

Year 3 Curriculum Map – Autumn 2

Why were the Ancient Greeks ruled by their Gods?

Driver – History

- Can I find this Ancient Civilisation on a timeline and understand just how long ago this was?
- Do I know the main characteristics of the Athenians and the Spartans and the differences between them?
- Can I understand the differences between the roles of children, men and women- both at home and in terms of warfare- in Athenian vs Spartan life?
- Do I know where the term 'democracy' came from and how their systems of government worked in Athens?
- Do I know the four most common systems of government within Ancient Greece including democracy, monarchy, tyranny and oligarchy
- Do I understand the influence the gods had on Ancient Greece and their daily life?
- Can I understand how the Ancient Greek Olympics first began and study the sporting traditions involved?
- Do I understand who Alexander the Great was and what he was known for?
- **Plot** the ancient civilisation on a timeline including where and when Ancient Greece first appeared and putting across how far back in time this was.
- **Compare** life as an Athenian to life as a Spartan- political values vs warfare and compare with our own values today.
- **Identify** and name at least five sports from the Ancient Greek Olympics
- **Study** the changes Alexander the Great made and the impact on the wider world

Music

- **Walk, move or clap a steady beat** with others, changing the speed of the beat as the tempo of the music changes.
- **Invent** different actions to move in time with the music.
- Perform actions confidently and in time to a range of action songs.
- Sing songs from memory and/or from notation
- Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B, F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.
- Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Compose over a simple groove.
- Compose over a drone.
- Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.

PE

- run at fast, medium and slow speeds; changing speed and direction
- take part in a relay, remembering when to run and what to do
- be aware of space and use it to support team-mates and to cause problems for the opposition
- know and use rules fairly
- adapt sequences to suit different types of apparatus and criteria
- explain how strength and suppleness affect performance
- improvise freely and translate ideas from a stimulus into movement
- share and create phrases with a partner and small group
- remember and repeat dance perform phrases
- follow a map in a familiar context
- use clues to follow a route
- follow a route safely
- compare and contrast gymnastic sequences
- recognise own improvement in ball games
- I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas

Geography

- Can I compare two major cities from different continents – Rio De Janeiro and New York.
- Explore the physical features of Rio De Janeiro and New York.
- What are some of the most important human characteristics of the two cities?
- Can I identify where natural resources are located in New York and Rio De Janeiro?

MFL

- Name, recognise and remember all four seasons in French.
- Say which is our favourite season in French.
- Say why it is our favourite season in French.
- Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses

RE

- Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).
- Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).
- Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
- Ask questions and suggest some of their own responses to ideas about God (C1).
- Suggest why having a faith or belief in something can be hard (B2).
- Identify how and say why it makes a difference in people's lives to believe in God (B1)
- Identify some similarities and differences between ideas about what God is like in different religions (B3).
- Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

Computing

Lesson 1: iExplore

- To understand that computer simulations can represent real or imaginary situations

Lesson 2: iRule

- To understand that computer simulations are guided by rules

Lesson 3: iAdventure

- To explore the effect of changing variables in a simulation using them to make and test predictions

Lesson 3: iAnimate

- To program a sequence of instructions that create visual effects

Lesson 4: iMake Music

- To import, create and record sounds
- To understand that algorithms and programs can involve repetition

Lesson 5: iShape Up

- To predict the outcome of a simple algorithm
- To use a repeat function to draw a 2D shape

Lesson 6: iCreate

- To import pictures from a computer and/or the internet
- To combine images, sounds and movement to create a personal animation

PSHE

- Understand that they are important
- Know what a personal goal is
- Understanding what a challenge is
- Know why rules are needed and how these relate to choices and consequences
- Know that actions can affect others' feelings
- Know that others may hold different views
- Know that the school has a shared set of values
- Recognise self-worth
- Identify personal strengths
- Be able to set a personal goal
- Recognise feelings of happiness, sadness, worry and fear in themselves and others
- Make other people feel valued
- Develop compassion and empathy for others
- Be able to work collaboratively

Art

- Build on skills of tonal shading in their drawing.
- Sketch lightly without using a rubber.
- Show facial expression in art
- Use sketches to help produce a final piece of art.
- Use different grades of pencils to show tones and textures through hatching & cross hatching.
- Use shading to show light & shadow. Annotate sketches to explain and elaborate.
- Use clay and add interesting details to sculpture
- Know tertiary colours
- Create a background using a colourwash Use a range of brushes to create Shapes, textures, patterns & lines. Use watercolour to produce washes for backgrounds and add detail
- Recognise and compare artwork from different cultures and artists
- Understand that there is artwork from different historical periods

DT

- describe how food ingredients come together
- weigh out ingredients and follow a given recipe to create a dish
- talk about which food is healthy and which food is not
- know when food is ready for harvesting