



Gods and Mortals



Hufflepuff Autumn Term 1 2020

Art and D/T	PSHE	History	Geography	Computing	PE
<p>P. of Study Design and technology 6 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>P. of Study Personal, social and health education Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and</p>	<p>P. of study History Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>L. Intention Year 3 Describe the achievements</p>	<p>P. of Study Geography 3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>L. Intention Year 3 Analyse maps, atlases and globes,</p>	<p>P. of Study Computing 4 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 content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>P. of Study Physical education</p> <p>1 Year 3 Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Year 3 Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</p>

<p>L. Intention Year 3 Plan which materials will be needed for a task and explain why.</p>	<p>explaining choices.</p> <p>L. Intention Year 3 Demonstrate ways to resolve differences.</p> <p>How can we be a good friend?</p>	<p>and influence of the ancient Greeks on the wider world</p>	<p>including digital mapping, to locate countries and describe features studied.</p>	<p>L. Intention Year 3 Combine a range of text, images, animation and audio and video clips for given purposes.</p>	<p>L. Intention(s)</p> <p>Year 3 Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p>P. of Study Physical education 1 Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Intention Year 3 Work outdoors effectively as part of a team to safely navigate familiar places and solve problems.</p> <p>Perform dances using a range of movement patterns.</p> <p>L. Intention Year 3 Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.</p>
<p><i>RE</i></p> <p>What does it mean to be a Hindu in Britain today?</p>	<p><i>Science</i> - Why did Icarus fall from the sky? (See additional plan also)</p>				
		<p>L. intention Set up and carry out some simple, comparative and fair tests, making predictions for what might happen.</p> <p>knowledge Tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge.</p>			

Year 3 Assign

L. intention Take measurements in standard units, using a range of simple equipment.

knowledge Equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers (°C) and metre sticks (millimetres, centimetres and metres). Taking repeat readings can increase the accuracy of the measurement

Implicit PoS

Programmes of study covered implicitly while teaching the lessons contained in this project

- **SMSC - Social**

Use a range of social skills in different contexts.

- **SMSC - Social**

Cooperate well with others and be able to resolve conflicts effectively.

- **SMSC - Cultural**

Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.

- **SMSC Cultural**

Participate in and respond positively to artistic, musical, sporting and cultural opportunities.

- **SMSC - Cultural**

Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.

- **SMSC - Spiritual**

Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

- SMSC - Spiritual

Sense enjoyment and fascination when learning about themselves, others and the world around them.

- SMSC - Spiritual

Use imagination and creativity in their learning.

- SMSC - Spiritual

Reflect willingly on their experiences.

- SMSC - Moral

Recognise the difference between right and wrong and readily apply this understanding in their lives.

- SMSC - Moral

Understand the consequences of their behaviour and actions.

- SMSC - Moral

Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.

- FBV - Democracy

Be part of a system where everyone plays an equal part.

- **FBV - Law**

Learn that all people and institutions are subject to and accountable for their actions and behaviour.

- **FBV - Tolerance**

Be free to express views or ideas.