

Year Group: 3 Term: Summer

Challenge pack: It's all Greek to me

Learning Challenge: How can we celebrate sporting traditions from the past?



Class texts

Main texts for planning: It's all Greek to me
Who let the God's out

Additional material:

Cognitive skills / Meta-learning— specific teaching examples to use in learning

CAF
CAFRA
PMI
C&S

Hooks or memorable experiences

Trip to Stoke on Trent Museum

Public Product—

Produce an Olympic style sports day with winners ceremony .

Killer Questions—

How can we use a map of the world so that we can represent features of Ancient and modern Greece?
How can we use a range of sources to build a picture of Ancient Greece?
Can we identify historical changes and how they have impacted modern traditions?
Can we identify and name Greek Gods and their mythological stories?
How can we use traditional Greek methods to recreate Olympic equipment?

Year group	3	Term	Summer Term	Challenge Pack	It's all Greek to me		
SUBJECT FOCUS	FACTS (Declarative knowledge)		SKILLS (Procedural knowledge)		PRIOR LEARNING (Schemata)	SPECIFIC VOCABULARY	
History	BC and AD Ordering events in history Greek Gods Historic Greek events Olympic Games, Democracy (Origin and how it has changed to present day.) Identify Greek artefacts Understand the difference between an artefact and a replica and explain why they are both important.		H2.1a Use BC and AD to show different time periods studied H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline H2.1c Sequence time periods studied to create a timeline through history H2.1d Use understanding of specific time periods to create an identified timeline H2.2a Question why some significant features of historical societies still exist today H2.2b Use different sources of information to build up specific pictures of the past H2.2c Identify and give reasons for historical changes and events H2.2d Question if a source is useful or not H2.2e Understand the difference between an artefact and replica and why both exist H2.2f Chose relevant material and questions to build up a picture of an aspect of life H2.2g Find out how features of a civilization have been adapted since that time H2.3a Give reasons for different ways that the past is represented H2.3d Differentiate between fact and opinion		Children would have explored a range of sources and asks questions of sources and their reliability. Children will have researched some historical events and changes (linked to Egypt and our local area)		BC AD Timeline Sources Reliability Trusted Significant events Artefact Replica Historical changes Society Significant features Past Present Olympics Democracy
Art	Sculpture Create patterns with paint Paint on different textures and surfaces Use a range of tools to sculpt into the desired shape Create a Greek artefact by sculpture (clay)		A2.3b Use their knowledge of different types of paint to choose the most suitable. A2.3c Choose appropriate brushes and tools to apply paint for a desired effect. A2.3d Explore more complex pattern and techniques to create designs for painting or printing A2.4a Develop art and design techniques involving sculpture with a range of materials A2.4b Explore more complex patterns and shape using a variety of materials A2.5a Adapt work in response to personal and group critique, describing how they will develop it in future. A2.5b Describe techniques used, evaluating how they could be performed more effectively.		Children will have used different media and tools make different marks and use these creatively in their work- Pencil, charcoal, pastel, pen Children will have used a range of tools and media to experiment with line and shade. Children will have listened to the views of others and respond to ideas to improve their work		Sculpture Artefact Paint Texture Smooth Pattern Techniques Tools
DT	Design a Greek artefact Ensure design meets given specification Produce a detailed, labelled plan Identify which tools will be used		D2.1a Describe how my design ideas fulfils a purpose D2.1b Explain how my ideas meet set design criteria D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose D2.1d Produce a labelled plan, explaining my process of production D2.3a Select the most appropriate tools for a given task D2.4a Evaluate my product against its original design purpose and if it is appealing D2.4b Describe how existing products with a similar design brief have been effective at their purpose D2.4c Evaluate my work both during and at the end of the making process		Children will have produced detailed, labelled designs fitting a specification. Children will have evaluated their designs against a specification.		Design Specification Purpose Product Artefact Evaluate Effective Production

<p>Geography</p>	<p>Identify Greece and Greek islands on a map of the world Basic facts about Greece (currency, flag, population etc) Identify settlements during Ancient Greece</p>	<p>G2.3b Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water G2.4a Use maps, atlases, globes to locate countries and describe features studied</p>	<p>Children will have named and located the seven continents and five oceans. Will know the four countries of the UK and their capital cities. They can use basic vocabulary to refer to; key human features; city, town, village, factory, farm, harbour, shop. Use simple compass directions (N, S, E, W)</p>	<p>United Kingdom World Greece Cities Towns River Currency Flags</p>
<p>PE</p>	<p>To plan Olympic games To set rules for games and to understand and implement these.</p>	<p>P2.2a Select ideas and actions and apply them across a wide range of tactics and compositional ideas in play. P2.2b Show understanding of tactics and composition by starting to vary how they respond. P2.2c Devise and use rules during a game. P2.2e Set out rules for safety.</p>	<p>Chn will have played a number of games/ sports where rules are used.</p>	<p>Rules Tactics Safety</p>
<p>ICT/ Computing</p>	<p>Create invitations on appropriate software Present findings using Keynote / Powerpoint Collect data and information using appropriate search technologies</p>	<p>C2.2a Select a variety of software to accomplish given goals C2.2b Collect data C2.2c Design and create content C2.2d Present data C2.2e Evaluate information C3.4a Use technology safely, respectfully and responsibly C3.4c Use search technologies effectively, appreciate how results are selected and ranked</p>	<p>Chn will have used search engines and presented data in a variety of ways using technology.</p>	<p>Search engine Reliable Sources Data Appropriate Software Apps Content</p>
<p>SMSC/PSHE</p>	<p>Understand an individuals strengths and weaknesses What makes someone a 'hero'? Democracy</p>	<p>PSHE2.3a I can identify what makes me unique PSHE2.3b I can describe the importance of expressing emotions PSHE2.3c I can explain how good values and behaviours can make someone a positive person or hero PSHE2.3d I can discuss the idea of 'personal strengths' and what this means PSHE2.3e I can consider the different pathways that people might take in life. SMSC1.d Can listen to and show respect for the views of others. SMSC1.f Can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p>	<p>They can: -identify when someone has a different opinion to me -identify when working together is important -discuss what I might do to make up with a friend -describe what it means to forgive a friend or have empathy in a situation -describe the importance of telling the truth</p>	<p>Water safety Peer pressure Telling the truth How to ask for help. Empathy Safety rules for school and home Honesty Truth</p>