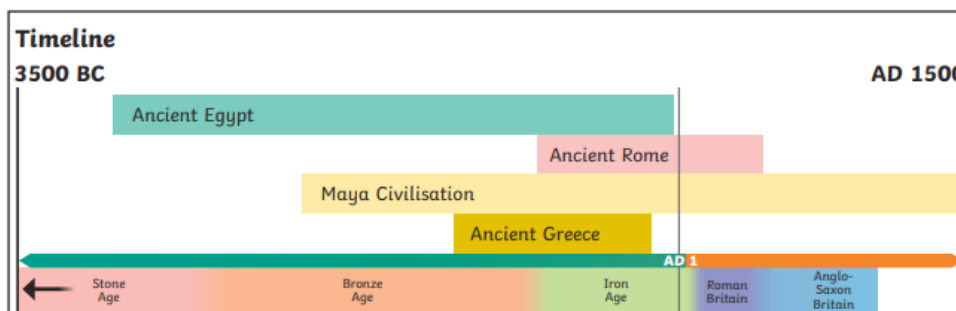
Giving Change



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

Knowledge Organiser: History

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.



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.

Knowledge Organiser: Science – Light and Shadow

Reflective and non-reflective materials

Some materials are reflective, such as metals or smooth plastics, because they reflect light. Reflective materials are shiny and smooth and are usually light in colour. When they reflect light from a light source, reflective materials can appear lit up or show a reflected image.



Foil is a reflective material.

Some materials are non-reflective, such as rough fabric or stone, because they do not reflect light. Non-reflective materials are rough, dull, and usually dark in colour. They do not appear lit up or show a reflected image.



Stone is a non-reflective material.

Shadows

A shadow is an area of darkness. A shadow is made when an object blocks the passage of light from a light source. An object's shadow always forms on the side opposite the light source. The shape of a shadow is the same as the object that created it because light travels in straight lines.



Sun safety

The Sun gives out harmful light rays called ultraviolet (UV) light that damage our skin and eyes. UV light is invisible. It ages our skin, causes sunburn and increases the risk of skin cancer. There are five ways people can protect themselves from UV light.



apply sun cream



wear loose, close-weave clothing



wear a wide-brimmed hat



wear sunglasses that block UV light



find good quality shade

Shadows and opaque, transparent and translucent objects

Opaque objects, such as wooden or stone blocks, cast dark shadows. Translucent objects, such as frosted glass or tracing paper, cast light, blurry shadows. Transparent objects, such as glass or water, cast very light shadows.



opaque object



translucent object



transparent object

Changes in shadows

Shadows change shape and size when a light source moves. For example, when a light source is high above an object, the shadow is short and when a light source is low down, the shadow is long.



Glossary

artificial	Made by humans.
natural	Existing in nature and not made by humans.
opaque	A material that does not allow light to pass through and cannot be seen through.
ray	A narrow beam of light.
reflect	To bounce off a surface.
translucent	A material that allows some light to pass through and can be seen through, but objects appear blurry.
transparent	A material that allows light to pass through and can be seen through.

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](#)

Maths:

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

[YEAR 3 MATHS - Topmarks Search](#)

[IXL - Year 3 maths practice](#)

Science:

[Science | What is light?](#)

[Science | What is reflection?](#)

[Science | Light and Shadows](#)

History/Geography:

[History | Roman Britain](#)

[History | The Roman Britain](#)

[History | Who were the Romans?](#)