



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Spring 2 2022

Theme: It's all about Greece

Hook In: Greek Art

Celebration: Ancient Greece day!

### Key Questions:

- What do we already know about Ancient Greece?
- What can an object tell us?
- What can we learn from Ancient Greek society?
- What do we still use today from Ancient Greece?
- What is a Myth?

### English Objectives

#### Writing

All focus writing tasks will link to our topic 'It's all about Greece'. The children will complete some playscript and dialogue writing, with opportunity to develop their planning, editing and redrafting skills through this unit of work.

#### Grammar

- Direct speech punctuation
- Reporting clause-linked to speech
- Adverbial phrase-linked to speech
- Use the possessive apostrophe
- Revision of HFW/CEW Year 3/4
- Up levelling work-ambitious vocab
- Editing and redrafting work.

#### Reading

We are using many books and extracts from a variety of genres during Whole Class reading in order that the children are exposed to lots of new authors and text types to improve their reading skills. The children will be taught to:

- Understand the meaning of new vocabulary in texts
- Predict what might happen from details stated and implied
- Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Check that the book makes sense to them, discussing understanding and exploring the meaning of words in context.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

#### Spelling:

- Words from Year 3/4 list
- Homophones
- Words ending 'ous'
- 'un', 'dis', 're' and 'sub' prefixes
- Words ending 'ly'

### Mathematics Objectives

#### Year 3

##### Mental Maths

- Convert pounds to pence
- Convert pence to pounds
- Tell the time on an analogue clock
- Tell the time on a digital clock
- Recap months in a year, days in a week.
- Converting weeks to days and years to months

#### Year 4

##### Mental Maths

- Convert pounds to pence
- Convert pence to pounds
- Tell the time on an analogue clock
- Tell the time on a digital clock
- Recap months in a year, days in a week.
- Converting weeks to days and years to months

<p><u>Year 3</u></p> <p><u>Length, Perimeter and Area</u></p> <ul style="list-style-type: none"> <li>To measure and compare different lengths</li> <li>To add and subtract different lengths</li> <li>To measure and calculate perimeter</li> </ul> <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> <li>Unit and non-unit fractions</li> <li>Making the whole</li> <li>Fractions on a number line</li> <li>Equivalent fractions</li> <li>Fractions of an amount</li> <li>Compare and order fractions</li> <li>Add and subtract fractions</li> <li>Tenths &amp; tenths as decimals</li> <li>Count in tenths</li> </ul> <p><u>Mass and Capacity</u></p> <ul style="list-style-type: none"> <li>Measure mass and compare mass</li> <li>Add and subtract mass</li> <li>Measure and compare capacity</li> <li>Add and subtract capacity</li> </ul>	<p><u>Year 4</u></p> <p><u>Length, Perimeter and Area</u></p> <ul style="list-style-type: none"> <li>To convert between m and km</li> <li>To find the perimeter of a rectangle and rectilinear shapes</li> <li>To find and compare the area of shapes, counting squares and calculating</li> </ul> <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> <li>Fractions greater than 1</li> <li>Count in fractions</li> <li>Equivalent fractions</li> <li>Fractions of a quantity</li> <li>Add and subtract 2 or more fractions</li> <li>Subtract from whole amounts</li> <li>Tenths and hundredths</li> <li>Tenths &amp; hundredths on a place value grid and number line</li> <li>Divide 1-digit and 2-digits by 10 or 100</li> </ul>
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### Science Objectives

#### Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

<b>Computing Objectives</b>	<b>RE Objectives</b>	<b>History Objectives</b>
<p><u>Internet Safety and Digital Music</u></p> <p>Understands the importance of a strong password.</p> <p>Understands when to share personal information and when not to.</p> <p>Understands that games/ apps/ films have an age rating and what that means.</p> <p>Learns that not all contact online (e.g. emails, messaging on games) is genuine, recognising fakes and what to do.</p> <p>Knows different ways to report unacceptable content and contact online.</p> <p>Understands how to safely and respectfully contribute to an online community (e.g. Google Drive).</p> <p>Uses software to create a piece of music (e.g. Sonic Pi).</p>	<p><u>Why are festivals important to religious communities?</u></p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p>	<p><u>Ancient Greece</u></p> <p>To know about some of the things that the Greeks gave the world and to compare two versions of a past event.</p> <p>To understand how historic items and artefacts have been used to help build a picture of life in the past.</p> <p>I know about and can talk about aspects of Greek life, such as their achievements, beliefs and challenges.</p> <p>I can ask a variety of historically valid questions, using evidence and research to find out more.</p>

<p><b>Geography Objectives</b></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries (Europe - with a focus on Greece) and describe features studied.</p> <p>To compare a region in the UK, York, with Athens in Greece - both human and physical features.</p>	<p><b>PE Objectives</b></p> <p><u>Net and Wall Games</u></p> <p>To identify and describe some rules of net/wall games.</p> <p>To serve to begin a game, and return a serve.</p> <p>To play with some understanding of modified court boundaries, demonstrating different court positions in gameplay.</p> <p>To explore and use different shots with both the forehand and backhand, practising trick shots.</p> <p><u>Gymnastics</u></p> <p>To identify similarities and differences in sequences.</p> <p>To develop body management over a range of floor exercises (jumps and leaps, shapes and balances).</p> <p>To show increasing flexibility, becoming increasingly competent and confident to perform skills more consistently.</p> <p>To be able to perform in time with a partner and group.</p> <p>To use compositional ideas in sequences (changes in height, speed and direction).</p>	
<p><b>DT Objectives</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a dish using a range of cooking techniques.</p>	<p>To define muscles groups needed to support the core of their body.</p> <p>To refine taking weight on small and large body parts, for example, hand and shoulder.</p>	
<p><b>Music Objectives</b></p> <p><u>The Dragon Song</u></p> <p>To identify a piece's structure, instruments and pulse.</p> <p>To know the difference between pulse and rhythm.</p> <p>Sing a widening range of unison songs, performing <i>forte</i> and <i>piano</i>.</p> <p>To play instrumental parts accurately and in time, as part of the performance, following staff notation.</p> <p>To compose and then perform a rising and falling melody using three notes and simple rhythms.</p>	<p><b>French Objectives</b></p> <p>Y3 - Family and Friends</p> <ul style="list-style-type: none"> <li>• To follow a story and join in the repeated parts</li> <li>• To say what food from a set they like/dislike</li> <li>• To predict a repeated phrase</li> <li>• To make a range of simple statements by substituting vocabulary</li> </ul> <p>Y4 - Where in the World?</p> <ul style="list-style-type: none"> <li>• To follow a story and join in the repeated parts</li> <li>• To say where they are from.</li> <li>• To make a range of simple statements about different locations.</li> <li>• To predict a repeated phrase</li> <li>• To make a range of simple statements by substituting vocabulary</li> </ul>	
<p><b>PSHE Objectives</b></p> <p><u>Healthy Me</u></p> <p>Y3</p> <ul style="list-style-type: none"> <li>• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</li> <li>• I can express how being anxious/ scared and unwell feels.</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>• I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>• I can identify feelings of anxiety and fear associated with peer pressure.</li> </ul>	<p><b>Enrichment Activities</b></p> <ul style="list-style-type: none"> <li>• Greek day!</li> <li>• Nepal Global Dimensions Project</li> </ul>	