



Year Group: 3

Topic: Groovy Greeks

Term: Spring



Subjects	Objectives/Learning intentions
Art Sculpture Ancient Greek pots	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Suggest improvements to their work using notes in sketchbook. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture <p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture and lines that convey expression or movement. Use clay.
DT Flat breads, salad	<p>To design, make, evaluate and improve</p> <p>Food</p> <ul style="list-style-type: none"> I know how a range of ingredients are grown, reared, caught or processed. I can use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose. <p>To master practical skills</p> <ul style="list-style-type: none"> I can work in a safe and hygienic way e.g. tying hair back, wiping work surface and not mixing up utensils. I can weigh and measure my ingredients accurately. I can select and am beginning to use the appropriate equipment to prepare foods in a variety of ways e.g. sieve, grater, knife, potato peeler and whisk. I can identify some of the great designers in all of the areas of study to generate ideas for design. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> I can identify some of the great designers in all of the areas of study to generate ideas for design.
History Ancient Greeks	<p>To understand chronology</p> <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet to research Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museums, cartoons etc. <p>To communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including:

	<ul style="list-style-type: none"> – dates – time period – era – change – chronology <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Computing	<p>Programming (Coding)</p> <p>Sequencing sounds</p> <ul style="list-style-type: none"> • Recognise that commands have an outcome • Explain that a program has a start • recognise that a sequence of commands can have an order • Change the appearance of my project • Create a project from a task description