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| Year group: 3 | Term: Autumn 2 | Topic: Gods and Mortals – Ancient Greeks How have the Ancient Greeks influenced the modern world’s justice system? | Kernow Cluster Topic Overview Sheet Objectives |   |
| Opportunities for outdoor learning: <ul style="list-style-type: none"> | Key vocabulary: Anoint, artefact, conquer, council, deity, divine, formation, god, hero, invasion, jury, labyrinth, legend, marathon, minotaur, mortal, papyrus, temple, warrior |  | Opportunities for trips / visitors: <ul style="list-style-type: none">History focus | |
| PSHE objectives: TBC | Digital literacy: <ul style="list-style-type: none">Make judgments in order to stay safe, whilst communicating with others online.Recognise online behaviours that would be unfair | | Whole class texts: <ul style="list-style-type: none">Who Let the Gods Out?Theseus and the Minotaur | |
| History objectives: Ancient Greece <ul style="list-style-type: none">Describe the achievements and influence of the ancient Greeks on the wider world. | PE objectives: Tag Rugby <ul style="list-style-type: none">Can I throw a rugby ball with accuracy?Can I pass the ball backwards in a line of players?Can I select the best ways to attack and defend? | | Maths objectives: + - x ÷ <ul style="list-style-type: none">Subtract 2-digit and 3-digit numbers – not crossing 10 or 100.Add two 3-digit numbers – crossing 10 or 100.Multiply and divide by 3, 4 and 8 | English objectives: Myths and Non chronological report <ul style="list-style-type: none">Draft and write in narratives, creating settings, characters and plotread their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clearuse fronted adverbialsuse commas after fronted adverbials |
| Geography objectives: Not covered in this topic | Music objectives: Not covered in this topic | Science objectives: <ul style="list-style-type: none">Identify that they cannot make their own food, they get nutrition from what they eat by comparing how plants and humans obtain food.Identify that humans and some other animals have skeletons by investigating skeleton types, identifying the parts of the skeleton and that skeletons are for support, protection and movement.Identify that humans and some other animals have muscles for movement by examining how muscles work | Languages objectives: French <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | |
| Art objectives: <ul style="list-style-type: none">Create a 3-D form using malleable or rigid materials.Compare artists and identify significant characteristics of the same style of artwork. | Computing objectives: Not covered in this topic | RE objectives: AT 1 Learning about religion <ul style="list-style-type: none">Beliefs, teaching & sourcescelebration and ritualsocial & moral practices & way of life AT 2 Learning from religion <ul style="list-style-type: none">engagements with own & others’ beliefs & valuesengagement with questions of meaning | Design Technology objectives: Plan which materials will be needed for a task and explain why | |

Year group: 3 Term: Autumn 2

Topic: Gods and Mortals – Ancient Greeks
How have the Ancient Greeks influenced the modern world’s justice system?

Kernow Cluster Topic Overview Sheet

Skills



Links to previous topics:

- Our local area, comparing places – Y1 topic
- We are Britain – Y2 topic
- Prehistory – Y3

Links to future topics:

- Romans – Y3 – Spring 1
- Vikings topic – Y4
- Britain topic – Y6

PSHE:

British values:

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Maths skills:
Add and subtract numbers up to three digits using formal written methods of column addition and subtraction.
Recall and use the multiplication and division facts for 4x, 8x, 3x, 6x multiplication tables.

History skills:
Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.
Use key evidence to support judgements and reasoning made about aspects of the past.
Ask and answer questions about an archaeological site.
Talk with increasing accuracy and detail about events, places and people beyond living memory.
Talk about and describe the home and the way people lived.

PE skills:
Use a range of throwing and catching skills with control to keep possession and to score goals / points.
Be aware of space and members of the opposition.
Use a variety of simple tactics for attacking and keeping possession of the ball.
Understand the need to defend and attack.
Become increasingly familiar with the rules of the game

Geography skills:

Not covered in this topic

Music skills:

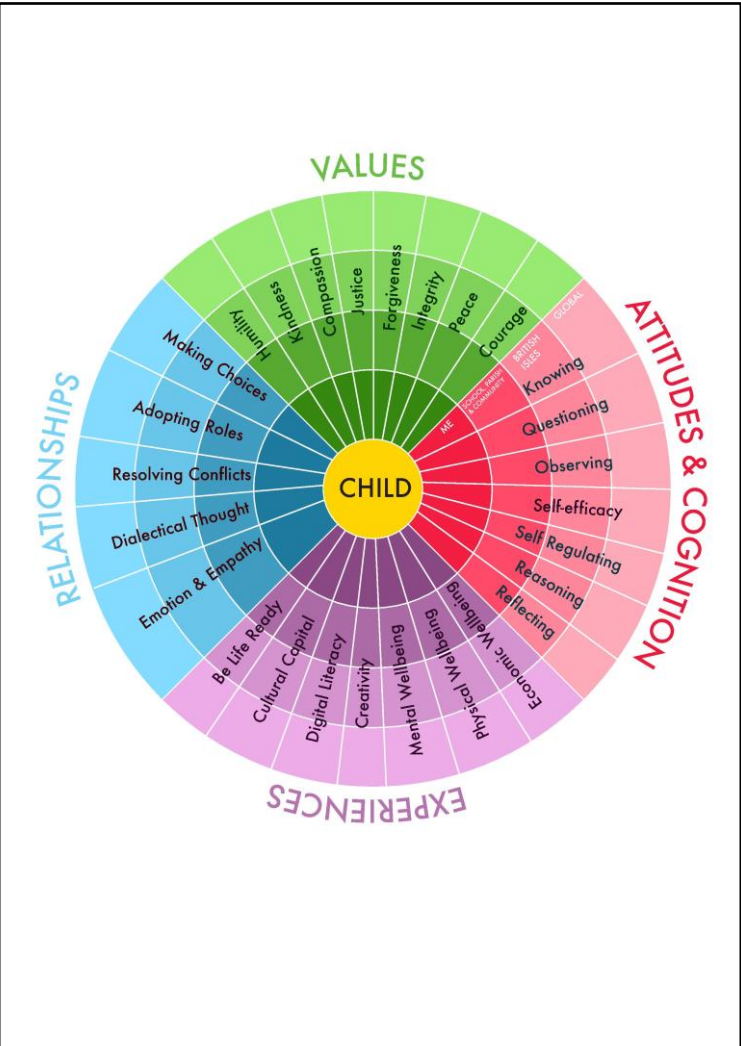
Not covered in this topic

Art skills:

Talk about and explore a range of modelling materials.
Shape and join clay to make a thumb pot using slip and impress prints.
Recreate prints and patterns based on the surface of natural and man-made objects.
Use tools to create linear patterns.

Computing skills:

Not covered in this topic



Science skills:
Identify and describe simple features of human and other animal skeletons, and how muscles are used for support, protection and movement.
Describe in simple terms the changes that take place as animals grow.
Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food, that they need nutrition from what they eat.

RE skills:
I can make links between beliefs and sources, including religious stories and sacred texts.
I can identify the impact religion has on believers’ lives.
I can make links between aspects of my own and others’ experiences.
I can ask important questions about religion and beliefs, I can make links between my own and others’ responses.

Opportunities for home learning / cultural capital:

Pre-knowledge home learning tasks – research Greek philosophers, make a mythical beast, research and create Greek pot

Set homework:
Weekly spellings
TTRS
Reading
IXL

English skills:
Use **past tense** for stories accurately.
Introduce and describe key characters in the **opening** of a story to **set the scene**.
Describe the **appearance**, **actions** and **feelings** of **characters**.
Record important key words and phrases using a range of sources of information to support my work.
Use **heading, sub-heading and introductory sentences**
Begin to edit and restructure my work where necessary.

Languages skills:

- Recall and use simple words and phrases
- Listen to and repeat an increasing range of words and phrases.
- Write simple phrases.
- Begin to describe people and objects

Design Technology skills:

Not covered in this topic.