

Appletree Gardens First School Medium Term planning 2022-23

Year Group:3 Summer 1 The Ancient Greeks

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<p style="text-align: center;">History Ancients Greeks</p> <p>Knowledge and skills: We will learn about the differences between Greece now and then. We will know when the Ancient Greeks lived and how they lived. We will learn about how the Ancient Greeks influenced the modern world. Legacy of the Ancient Greeks Olympics. Gods and Goddesses Artefacts</p> <p>Vocabulary: Parthenon, ancient, democracy, philosophy, myth, Gods, Goddesses and fantasy creatures, legend</p>	<p style="text-align: center;">Geography Continue to refer to map / globe / google earth when appropriate to reinforce links.</p> <p>Knowledge and skills: To understand where Greece is. To Locate Greece on a map or globe. To know which continent Greece is in and be able to name some Geographical features. To understand the weather and climate within Greece and know how this impacted upon Greek civilisation.</p>	<p style="text-align: center;">Art and Design Sculpture and 3D - Abstract Shape and Space</p> <p>Knowledge and skills: To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). To know that organic forms can be abstract. To know that artists can focus on shapes when making abstract art. To know that negative shapes show the space around and between objects. Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Planning and thinking through the making process to create 3D forms. Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Exploring how shapes can be used to create abstract artworks in 3D. Using subject vocabulary to describe and compare creative works. Explaining their ideas and opinions about their own and other's art work, giving reasons. Using sketchbooks as part of the problem-solving process and make changes to improve their work</p> <p>Vocabulary: abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional.</p>
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<p style="text-align: center;">Music Bringing us Together</p> <p>All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity</p> <p>Knowledge and skills:</p> <p>To know how to play a tuned instrument and to know how to play chords. To learn and appraise songs To perform a song Play tuned instruments and follow notation. Learn, appraise and perform songs.</p> <p>Vocabulary: disco, Pulse, Rhythm, Tempo, Dynamics, Timbre, Texture, Structure, Notation.</p>	<p style="text-align: center;">The Ancient Greeks</p> <p>Question driver: What was life like in Ancient Greece? Where in the world is Greece?</p> 	<p style="text-align: center;">PE Badminton/Cricket</p> <p>Knowledge and skills:</p> <p>Recognise how to score points in a game. Carry out different types of shots. Begin a game with a serve. Use appropriate shots for the environment. Use forehand and backhand shots. Know the rules of badminton. Improve throwing and catching skills, hit and strike the ball using the cricket bat, play in simple games, to use a range of techniques in a suitable environment, to use skills more consistently in game situations.</p> <p>Vocabulary: Hit, return, court, backhand, forehand, shuttlecock, net, underarm, overarm, racket. Batting, fielding, bowling, wicket, stumps, ball, boundary, crease, fielders, wicketkeeper, innings.</p>

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PSHE Jigsaw Relationships	RE Christians	French My family
<p>Knowledge and skills: I can identify the roles and responsibilities of each member of my family. I can describe how taking some responsibility in my family makes me feel. I can identify and put into practice some of the skills of friendship. I know how to negotiate in conflict situations to try to find a win-win solution. I know and can use some strategies for keeping myself safe. I know who to ask for help if I am worried or concerned. I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups</p> <p>Vocabulary: Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Dangers, Dangerous, Hazards, Risks, Safety rules, Worried, Concerned, Scared, Anxious, Relieved</p>	<p>Knowledge and skills: What can we learn about Christian worship by visiting churches? Name and label parts of a church. Look at liturgical colours - Which robes do the clergy use for different occasions ? What is the significance of different coloured clothes that the Vicar might wear. . Look at artefacts within the church and symbolism within the Christian religion. Look at how the church is used for different ceremonies and the importance of these. Baptism - Traditions within the church and the story of John the Baptist. Name the main world religions. Look at symbolism within Hinduism and Christianity. Are there any links / similarities between other religions?</p> <p>Vocabulary: Old and New Testament, Liturgical colours, Cross, candle, the rosary, praying hands, kneeling, raising hands, statues, windows, alter, pulpit, cloths, Baptism Services of dedication</p>	<p>Knowledge and skills: Practice talking about ourselves, counting and saying who is in our family. Count to 30, introduce family members, describe and write sentences about family members and name and identify colours in french. We will also listen to a traditional children's story in french.</p> <p>Vocabulary: Vingt, vingt-deluxe, vingt-trios, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt- neuf, trente, ma mere, Monterey, mon Freire, ma soeur, ma grand-mere, mon grand- peer, mon oncle, ma tante, dans ma famille il y a... tu as des ferries ou des soeurs? Blue, blanc, orange, jaune, rouge, noir, vert, Gris, brun, violet, c'est quel couleur?</p>

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ICT Databases	Science Plants	Maths Statistics, fractions, time
<p>Knowledge and skills: Explore different ways to collect, interrogate and present data collaboratively using a range of programs. What is a database? Why and how are they used in real life? Select, use and combine a variety of software to design and create a range of programs, systems and content that achieve goals, including collecting, analysing, evaluating and presenting data and information. To make a chart from information in a database. To be able to read and compare information on a chart. To interpret a chart and report findings.</p> <p>Vocabulary: Cloud storage, Collaboration, Data, Database, Edit, Evaluation, Export, Field, Columns, Import, Rank, Record, Save, Search, Sort.</p>	<p>Knowledge and skills: Identify, know and describe the functions of different parts of flowering plants. Explore and know the requirements of plants for life and growth and how they vary from plant to plant. Investigate and understand 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. Dissect a flower and identify all parts required for the pollination/reproduction.</p> <p>Vocabulary: roots, stem, leaves, flowers, sepal, petal, nutrients, evaporation, fertilisation, stamen, (anther, filament), carpel (stigma, style, ovary, ovule), pollination, pollinator, germination, seed dispersal,</p>	<p>Knowledge and skills: Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. Compare and order unit fractions, and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Comparing and ordering fractions. Adding fraction Know the number of seconds in a minute and the number of days in each month, year and leap year. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24- hour clocks. Compare durations of events.</p> <p>Vocabulary: Pictogram, bar chart, key, denominator, numerator, time, duration, hours, minutes, seconds, numerals.</p>
<p>Literacy</p> <p>Knowledge and Skills: To listen to and read Myths and Legends from Ancient Greece. Understand characters and plots, good over evil. Write a conquering the monster tale based on Perseus and Medusa. Write a newspaper article based on an Ancient Greek Myth.</p>		

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Write fiction and non-fiction texts using the correct structure including paragraphs, create toolkits and word banks, sentence structure, adverbials, noun phrases, use punctuation correctly, make ambitious word choices.

Write a newspaper report making use of key features e.g. bold, catchy headline, subheading, reported speech, captions.

Vocabulary:

Greek myths, heroes, villains, monsters, creatures, newspaper articles, fiction, non fiction, beginning, opening, build up, problem, dilemma, resolution, ending, headline, sub heading, columns, witness report, directed speech, reported speech, image, photos, captions, summary, reporter, edit

We will involve our families in our learning by - Using the online platform of Seesaw and our school website. Regular communication and homework.

Yellow reading record books form part of the dialogue, conversations in person/phone call.

The strategies to support our most vulnerable learners are - T, TA and peer support Homework clubs (Blossom club) , targeted work in lessons, Support with uniform, book bags, visits, water bottles when needed. Contacting parents / carers in alternative ways to Seesaw.