



Year Three: Discover



Project Question:

Does a democracy make life fair?

Project Values:

Respect	Showing appreciation and admiration for someone or something.
Choice	Making the decision to do or not do something.
Democracy	A society where people are able to vote for what they want to happen or for who will represent them.
Equality	Where everyone has the same.
Power	Having the ability to control or influence others

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'



ST. MARY'S CofE PRIMARY SCHOOL
Bringing out the best in each other...



Year Three: Discover



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Read an ancient Greek myth. Here is a link to some examples.

<https://www.greeka.com/greece-myths/>



Write it...

Write your own Greek myth. It must include: a God or Goddess, a hero, an adventure and a monster but you can make up the rest!

Draw it...

Create a creature that's made up of more than one type of animal. It could have the head of a lion, the wings of an eagle and the body and legs of a horse.



Make it...

Make an Ancient Greek temple using recycled materials that you have at home.



Visit it...

Visit Birmingham Museum and Art Gallery and have a look at some of the Greek artefacts they have there. It's free to enter and they have a fantastic collection of pottery.

Memorise it...

Memorise the names of as many Greek gods and goddesses as you can and what they were the god/goddess of.



During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Project Launch: Religious Education Hinduism

Our project launches by finding out about the religion of Hinduism. We learn key facts and important information about this faith. We learn about Hindu beliefs about God, exploring our values of respect and power as we find out about the different representations of Brahman. We learn about Hindu worship, including about the importance of shrines at home and the choices Hindus make about how to worship in their homes.

Project Launch



FOCUS 1

History

Ancient Greek Achievements

We start our Historical study by finding out about the achievements of the Ancient Greeks, considering why they are an important civilisation to learn about. We find out that Ancient Greece is considered the birthplace of democracy.



Values exploration What is a democracy?

We explore the concept of democracy by thinking about examples that are familiar to us within our school community. We think about who is able to take part in democracy and why it is used to make important decisions. We think about our project values and how they are evident within a democracy.

FOCUS 2

Year Three
Discover
Autumn Term

Geography

Features of locations: Greece

In order to understand life for the Ancient Greeks, we use maps, atlases and aerial photographs to get to know the physical features of the country. We name and locate European countries to help us learn where Greece is and what countries are nearby.

FOCUS 3



FOCUS 4

History
How life was different for different groups of people? Athens and Sparta
We find out about the two great cities of Ancient Greece and how life was different for people living in each of them. We think about the values of each society and how they relate to our project values. We form our own opinions, expressing which city we would have preferred to live in.



FOCUS 6

FOCUS 5

Art

Colour and Sculpture: Ancient Greek Vases

After using Greek Vases as historical sources of information, we have a go at designing our own to depict an area of Greek life that we have learnt about. We mix shades and tones to capture the right colours. We then create 3D sculptures of vases, incorporating our designs and refining our ability to shape and join malleable materials.



History Life for people in the past: Ancient Greek daily life

We learn about the chronology of Ancient Greek civilisation, plotting important events on a timeline and beginning to understand CE and BCE dates.

We interpret, analyse and evaluate a range of historical sources to help us ask and answer questions about daily life. We investigate what we can find out about the experiences of men and women, children and their education and food and farming. We look at sources that tell us about the experiences of different social groups including slaves. Throughout our historical enquiry, we reflect on what we are learning about our values of power, equality and respect in Ancient Greece and how they relate to our modern understanding of these.



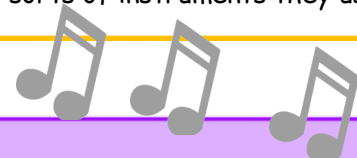
FOCUS 7

Design and Technology
Ancient Greek Armour
After finding out about Athenian and Spartan life, we learn about the different armour worn by soldiers in each city. Using images to guide us, we design our own helmets and shields. We then cut, shape and join materials to create our own final products.

FOCUS 8

Music: War Music

We think about the Greek warriors we have learnt about and listen to music that captures the feelings of going to war. We look closely at Ancient Greek artefacts that show people playing instruments to see if we can find out what sorts of instruments they used.



History

Life in the past: What was Ancient Greek democracy like?

We find out about the practice of democracy in Ancient Athens and discover who could vote, how often and on what sorts of issues. We look at our project question and ask ourselves how fair life was for people living in this democracy. We think about our own modern standards, but also the typical standards of the time to form fair judgements.

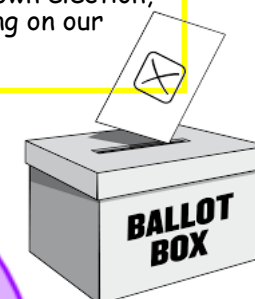
FOCUS 9

Values Exploration

How does democracy work in the UK?

After learning about the beginnings of democracy in Ancient Greece, we find out about democracy in modern Britain. We learn about the role of Parliament and the job an MP does. We discover how parties communicate their policies in manifestos and through campaigns and have a go at running our own election, communicating our policies and voting on our favourites.

FOCUS 10



Religious Education: Incarnation

We find out about the Christian belief in the Trinity and why this can be challenging to understand. We explore some of the different symbols and descriptions used to help Christians to understand this. We find out about the ways Christians talk to God through prayer.



R.E.

Answering the Project Question

We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

FOCUS 11

Does a democracy make life fair?



Year Three: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

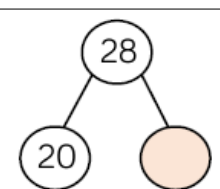
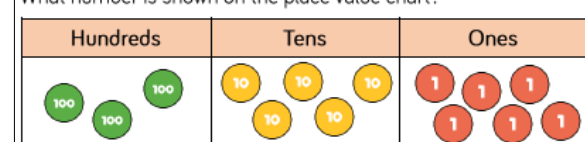
The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

Place value (3 weeks)

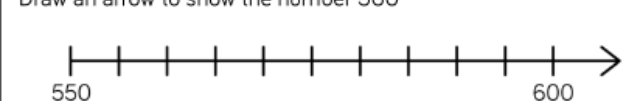
- Represent numbers to 100 and 1000
- Tens and ones using addition
- Hundreds
- 100s, 10s and 1s
- Use a number line to 1000
- Find 1, 10, 100 more than a given number
- Compare objects and numbers to 1000
- Order numbers
- Count in 50s

These are some of the representations we will be using when we teach place value.

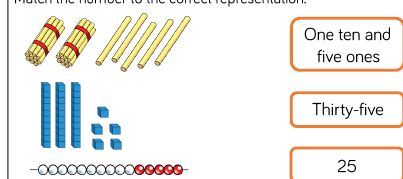
What number is shown on the place value chart?



Draw an arrow to show the number 560



Match the number to the correct representation.



One ten and five ones

Thirty-five

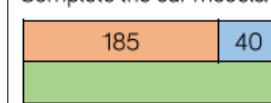
25

Addition and Subtraction (5 weeks)

- Add and subtract 1s, 10s 100s
- Subtract 1s across 10
- Add and subtract 10s across 100
- Add and subtract 2 numbers (no exchange)
- Add and subtract 2 numbers (across 10/100)
- Add 2 and 3-digit numbers ()
- subtract two from 3-digit numbers
- Estimate and check answers
- Use inverse operations

These are some of the representations we will be using when we teach addition and subtraction.

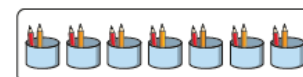
Complete the bar models.



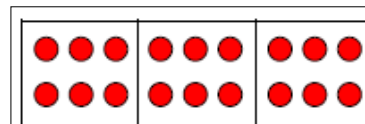
3	1	7
+		
	4	6
	3	6
		3
		1

3	1	3	4
-			
		7	2
		3	6
			2

Describe the equal groups.

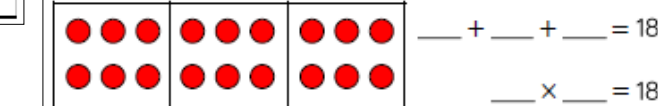


What is the same and what is different about the two groups?



$$___ + ___ + ___ = 18$$

$$___ \times ___ = 18$$



Year Three : English



Spring Term 2022

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

Writing to Entertain:

Medusa Character Description

Grammar Focus: Descriptive language

Writing to Inform:

Hinduism



Grammar Focus: Conjunctions for different purposes

Writing to Entertain:

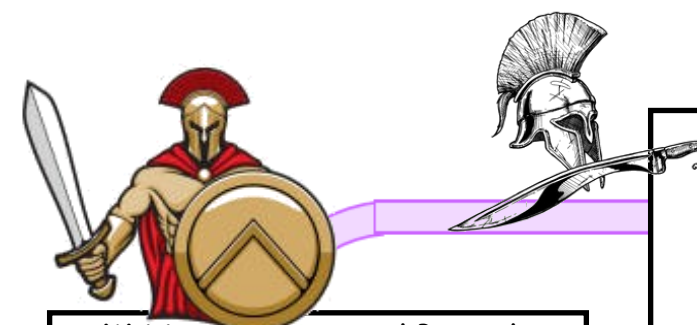
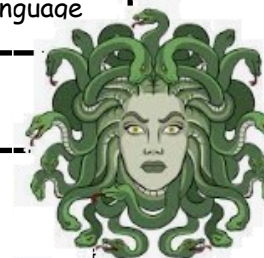
Setting Description: Medusa's cave

Grammar Focus: Expanded noun phrases

Writing to Entertain:

Narrative: Perseus defeats Medusa

Grammar Focus: Adverbs and emotive language



Writing to Express and Persuade

Which city do you prefer: Athens or Sparta?

Grammar Focus: Persuasive language

Writing to Express

Diary entry: Life for a slave in Ancient Greece

Grammar Focus: Conjunctions and adverbials



Writing to Inform

How does democracy work in Britain?

Grammar Focus: Different sentence openers



Our Class Novel this term is:

The Sheep-Pig by Dick King Smith

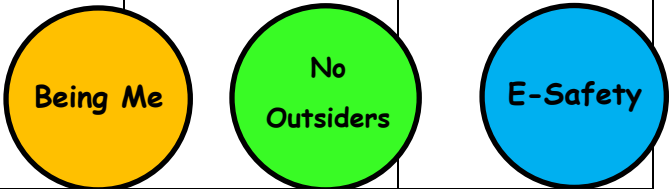


Rocks	Forces and Magnets
In this unit, we find out how different kinds of rocks are formed. We compare and group rocks based on their appearance and physical properties. We learn that fossils can be formed in rocks and how this happens.	In this unit, we find out how magnets work. We learn that magnets can attract or repel each other and can describe magnets as having two poles. We investigate magnetic and non-magnetic materials, knowing how to test to find out about a new material's magnetic properties.
Important Vocabulary: rocks, equipment, waterproof, strong, heavy, sedimentary, igneous, metamorphic, porous, fossil, layers, soil, mantle, crust, core	Important Vocabulary: force, surface, magnet, attract, repel, poles, bar magnet, horseshoe, contact

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:

KIVA & Anti-Bullying	Being Me in My World	No Outsiders	E-Safety
Anti-Bullying and preventing Peer on Peer Abuse at St Mary's: Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable; -Two clear messages are taught through school: - To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. - To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."	Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements. We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.	The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are: - Oliver - This is Our House	We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term. During this term, the themes are: - Online Relationships - Online Bullying
NSPCC—PANTS We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable. More information about these resources and lessons is available if you wish to speak to your child's teacher.			



If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.

These are some of the important words we will be learning about during this project.

RE	History
	democracy chronology timeline before after BCE CE slave citizen Primary Source Secondary Source replica freedom inequality vote election ballot Parliament member of parliament prime minister local national
Hinduism Brahman Trimurti Brama Vishnu Shiva Gods Goddesses Puja Shrine	