





Curriculum | Medium Term Plan - Spring 2025 - Year Three



Victoria Park
Primary Academy

Challenge Pack:	A day at the Museum – How can we make our own pop-up museum?	Challenge outcome:	To create a pop-up museum Oracy focus – Children will become experts on prehistoric and Ancient Greek civilizations. As museum curators, they will deliver workshops to the school community on ancient techniques used to create art and artefacts.	NC Year: Length of term:	(7 & 6 weeks)
Summary:	Children will learn about early European humans in the Neolithic era of the stone age, the bronze and iron ages. They will learn about the ancient Greeks. They will learn about each civilisation and about the influence they have on the modern world. The focus will be tools, weapons/armour and art.				
Key texts:	Fiction: Ug: Stone age boy genius, Stone age boy, The wild way home, Stig of the dump, The orchard book of Greek myths, Athena, The Greek God collection, Beasts Olympus, The DAN detectives: The stone age mystery, The whispering stones, how to wash a woolly mammoth, super silly museums, Meet the ancient Greeks, 24 hours in the stone age, 1066 and before that Non-Fiction: Historium, Ancient Warriors, Timeline: A visual history of the world, The secrets of Stonehenge, Greek Gods and heroes	Trips and visits:	Freshwater Theatre to visit, with a themed workshop to immerse the children back into stone age times, using costumes, information and props to transform the school hall.	Inspire parent sessions:	
		Science Units	Forces and Magnets	PE: Music:	
 Physical Oracy (Voice, Body Language) To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.		 Linguistic Oracy (Vocabulary, language, rhetorical techniques) To use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').		 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning) To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	
		 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness) Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.			

	Maths:	English:	NICER:
	<p>Area of learning: Multiplication and division.</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Mental maths focus: Recall multiplication facts for 2, 4 and 8 times tables.</p> <p>WALT: Use multiplication facts to solve other multiplication problems.</p> <p>WALT: Multiply 2-digit by 1-digit numbers with no exchanging.</p> <p>WALT: Multiply 2-digit by 1-digit numbers with exchanging.</p> <p>WALT: WALT: Divide 2-digit by 1-digit numbers with no remainder.</p>	<p>Purpose: To inform</p> <p>Text type: Reccount(?)</p> <p>Stig of the dump/ Stone age boy- children to write a recount about a day in the life in the stone age.</p> <p>Did they have enough subject knowledge to do this well?</p> <p>Are they the right texts? (I remember my Yr 5s struggling with Stig)</p> <p>Knowledge and Skills: Understand past and present tense including the progressive form and when to use it Write a simple sequence of events that are related to each other</p> <ul style="list-style-type: none"> - Know how to join clauses using various conjunctions - To use techildrenical vocabulary appropriate to the text type 	<p><u>What is our challenge pack?</u></p> <p><i>Launch the challenge pack</i> Read the story of Ug to encourage class discussion about how different things were for early humans – Complete 'explore the challenge pack'.</p> <p><u>Killer questions</u> When and where did the Stone Age, Bronze Age and Iron Age exist? How do we know as historians what took place at these different times?</p> <p>(H2.2a) As <i>historians</i> WALT: Question why features of historical societies still exist so that we can understand prehistoric Europe. Outcome – Introduce all 3 eras (Stone, Bronze/iron and Greeks) and plot on a timeline in chronological order.</p> <p><u>Hook - Freshwater theatre company Stone Age</u></p> <p>(H2.1a) As <i>historians</i> WALT: use BC and AD so that we can identify time periods on a timeline. Outcome – Breakdown of all 3 eras of the stone age and explain we will only be studying the most recent (Neolithic) and when it happened in Europe. Plot on map and timeline. Use BC, BCE and AD</p> <p><i>Link to challenge outcome (for week's learning)</i> – Children will know the difference between pre-history and history. They will be able to say when early man lived in The UK and Europe.</p>

Area of learning: Multiplication and division.

Knowledge and skills:

To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Mental maths focus:

Use multiplication facts to solve other multiplication problems.

WALT: Divide 100 into 2,4,5 and 10 equal parts.

WALT: Divide numbers with remainders.

WALT: Divide 2-digit by 1-digit numbers with remainders.

WALT: use scaling to answer division problems.

Purpose: To inform

Text type: Recount Stig of the dump- children to write a recount about a day in the life in the stone age.

Knowledge and Skills:

- To plan using ideas gathered from wider reading and modelling.
- To demonstrate an understanding of purpose and audience
- To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy

What does art tell us about early man?

Killer questions

What was life like in Early Britain during these times, and how did things change over these periods?

How do we know as historians what took place at these different times?

(H2.2b) As **historians** WALT: use different sources of information so that we can build on specific time periods in the past. (British stone age man/homo sapiens.)

Outcome – Children given dates and places to plot (Neolithic) stone age man on a world map and class timeline and draw attention to Europeans as this is the focus, use ICT, books and maps.

(H2.2f) As **historians** WALT: choose relevant materials so that we can understand aspects of stone-age life.

Outcome – What artefacts exist from the stone age? Focus on tools, weapons and art and what they tell us about prehistoric life in the UK. Children given pictures of each of these to discuss what they think the purpose is and what they tell us about life.

(H2.2f) As **historians** WALT: choose relevant materials so that we can question aspects of stone-age life.

Outcome – Research lesson on cave painting theories using previous session's questions as a starting point.

(S2.2c) As **scientists** WALT Compare how things move on different surfaces and give reasoning for differences.

Outcome – Children are introduced to the new topic and will complete ready, steady, go activities to compare the forces used to push and pull objects and move onto buoyancy.

(A3.1a) As **artists** WALT: observe methods and ideas so that we can compare different artists work. Outcome – Create cave paintings using different techniques:

- Paint blowing with straws for handprints
- Black, yellow, red finger painting of animals

Link to challenge outcome (for week's learning) – Children will know about the different art techniques used during the stone age. They will know about the different tools and weapons used during the stone age and how this began to affect the diet eaten by early man.

Area of learning: Measurement:
Money

Knowledge and skills:

To add and subtract amounts of money to give change, using both £ and p in practical contexts

Mental maths focus:

Divide 2-digit by 1-digit numbers with remainders.

WALT: Count money in pence.

WALT: Count money in pounds.

WALT: Understand that money can be represented using both pounds and pence.

WALT: How to convert money between pounds and pence.

Purpose: To inform

Text type: non- chronological report.

About the different tools, weapons, armour and diet from the Bronze/iron age

Knowledge and Skills:

- Use paragraphs to group similar ideas together
- Understand how words are contracted and the rule for using apostrophes for omissions (SODA)
- To use simple organisational devices in non-narrative writing- headings and subheadings.
- Use expanded noun phrases to describe
- Know how to join clauses using various conjunctions
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Why is The Bronze/iron Age important and how did tools and weapons evolve?

Killer questions

When and where did the Stone Age, Bronze Age and Iron Age exist?

What was life like in Early Britain during these times, and how did things change over these periods?

Are there any similarities and differences between these different time periods?

How do we know as historians what took place at these different times?

(H2.1a) As **historians** WALT: use BC and AD so that we can identify time-periods on a timeline. Outcome – Plot whole of bronze and iron age on timeline in Europe only.

(H2.2f) As **historians** WALT – choose relevant materials so that we can understand aspects of bronze-age life.

Outcome – What artefacts exist from the bronze-age? Focus on tools, weapons and art and what they tell us about prehistoric (crossing over into history being recorded towards the end of the era) life in Europe. Children given pictures of each of these to discuss what they think the purpose is and what they tell us about life.

(H2.2f) As **historians** WALT: choose relevant materials so that we can question aspects of iron-age life.

Outcome – What artefacts exist from the iron age (incl money)? Focus on tools, weapons and art and what they tell us about the onset of recorded life in the UK. Children given pictures of each of these to discuss what they think the purpose is and what they tell us about life. Make comparisons between the bronze and iron age.

(S.2.1b) As **scientists** WALT: Set up simple practical enquiries, comparative and fair tests.

Outcome – Children will set up balloon races and consider the impact that friction has on how quickly the balloon moves. (Lesson 1)

Link to challenge outcome (for week's learning) – Children will know about the different tools and weapons used during the bronze and iron age and how this changed diet, agriculture and settlements.

Area of learning: Measurement:
Money

Knowledge and skills:
To add and subtract simple amounts
of money using the support of
practical apparatus

To add and subtract amounts of
money including mixed units and
give change in manageable amounts.

Mental maths focus:
Representation of pounds and pence.
How to convert money between
pounds and pence.

WALT: Add together two amounts of
money.

WALT: Use different methods to
subtract money.

WALT: Use subtraction to give
change.

Mini assessment.

Purpose: To inform

Text type: non- chronological report.
About the different tools, weapons, armour and
diet from the bronze/iron age and Ancient
Greece.

Knowledge and Skills:

- To plan using ideas gathered from
wider reading and modelling.
- To demonstrate an understanding of
purpose and audience
- To proof read and check for errors in
spelling, grammar and punctuation
with increasing accuracy
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(S.2.1b) As **scientists** WALT: Set up simple practical enquiries,
comparative and fair tests.

Outcome – Children will set recall and reflect upon their balloon races
and consider the impact that friction has on how quickly the balloon
moves (Lesson 2)

(H2.2a) As **historians** WALT: question features of historical societies so
that we can understand if they exist today.

Outcome – Focus on writing, money and the wheel and the effect these
things have had on modern life. Why do they still exist? Children
given a selection of pictures of examples of each of the above (some of
the items which aren't obviously related to them such as gold for
money or clocks for wheels). Children to group items in the above 3
categories.

What is the History of museums and what can we learn from artefacts
and replicas?

Killer questions

How do we know as historians what took place at these different times?

(H2.2e) As **historians** WALT – compare and observe so that we
understand the difference between an artefact and replica.

Outcome – artefacts and replicas. What are they? Why do both exist?
Why study them? Children given a selection of replicas and photos of
artefacts to sort. Would we be able to handle artefacts in a school?

Area of learning: Statistics

Knowledge and skills:

To interpret and compare data presented in different formats, deriving simple conclusions.

Mental maths focus:

Use different methods to add and subtract money.

Recall multiplication facts for 5, 10 and 2 times table.

WALT: Use information to draw and interpret tally charts and pictograms.

WALT: Use information to draw bar charts.

WALT: Interpret information on a bar chart.

WALT: Interpret information on a table.

Purpose: To inform

Text type:

Write an informal letter about the discovery of a key artefacts discovered at the bottom of the chalk pit (stig of the dump)- children will write about discovering artefacts from NICER/ previous learning

Knowledge and Skills:

- To write in the correct person for the purpose of the genre (1st, 3rd)
- To use an increasing variety of sentence openings and beginning to use fronted adverbials to express time or place.
- know how to change verbs into different tense (regular/irregular)
- Punctuate sentences accurately- full stops, capital letters, question marks, exclamation marks (SODA)

PSHE Week

PSHE (B2.7) I understand that there is a consequence to my online actions.

Outcome – Internet safety activities

PSHE/ICT (B2.8/C2.4a) I understand what bullying looks like in real life and online.

Outcome – Internet safety activities. Children will show the difference between real life and online bullying. Whole class discussion on how to behave responsibly.

PSHE (A2.4) I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs. *Outcome* – Cross curricular with Reading. Children will create the 'perfect friend' using personality traits. Whole class discussion about how we forgive as friends but also how we should treat friends so that they don't worry or feel sad unnecessarily.

PSHE (A2.5) I recognise who are the right kind of people to trust and have friendships with.

Outcome – Children will create a poster that helps us to know who to trust and why. We will discuss what makes a person trustworthy and how we know this.

(C2.4c) As **digital technicians** WALT identify ways to report concerns.

Outcome – Children are given a range of ways to report a concern then asked to match the concern with the way to report it.

Link to challenge outcome (for week's learning) – N/A

(S2.2c) As **scientists** WALT: Compare how things move on different surfaces and give reasoning for differences.

Outcome – Children will set up a practical investigation to test how a toy car moves on different surfaces (friction)

Area of learning: Measurement:
Length and perimeter.

Knowledge and skills:
• measure and compare lengths
(m/cm/mm); mass (kg/g);
volume/capacity (l/ml).

Mental maths focus:
Interpret information on a table.

WALT: Understand how to measure
in mm, cm and meters.

WALT: Understand the equivalence
between m and cm.

WALT: Understand the equivalence
between mm and cm.

WALT: Compare different lengths.

Purpose: To inform

Text type: write a letter about the discovery of
a key artefacts discovered at the bottom of the
chalk pit (stig of the dump)- children will write
about discovering artefacts from NICER/
previous learning

Knowledge and Skills:

- To plan using ideas gathered from
wider reading and modelling
- To demonstrate an understanding of
purpose and audience
- To proof read and check for errors in
spelling, grammar and punctuation
with increasing accuracy

Why is Ancient Greece important? What impact do these teachings
have on modern life?

Killer questions

When and where did the Ancient Greek civilisation occur?

Are there any similarities and differences between these different time
periods?

How do we know as historians what took place at these different times?

(H2.1a) As **historians** WALT: use BC and AD so that we can identify
time-periods on a timeline. *Outcome* – Plot whole of bronze/iron and
AG on timeline. Explain crossover between Iron-age and the Ancient
Greeks.

(H2.2a) As **historians** WALT Question significant features of historical
societies so that we can see if they exist today – cross-curricular with
art. *Outcome* – Art incl pottery and the pottery wheel, art on shields.

(H2.2a/C2.4b) As **historians/Digital techchildrenicians** WALT: question
features of historical societies so that we can understand if they exist
today.

Outcome – Children given information on armour, weapons and
warriors (Sparta). Armour to incl home-made stiffened cloth armour to
go towards challenge outcome – link to plaster of paris/casts for broken
limbs, phalanx with shields links with modern riot police. Spartans with
education, schools army training camps. Children are given devices to
find any additional information not included in NF books.

(H2.2b) As **historians** WALT: Use different sources of information so that
we can build up specific pictures of the past.

Outcome – Look at playscripts, theatre and sports (Olympics and the
marathon). What do these things tell us about the Greeks and how
were their lives comparable to those of modern Europeans?

Link to challenge outcome (for week's learning) – Children will know
when Ancient Greece was and why it was important. They will know
why this is an ancient civilisation rather than prehistoric. Children will
learn about war, weapons and warfare and how this continues to
impact modern life

Area of learning: Measurement:
Length and perimeter.

Knowledge and skills:
To measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml).

Mental maths focus:
Equivalence between mm and cm.
Equivalence between m and cm.

WALT: Compare different lengths.

WALT: Understand how to add together lengths of different units of measurements.

WALT: Understand how to subtract lengths of different units of measurements.

WALT: Explore what the perimeter of a shape is.

Purpose: To entertain

Text type: Narrative The orchard book of Greek Myths- children to re-tell Greek myth (changing the plot)- myth TBC.

Knowledge and Skills:

- Write in the correct person for the purpose of the genre (1st, 3rd)
- Use simple and compound sentences that are grammatically correct and punctuated correctly
- Know the rules for the use of inverted commas with speech

Learn which words are appropriate for a text type, learn the meaning and how to use them in context.

As **artists** WALT make thoughtful observations, so that we can compare ideas methods and approaches in our own work.

Outcome – Children design their first replica AG pot images. Children will spend time critiquing their work

As **artists** WALT: use line and tone so that we can design Greek shields. Outcome – Children use the knowledge of Greek weaponry to create their own shields. Discuss materials made from and how we could replicate our own for the museum. – Do we have time to do this?

(S2.2d) As **scientists** WALT: explain how magnets attract or repel each other and discuss why they attract some materials and not others.

Outcome – Practical investigation testing different objects for magnetism.

Area of learning: Measurement:
Length and perimeter.

Knowledge and skills:
To measure and calculate the
perimeter of simple 2-D shapes
accurately.

Mental maths focus:
Explore what the perimeter of a
shape is

WALT: Measure the perimeter of a 2D
shape.

WALT: Calculate the perimeter of a
2D shape.

WALT: Use addition to Calculate the
perimeter of a 2D shape.

WALT: Recognise $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.

Purpose: To entertain

Text type: Narrative The orchard book of Greek
Myths- children to re-tell Greek myth
(changing the plot)- myth TBC.

Knowledge and Skills:

- Write in the correct person for the
purpose of the genre (1st, 3rd)
- Use simple and compound sentences
that are grammatically correct and
punctuated correctly
- Know the rules for the use of inverted
commas with speech
- Learn which words are appropriate for
a text type, learn the meaning and
how to use them in context.

Ancient Greece - Why do soldiers/police still use the phalanx?

Killer questions

Are there any similarities and differences between these different time
periods?

How do we know as historians what took place at these different times?

(H2.2b) As **historians** WALT Use different sources of information so that
we can build up specific pictures of the past.

Outcome – Use ICT, books and replicas to find out about AG warfare –
armour, weapons, agoras. Why do soldiers/police still use the
phalanx?

As **historians** WALT: use different sources of information so that we can
build up an understanding of the Spartans.

Outcome - Children will use different media to create a poster in pairs
about the Spartans. Poster pre-populated with: Who were they? What
was training like? What did girls do? Which wars did they fight in?
Why were they famous?

As **theologians** WALT Understand what it means to be Sikh in Sandwell

Outcome - <https://www.bbc.co.uk/programmes/b05p6t8s/clips>

What do you know about the word Sikhi? How does a sikh show their
identity in dress, behaviour, values?

Explore importance of ten Gurus, Guru Nanak's calling to preach;
forming of the Khalsa, the collection of the sikh scriptures (Guru Arjan)
celebration of Guru Nanak's birthday in the UK.. Develop understanding
of key beliefs, khanda, Mool Mantra, humans all equal to God, Sewa,
belief that Guru Granth Sahib is treated like a living Guru.

Link to challenge outcome (for week's learning) –Children will learn
about Greek warfare and consider how armour was made in
preparation for re-creating at the museum

Area of learning: Fractions.

Knowledge and skills:

To count up to 10 in halves and quarters.

To write simple fractions of numbers for example $\frac{1}{2}$ of 6=3

To recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Mental maths focus:

Recognise $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$.

WALT: Recognise a whole and half.

WALT: find a half of a set of objects or quantity

WALT: Use knowledge of the whole and halves to recognise and find a quarter.

WALT: Use knowledge of the whole to recognise and find a third.

Purpose: To entertain

Text type: The orchard book of Greek Myths- children to re-tell a Greek myth (changing the plot)- myth TBC.

Knowledge and Skills:

- To plan using ideas gathered from wider reading and modelling.
- To demonstrate an understanding of purpose and audience
- To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy

What was the religion of the ancient Greeks?

Killer questions

How do we know as historians what took place at these different times?

As **historians** WALT choose relevant material and questions so that we can understand AG mythology. *Outcome* – Children use NF books, ICT and replica art work to learn/research AG mythology. Children will compile a factfile about Greek gods and goddesses, temples and worship.

TASC wheel work.

Outcome - Children begin TASC wheel work for museum. Explain to children that we will be doing some whole school artwork in conjunction with year 4 and we need to do 2 workshops to showcase/teach what we have learned in our challenge pack. Lesson split into prehistory and AG's

What do we already know? – Children recap all they have learnt about prehistory and AGs

How many ideas can you think of for museum workshop? – Whole class CAF.

Which is the best idea? For each historical era. Class will agree on the 2 workshops and write/draw what this looks like for year 3.

As **artists** WALT: increase proficiency in sculpting techniques so that we can make Greek pots. *Outcome* - Part 1- Children to start making papier mache 'pots'. Blow up balloons of various shapes and sizes. Explain that this is how we will display the artwork that pots were decorated with so they need to be large enough for us to decorate with the correct art for the different periods.

As **theologians** WALT understand the creation story (Christianity)

Outcome – Depict what story suggests is wonderful about the world. Discuss attributes to God according to this narrative. What can we learn about God, humans, animals, nature, creation and caring for the world from the Creation story. Compare with the AG myth version.

Link to challenge outcome (for week's learning) – Children will learn about the Greek gods and the impact they had on daily life for the AG's. They will understand the part that they played in preparing for war and buildings/temples that still stand today.

As **scientists** WALT S2.2d Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Outcome – Magnet investigation

Area of learning: Fractions.

Knowledge and skills:

To count up to 10 in halves and quarters.

To write simple fractions of numbers for example $\frac{1}{2}$ of 6=3

To recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Mental maths focus:

Use knowledge of the whole to recognise and find a whole, half and third.

WALT: understand the concept of a unit fraction.

WALT: understand the concept of a non-unit fraction.

WALT: explore the equivalence of two quarters and one half of the same whole.

WALT: Using their knowledge of halves, thirds and quarters, children count in fractions.

Purpose: To entertain

Text type: The orchard book of Greek Myths- a description of a mythical character (Greek god or goodness drawing of previous week's nicer learning)

Knowledge and Skills:

- Understand how to make the subject and verb agree for a consistent tense
- Confidently use a variety of sentence openings
- Use ENP to describe
- Know what adjectives are and not to over use them.
- use adventurous word choices to add detail

How can we create replicas for our museum?

Killer questions

How do we know as historians what took place at these different times?

H2.2b As **historians** WALT Use different sources of information to build up specific pictures of the past. *Outcome* – cross curricular with art. Place different eras of clay pot decoration and techniques on a timeline. What does pot decoration tell us about the era? Geometric, archaic, orientalising and classical

As **designers** WALT Select the most appropriate tools for a task so that we can make clay pots. *Outcome* - Create and decorate clay pots for museum display

As **artists** WALT: compare methods, ideas and approaches so that we can decorate Greek pots. *Outcome* – Children look at colours used in pottery and add colour to clay pots, plus decoration.

As **artists** WALT: compare methods, ideas and approaches so that we can decorate Greek pots. *Outcome* – Part 2 of papier mache pots – children will choose from one of the 4 historical art periods studied in previous session to sketch their image onto their pots and then paint

As **artists/designers** WALT produce a labelled plan so that we can design a clay pot. *Outcome* – Children choose from a range of images to decorate their pots with and then produce a labelled design.

As theologians WALT understand the creation story (Christianity) *Outcome* - Develop story of 'the Fall' Genesis 2:15-17 and Chapter 3, Adam and Eve. Discuss the term 'Fall', explain why things go wrong in the world.

Explore Christian belief God created the world. Make connections with how humans look after the world as God indicated. Link with Islam idea of humans being stewards and caretakers of the planet. What might be important in the Creation Story for Christians and non-Christians today.

Why should we look after the world?

S2.2d Explain how magnets attract or repel each other and discuss why they attract some materials and not others.

Link to challenge outcome (for week's learning) – Children will make the replicas for the museum

