



***'It's all Greek to me!'***

***Autumn Term***

***Year Groups 3 & 4***

***Curriculum Year B***

**It's all Greek to me!**  
**(Year 3 & 4)**

**Autumn term 2014-2015**  
**Year B**

**Brief Overview**

Ancient Greek civilisation and influence on the western world.

**Science**

- See subject coordinators overview for each year group.

**Art and design**

- Sculpture/3D – Art from ancient Greece
- Create and combine shapes to create recognisable forms (e.g. shapes made from nets and solid materials)
- Include texture that conveys feelings, expression or movement
- Use clay and other mouldable materials to provide interesting detail
- Replicate some of techniques used by artists, artisans and designers
- Create original pieces that are influenced by studies of others

**Computing**

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Design and Technology**

**Designing and Planning**

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Think ahead about the order of their work and decide upon tools and materials.
- Plan a sequence of actions to make a product.
- Record the plan by drawing (labelled sketches) or writing.
- Develop more than one design or adaptation of an initial design.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Add notes to drawings to help explanations

**Skill – Materials/Structures**

- Measure, mark and cut out using centimetres accurately.
- Use a range of tools appropriately including a hand drill (with supervision).
- Use sand paper to smooth edges.
- Create shell or frame structures, strengthen frames with diagonal struts
- Measure and mark square selection, strip and dowel accordingly to 1cm
- Know how materials are combined to create more useful properties.
- Understand that 3D structures can be constructed from nets.

**Skill – Electricals**

- Incorporate a circuit with a bulb or buzzer into a model
- Use crocodile clips to join components.
- Use pins to secure fasteners.
- Use a screwdriver to connect wires in a circuit.
- Apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on / off torch.
- Find a fault in a simple circuit and correct it.

**Skill – Textiles**

- Understand seam allowance
- Join fabrics using running stitch, over sewing, back stitch
- Explore fastenings and recreate some e.g. sew on buttons and make loops
- Prototype a product using J cloths
- Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)
- Create a simple pattern
- Understand the need for patterns
- Use scissors to cut straight lines, corners and curves in felt, cotton, etc.
- Measure more accurately in centimetres.
- Learning how to start and finish stitches.

**Skill – Food technology**

- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel
- Analyse the taste, texture, smell and appearance of a range of foods
- Follow instructions
- Make healthy eating choices from and understanding of a balanced diet
- Join and combine a range of ingredients e.g. snack foods

- Measure and weigh ingredients appropriately
  - Understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.
  - Use scales to measure materials more accurately.
  - Measure liquids more accurately.
- Evaluating processes and products**
- Identify where evaluation of the process could lead to improvement.
  - Identify the strengths and weaknesses of their design ideas
  - Decide which design idea to develop
  - Consider and explain how the finished product could be improved
  - Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user.

**Geography**

- Use maps, atlases, globes and digital/computer mapping to locate Greece, focus on key physical and human features
- Ask and answer geographical questions about the physical and human characteristics of a location
- Use 8 points of compass, symbols and keys
- Describe and understand climate, settlements, trade links.

**History**

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**Languages**

- Understand a range of spoken phrases
- Understand standard language
- Answer simple questions and give basic information.
- Give responses to questions about everyday events
- Pronounce words showing knowledge of sound patterns.
- Read out loud everyday words and phrases.
- Use phonic knowledge to read words.

**Music**

- Sing from memory with accurate pitch
- Sing in tune
- Maintain a simple part within a group
- Pronounce words within a song clearly
- Show control of voice

**Physical Education**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. (Year 3 LCP Invasion games 1 leading to Basketball. Year 4 LCP Invasion games 2 leading to Football)
- Perform dances using a range of movement patterns.

**Religious Education**

**Year 3 -Christianity**  
**Autumn 1**

- **Why is the Bible important to Christians?** – Where did it come from? History – Hebrew/Greek
- Why is the Bible important to Christians today?
- Bible in worship/home etc, e.g, history

**Autumn 2**  
**Jesus the Healer** – Paralyse man, Peters mother in law, Jairus’ daughter, 10 lepers  
**Christmas** – different perspectives, characters viewpoints

**Year 4**  
**Autumn 1 – Islam**

- **The Qur’an & other teachings** – the revealed book for Muslims treated with great respect
- **How the Qur’an was revealed**
- **How the Quaran affects daily life.**
- **The Hadith**

**Autumn 2 –Christianity**

- **Christian faith expressed through the arts** –Dance, Drama, Music, Architecture – different church buildings
- **Art/images**
- **Practices**
- **Christmas** – a time for giving, thinking about the less fortunate

**SEAL**

- Autumn 1 – New Beginnings
- Autumn 2 – Getting on and Falling out
- Anti-Bullying week November, Blue Friday – Say no to Bullying

**Enhancement opportunities (visits, visitors, residential etc.)**

- Liverpool /Manchester museums Greek workshop
- Olympics
- Food tasting

**Writing opportunities**

- Instructional writing – how to make a vase / sandal etc.
- Persuasive speaking – elections
- Stories with mythical beasts etc.

**Maths opportunities**

- Chronology
- Ordering numbers
- Calculating numbers and recording e.g. Olympics

#### Personal Development (to achieve by the end of year 4)

##### To try new things

- Try new things when encouraged.
- Enjoy new experiences.
- Join clubs or groups.
- Talk about new experiences with others.

##### To work hard

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.

##### To concentrate

- Focus on activities.
- 'Tune out' some distractions.
- Search for methods to help with concentration.
- Develop areas of deep interest.

##### To push themselves

- Begin to understand why some activities feel uncomfortable.
- Show a willingness to overcome fears.
- Push past fears and reflect upon the emotions felt afterwards.
- Begin to take encouragement and advice from others.
- Keep trying after a first attempt.

##### To imagine

- Begin to enjoy having new ideas.
- Show some enthusiasm for the ideas of others.
- Ask some questions in order to develop ideas.
- Show enjoyment in trying out some ideas.

##### To improve

- Share with others a number of positive features of own efforts.
- Identify a few areas for improvement.
- Attempt to make improvements.

##### To understand others

- Listen to others, showing attention.
- Think of the effect of behaviour on others before acting.
- Describe the points of view of others.

##### To not give up

- Find alternative ways if the first attempt does not work.
- Bounce back after a disappointment or failure.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

#### Communication (to achieve by the end of year 4)

To listen carefully and understand

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.
- Understand the meaning of some phrases beyond the literal interpretation.

To develop a wide and interesting vocabulary

- Use time, size and other measurements to quantify.
- Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

To speak with clarity

- Use verbs with irregular endings.
- Use a mixture of sentence lengths to add interest to discussions and explanations.
- Use intonation to emphasise grammar and punctuation when reading aloud.

To tell stories with structure

- Bring stories to life with expression and intonation.
- Read the audience to know when to add detail and when to leave it out.

To hold conversations and debates

- Make relevant comments or ask questions in a discussion or a debate.
- Seek clarification by actively seeking to understand others' points of view.
- Respectfully challenge opinions or points, offering an alternative.