Sedlescombe Church of England Primary School
Topic Overview Year 3 - Term 2

Gods and Mortals

TRIPS AND EVENTS

- Thursday 4th November—Ancient Greece Immersive Day
- Tuesday 16th November—Actors of Dionysus Year 3 Theseus and the Minotaur Drama Workshop
- Tuesday 14th December—KS2 Carol Service on the Green (4pm start)

RELIGIOUS EDUCATION

In RE, the children will be exploring the following enquiry question to learn about the colourful, exciting religion of Hinduism:

Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

The children will take part in 4 steps of learning: Engagement, Investigation (using the story of Rama and Sita), Evaluation and Expression.

RELATIONSHIP, SEX and HEALTH EDUCATION

In our RSHE lessons, we will be following the Jigsaw unit of learning.

In Term 2, the children will be exploring the unit 'Celebrating Differences.' The children will look at different families, explore the differences and identify ways to manage conflict. As well as this, they will be learning about bullying and how their actions can hurt and harm others.

P.E. LESSONS

- PE lessons are on a Wednesday and Friday but PE kits should be in school every day & taken home regularly to be washed.
- Jewellery and watches MUST be removed. If your child has pierced ears, they will need a small pot to put them in.
- Long hair should be tied back for school, but MUST be tied back for P.E. A spare hair band is useful.

THE BIG IDEA

From nothingness came chaos; from chaos came air and water; from air and water came life. Then, rising majestically from the darkness, came Gaia, Mother Earth, a beacon of warmth and light. Discover a fantastical world full of mythical creatures and legendary heroes. Poseidon, Apollo, Artemis and Zeus reign almighty from Mount Olympus, watching mere mortals on dusty Athenian streets. Meet Theseus, the hero, and Helen of Troy, the beautiful face that launched a thousand ships. Explore the terrains of Greece, where in pure blue skies, the Sun scorches waxen wings and melts the fortunes of Icarus and Daedalus. Then decide your own fate when a mysterious box is found and stirs your curious mind.

In Science we will be exploring the key question: Why did Icarus fall from the sky? We will be:
- Working scientifically by making systematic and careful observations, classifying data and drawing labelled diagrams
- Making predictions, analysing results, using scientific vocabulary and writing conclusions
- Investigating light and dark (shadows, sun protection etc.)

In Design & Technology, we will be creating 'Bendy Bags'. We will be:
- Investigating, disassembling and evaluating current products
- Practising textile and embroidery techniques
- Designing, making and evaluating a 'bendy bag' that has a specific purpose and audience

In Art & Design we will be:
- Exploring Greek Patterns using images and artefacts of Greek plates and pots
- Making sketches of scenes and patterns, considering if the patterns relate to Greek mythology
- Drawing and painting a scene, using this artistic style, for a vase or plate

In Music we will continue to focus our learning around The Dragon Song by Joanna Mangona & Pete Readman, traditional folk tune. We will be:
- Listening to and appraising Folk Tunes from around the world
- Learning about the story behind the song and discussing the messages of kindness and respect within the song
- Learning to sing The Dragon Song in different parts
- Devising an instrumental accompaniment to the chorus and playing different musical instruments

In PE we will be:
- Playing competitive games and applying the basic principles of attacking and defending within games
- Developing hockey techniques such as dribbling, passing, shooting and defending
- Being taught by a specialist dance teacher

In Geography we will be learning to:
- Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied

In History we will be:
- Describing the achievements and influence of the Ancient Greeks on the wider world
- Making choices about the best ways to present historical accounts and information
- Explaining the cause and effect of a significant historical event

In Computing we will be learning to:
- Use spreadsheets to input data into a table to create bar graphs, explore and use the 'more than', 'less than' and 'equal to' tool and use the programme 2calculate

In French we will be learning to:
- Say and write numbers 0—10
- Ask someone how old they are and respond appropriately
- Listen and respond to questions as well as use songs to support our learning

ENGLISH

In English we will be exploring the following rich texts:

- Greek Myths 1 (Theseus and the Minotaur)
- The Secret Lives of Dragons
- The Secret Lives of Unicorns
- Mythopedia: An Encyclopedia of Beasts

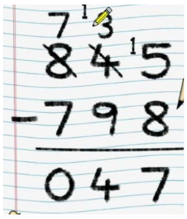
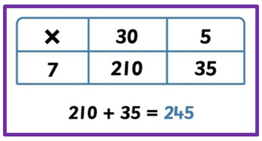
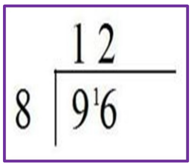
The children will be writing a persuasive text on whether the Minotaur was a dangerous beast or a misunderstood creature. They will explore, 'The Secret Lives of Dragons' and write a letter to a class that wishes to find out more about such creatures. When using 'The Secret Lives of Unicorns', the children will write an information leaflet about these mythological creatures. Finally, they will use the 'Mythopedia' to research and create a non-chronological report on a mythical beast of their choice.

MATHS

This term we will be looking at:

- **Addition & Subtraction:** We will be exploring the composition and calculation of 3 digit numbers. As well as this, we will be focusing on mental strategies of calculation up to 999.
- **Multiplication & Division:** We will be working on exploring how the 2, 4 and 8 times tables are related.

CALCULATION METHODS

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
Column Addition 245 + 84 = 329 245 + 84 329 1	Column Subtraction  	Short multiplication method  × 30 5 7 210 35 210 + 35 = 245 Children must know their 2, 5, 10, 3, 4 and 8 times tables by The end of Year 3 35 x 7 245 3	Division using inverse times table facts E.g. 12÷3=4 because 3x4=12 

CLASS ROUTINES:

HOMEWORK:

Children's home learning will be handed out on a Thursday afternoon and it should be handed back in on the following Wednesday.

- TTRS 30 minutes per week
- Spellings to be learned weekly
- Heard read at least 4 times per week

There will also be an optional homework grid with a selection of creative activities linked to the current topic which children can complete if they would like to. Please bring these into share or post on Tapestry.

The greatest support that parents/carers can give at home is: Reading collaboratively (15 minutes minimum per day), times tables practise on https://play.ttrockstars.com/auth/school/student/45489 and individual spelling booklet practise.

COMMUNICATION:

- Please encourage your children to speak to me if they should have any concerns. I will be available at the end of school if you wish to speak to me directly.
- In the morning Mrs Harvey or another member of the Senior Leadership Team is available on the school gate if you have a message that you would like to have passed on to me.
- If there is a matter that you need to discuss with me in more detail please make an appointment to discuss this. This can be done by telephoning the school office to make a telephone appointment.