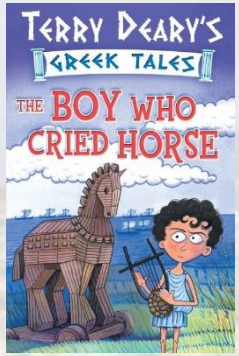
Year Three

Summer Term – 'Myths and Legends'

As readers, these are some of the texts our children will use to support their learning:



Poetry
'Find Me' by Liz Brownlee
Plays
The Smell of Cakes (Pearson)
Non-Fiction
Persuasion
Discussion
Fiction
'Greek Tales: The Boy Who Cried Horse' by Terry Deary

Our children will use the texts and the links to the curriculum to develop their skills as writers of:
Myths and Legends – descriptions
Letter – questions and answers
Non-chronological reports
Explanations
Fact files
Recounts
Adverts – persuasion

Marshland Moments
Sew a purse

Make a Greek pot

Key Event
Greek Day
Visitor

As mathematicians, our children will study:

Fractions
Money
Time
Shape
Statistics
Consolidation

<table>
<tr><td>As scientists, our children will work scientifically:
- asking relevant questions and using scientific different enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making observations and taking measurements, using a range of equipment
- gathering, recording, sorting and presenting data in a variety of ways
- using scientific language, drawings and diagrams' keys, tables and charts to record findings
- reporting from enquiries and using results to draw simple conclusions, make predictions and suggest improvements
- identifying differences, similarities or changes related to simple scientific ideas
- using scientific evidence to answer questions or to support their ideas</td><td colspan="2">The children will also study the following two units:
Magnets and Forces
- compare how things move on different surfaces
- notice that some forces need contact between 2 objects but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Light
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.</td></tr>
<tr><td>As designers and users of technology, our children will develop their technical skills when working with textiles:
Textiles – 2D to 3D Shape
Existing Products: A range of purses with different fastenings
What can children design and make to carry their own valuable object?</td><td colspan="2">As artists, our children will explore:
Sculpture
Outcome: Greek thumb/coil pots
Link: History - The Greeks</td></tr>
<tr><td>As geographers, our children will:
Greece
Compare to the UK
Link: Ancient Greece</td><td colspan="2">As historians, our children will develop an understanding of:
Ancient Greece – a study of Greek life and achievements and their influence on the western world</td></tr>
<tr><td>As linguists, our children will study French by:
Learning the vocabulary linked with food and school</td><td colspan="2">Developing their knowledge and skills in physical education, our children will:
- explore outdoor adventure, with a focus on orienteering
- learn skills in athletics.</td></tr>
<tr><td>As musicians, our children will study:
Enjoying Improvisation - How does music make a difference to us every day?
Opening Night - How does music connect us with our planet?</td><td colspan="2">In Personal, Social and Health Education, our children will study:
Relationships – exploring family roles and responsibilities and looking at how their choices affect others; expressing appreciation for family and friends
Changing Me - looking at how babies grow and develop, and exploring family stereotypes</td></tr>
<tr><td>.Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:
- What does it mean to be a Christian and a Hindu in Britain today?</td><td colspan="2">As computers and users of technology, our children will investigate:
- graphing
- using simulations
- using branching databases</td></tr>
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