



## THEMATIC OVERVIEW

Year Group(s): Year 3/4

Term and Duration: Spring 2024

Theme: Ancient Greece

Hook In: Medusa

Celebration: Year 3/4 Production

### **English Objectives**

#### **Writing**

All focus writing tasks will link to our topic on 'Ancient Greece'. The children will write an Ancient Greek Myth, with opportunities to develop their planning, editing and redrafting skills through this unit of work. They will also write a playscript, linked to the Year 3/4 Production.

#### **Grammar**

- Proofreading: spelling and punctuation
- Fronted Adverbials
- Present Perfect Tense
- Standard English
- Possessive Apostrophe
- Determiners

#### **Reading**

As well as reading a class book, we are using many other 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:**

- Year 3/4 Spelling List
- Prefixes super- and auto-
- Personal Spelling Lists
- Homophones
- 'ch'

### **Mathematics Objectives**

#### **Year 3**

*Alongside the mental maths objectives, Year 3s should continue to practise their times tables, with a focus on 3s, 4s and 8s.*

#### **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
- Times table facts

#### **Year 4**

*Alongside the mental maths objectives, Year 4s should continue to practise their times tables, ensuring they are progressing towards a knowledge of all multiplication facts up to 12 x 12.*

#### **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
- Times table facts

<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**

Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

<b>Computing Objectives</b>	<b>RE Objectives</b>	<b>History Objectives</b>
<p><u>Coding</u></p> <p>To understand that we can decompose a problem into smaller steps to make it simpler, using logic to predict what will happen in an algorithm.</p> <p>To write programmes to achieve specific goals, using a systematic approach to finding errors in code (debugging).</p> <p>Can use 'if' 'else' statements, and 'ask' 'answer' to introduce sensing within code.</p> <p>To use specific number and percentages within code.</p> <p>To use a range of loop functions appropriately.</p> <p>Enhances content by inserting videos, images and sound independently.</p>	<p><u>What kind of world did Jesus want?</u></p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p><u>Ancient Greece</u></p> <p>I know about and can talk about the struggle between the Athenians and the Spartans (Ancient Greece)</p> <p>I know about some of the things that the Greeks gave the world (Ancient Greece).</p> <p>I know that the Greeks were responsible for the birth of the Olympics (Ancient Greece).</p> <p>I know that the Greek Gods were an important part of Greek culture (Ancient Greece).</p> <p>I know how to locate Greece on a map (Ancient Greece).</p>
	<b>PE Objectives</b>	

	<p><u>Dance</u>  Perform movements to an audience  Express moods and feelings of a character through the dance piece  Attempt short pieces of improvised dance responding to the structure/theme of the dance  Dance using different levels and direction  Share and create short dance phrases with a partner and in small groups</p>
<b>DT Objectives</b>	<p><u>Tennis</u>  To keep score, taking part in singles and doubles games against opponents.  To demonstrate good positioning: the ready position, returning balls, movement around the court.  To use a forehand shot within a game, and an underarm serve to begin a game.  To return a moving ball, beginning to select where to send it to the opposition's court.</p>
<p>Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking  Prepare and cook some dishes safely and hygienically  Carefully select ingredients for taste/end product  Begin to understand food comes from UK and wider world</p>	
<b>Music Objectives</b>	<b>French Objectives</b>
<p><u>Singing: Year 3/4 Production</u>  Sing a widening range of unison songs.  Perform forte and piano.  Sing a broad range of unison range with an octave range accurately.</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>
<b>PSHE Objectives</b>	<b>Enrichment Activities</b>
<p><u>Healthy Me</u>  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>	<ul style="list-style-type: none"> <li>• Year 3/4 production rehearsals, preparation and performances.</li> </ul>