

**Engage: Ancient Greece theme day**  
**Express: Re-enact a Greek myth and perform to a partner class**

### Literacy

#### Spoken language

Listen and respond appropriately to adults and their peers  
 Ask relevant questions to extend their understanding and knowledge  
 Use relevant strategies to build their vocabulary  
 Articulate and justify answers, arguments and opinions  
 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

#### Reading

Read accurately new words of two or more syllables as children encounter them in books they read  
 Read further exception words  
 Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books  
 Identify recurring themes and elements in different stories  
 Draw inferences from what they read  
 Recall and summarise the main ideas from different parts of a text

#### Writing

Plan their writing discussing and recording ideas  
 Progressively build a varied and rich vocabulary and an increasing range of sentence structures  
 Extend the range of sentences using more than one clause using a wider range of conjunctions  
 Choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity  
 Use and punctuate direct speech  
 Begin to organise paragraphs around a theme  
 Spell further homophones  
 In narrative texts, create characters, setting and plot  
 Assess the effectiveness of their own and others' writing  
 Propose changes to own vocabulary and grammar

### Mathematics

Please refer to the autumn term Success and Challenge cards for termly objectives

## Personal, Social and Emotional Development

### PSCHE: Getting On and Falling Out

Working co-operatively to help a group  
 Being a really good friend  
 Keeping calm and overcoming feelings of anger  
 Solving a difficult problem with a friend  
 Say no to bullying:  
 - What it is?  
 - How does it feel?  
 - Why do people bully?  
 - How can we prevent and respond to it?

### R.E.: The Church, Worship, Festivals and Practices

To know that the Church is: a community of believers from all races and nationalities; expressed in different denominations; a focal point for a community  
 Learn about commitment through special ceremonies (communion, baptism, marriage, death rites).  
 Know the variety of buildings used, including their uses, artefacts and symbols  
 Know how buildings, religious objects and symbols play a part in the worship, rituals and ceremonies of the community  
 Know that worship can be the expression of thanksgiving and God's forgiveness, prayer, reading the Bible, music, the Eucharist  
 Learn the Church's Year - in particular Advent, Epiphany and Lent, Holy Week and Easter, and Mothering Sunday

## AUTUMN TERM 2 Objectives

### Who let the gods out? Year 3

### Languages

Understand a few familiar spoken words and phrases - e.g. the teacher's instructions  
 - a few words and phrases in a song or a rhyme  
 - days of the week  
 - colours

### Physical Development

#### Football

- 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  
 - take part in outdoor and adventurous activity challenges both individually and within a team  
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Understanding of the World

### HISTORY: Ancient Greece

A study of Greek life and achievements and their influence on the western world

### SCIENCE: Forces and Magnets

Compare how things move on different surfaces  
 Notice that some forces need contact between two objects, but magnetic forces can act at a distance  
 Observe how magnets attract or repel each other and attract some materials and not others  
 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  
 Describe magnets as having two poles  
 Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### COMPUTING: Presenting information

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 context that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Expressive Art and Design

### Art and Design: Painting

Demonstrate increasing control the types of marks made and  
 Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.  
 Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.  
 Confidently create different effects and textures with paint according to what they need for the task.  
 Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.  
 Explore a range of great artists, architects and designers in history.