

 Class: Emidy (Year 3) Term: Spring 1 Topic: How did the ancient Greeks change the world?									
Launch Day:		Trips/Visitors:		Literacy topics/Guided Reading Book/Texts:					
	Science	History	Geography	Art	DT	Computing	Music	RE	PE
Prior knowledge	<u>Early Learning Goal:</u> <u>Understanding the World:</u> <u>The natural world</u> (EYFS) – Explore the natural world around them, making observations and drawing pictures of animals and plants. (Year 1) – Distinguish between an object and the material from which it is made (Year 2) - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses		N/A	N/A	(Year 1) - Pupils understand that food found locally is dependent on seasonality and choose accordingly - Pupils understand that food is sourced from different countries when it can't be found locally - Pupils use the basic principles of a healthy and varied diet - Pupils know that the Sun and rain is needed for growing food - Pupils recognise the importance of using clean tools, work areas and keeping themselves clean while cooking (Year 2) - Pupils understand that food found locally is dependent on seasonality and choose accordingly - Pupils understand that food is sourced from different countries when it can't be found locally - Pupils use the basic principles of a healthy and varied diet - Pupils know that the Sun and rain is needed for growing food	(Year 1) – The meaning of key vocabulary such as algorithm, decomposition and abstraction - What a given command will do How to plan and input a simple program How to find more than one solution to a problem How to choose a command for a given purpose That a series of commands can be joined together (Year 2) - How to describe a series of instructions as a sequence What happens when we change the order of instructions How to use logical reasoning to predict the outcome of a program How to create and debug a program that we have written - That a sequence of commands has a start - That a sequence of commands has an outcome - How to create a program using a given design - How to change a given design - How to create a program using my own design	See music curriculum map	(Year 2) – Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives	

								(for example: charity, confession) • Give examples of stories, objects and symbols used in churches, which show what people believe • Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this • (Year 3) - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness	
Knowledge	Key Question: How do different forces cause an effect? The children will know: • That some forces need contact between two objects, but magnetic forces can act at a distance • How magnets attract or repel each other and attract some materials and not others • How to compare and group together a variety of everyday materials on the basis of whether	Key Question: The children will know: • The names of Greek Gods and Goddesses. • Where to find ancient Greece in the world. • How the Olympics have developed over time. • The difference modern and ancient democracy.			Key Question: The children will know: <u>Cooking and nutrition:</u> <u>Baking</u> Potential project idea – Making Greek pitas or flatbreads and cooking on an open fire. Then preparing and eating with other Greek foods – Houmous, tzatziki, feta salad • Pupils understand that food found locally is dependent on seasonality and this differs from country to country	Key Question: The children will know: • Sequencing sounds • A new programming environment • That commands have an outcome • That a program has a start • That a sequence of commands should have an order • How to change the appearance of a project • How to create a project from a task description	See music curriculum map Key Question: The children will know: •	Islam Key Question: L 2.9 How do festivals and worship show what matters to a Muslim? The children will know: Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) Understand the impact:	https://peplanning.org.uk/

	they are attracted to a magnet, and identify some magnetic materials • How to describe magnets as having two poles • Whether two magnets will attract or repel each other, depending on which poles are facing • How things move on different surfaces				• Pupils understand that food could not be sourced from different countries in the past • Pupils use the basic principles of a healthy and varied diet • Pupils understand the importance of cooking hygienically including the use of a heat source	• How to describe a project using ‘abstraction’		• Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas	
Skills	Children will be able to: • Ask relevant questions and use different types of scientific enquiries to answer them • Use straightforward scientific evidence to answer questions to support their findings	Children will be able to: • Children will order key dates on a timeline. • Give some reasons for events and offer historical evidence to support. • Compare information available to study			The children will be able to: • Design • Pupils begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • When planning, pupils explain	Children will be able to: • Identify the objects in a Scratch project (sprites, backdrops) • Recognise that commands in Scratch are represented as blocks • Create a program following a design	Children will be able to: See music curriculum	Children will be able to: • Understand worship (Ibadah) as a way Muslims show love and devotion to God. • Learn the significance of Shahadah (faith) and Salah (prayer) in daily Muslim life. • Explore the purpose of fasting	Children will be able to: • I can persevere with a task and improve my performance with practice. • I cope well and react positively when things become difficult.

	- Set up simple practical enquiries, comparative and fair tests Identify differences, similarities or changes related to simple scientific ideas and processes Use results to draw simple conclusions, make predictions for new values, suggest improvement and raise further questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables - Gather, record, classify and present data in a variety of ways to help answering questions	the given time period. - Explain how Ancient Greece impacted the wider world - Show an appreciation for how ancient Greek customs have developed over time.			their choice of materials and components including function and aesthetics. - Pupils start to order the main stages of making a product. - Pupils can put together a step-by-step plan which shows the order and what equipment and tools they need. - Pupils generate, develop, model and communicate their ideas through discussion and annotated sketches. Make - Pupils select a wider range of cooking equipment for making their product. - Pupils can explain their choice of equipment in relation to the skills and techniques they will be using. - Pupils select the most appropriate equipment and techniques for the given task. - Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, kneading and baking - Pupils can bake for an appropriate amount of time, checking their product regularly to ensure it is safe to eat Evaluate	- Create a sequence of connected commands - Start a program in different ways - Combine sound commands - Order notes into a sequence - Decide the actions for each sprite in a program - Make design choices for my artwork - Identify and name the objects we will need for a project Implement an algorithm as code - Relate a task description to a design		during Ramadan as an act of self-discipline and devotion. - Recognise the mosque as a central place for prayer, learning, and community in Islam. - Celebrate Eid-ul-Fitr as a time for family, gratitude, and sharing joy with others.	
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					• Pupils start to evaluate their product against their original design criteria. • Pupils suggest improvements to their final design. • Pupils begin to evaluate familiar products and consider the views of others to improve their own designs.				
Components (teaching sequence)	• I can explain that some forces need contact, but magnetic forces work at a distance. • I can show how magnets attract or repel and which materials they attract. • I can compare and group materials by whether they are magnetic. • I can describe that magnets have two poles. • I can predict if magnets will attract or repel based on their poles. • I can explain how things move on different surfaces. Topic outcome:	• I can design a menu inspired by Greek gods. • I can locate Greece on a map. • I can create a timeline of key Greek events. • I can vote on designs to learn about democracy. • I can cook dishes using various techniques. • I can decorate a restaurant with Greek-inspired art. • I can evaluate menus and dishes for improvements. Topic outcome/product brief: To create a Greek style restaurant and cook Greek kebabs			• I can design a menu inspired by Greek gods. • I can locate Greece on a map. • I can create a timeline of key Greek events. • I can vote on designs to learn about democracy. • I can cook dishes using various techniques. • I can decorate a restaurant with Greek-inspired art. • I can evaluate menus and dishes for improvements. Topic outcome/product brief: To create a Greek style restaurant and cook Greek kebabs	• I can identify the objects in a Scratch project (sprites, backdrops) • I can explain that objects in Scratch have attributes (linked to) • I can recognise that commands in Scratch are represented as blocks • I can create a program following a design and understand that each sprite is controlled by the commands I choose • I can predict the coding blocks used to move a sprite • I can match coding blocks to their actions • I can start a program in different ways • I can create a sequence of connected commands • I can explain that the objects in my project will respond exactly to the code • I can explain what a sequence is • I can combine sound commands • I can order notes into a sequence	• I can Topic outcome: See music curriculum	• I can understand the concept of worship (Ibadah) and its importance to Muslims. • I can explore the significance of Shahadah (Faith) and Salah (Prayer). • I can understand the practice of fasting during Ramadan and its significance. • I can learn about the mosque as a place of worship and community. • I can learn about the celebration of Eid-ul-Fitr, marking the end of Ramadan. Topic outcome: Cornwall Agreed Syllabus 2020-2025 FINAL.pdf	

					• I can build a sequence of commands • I can decide the actions for each sprite in a program • I can make design choices for my artwork • I can identify and name the objects I will need for a project • I can relate a task description to a design • I can implement my algorithm as code Topic outcome: To create a scratch project			
Key Vocabulary								