



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

<b>Topic: Why is Greece popular?</b>	
<b>Year Group: 3</b>	<b>Term: Summer 1</b>
Ambition: Learn about places that they could travel to when they are older	
Community: Learn about communities in other countries	
Equality: Know that we have the right to choose where we live and what we believe	

**Links to Prior Learning**

Y2 – Locating the continents	Y3 – Ancient Greeks		
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**Writing Opportunities Through Topic Lessons**

Write an explanation about how jobs and natural resources in Greece contribute to the economy	Write a report about tourist destinations in Greece – why is Greece popular?	Write an information text about traditional Greek music including typical instruments, musicians, famous songs and dancing	RE Ed. Visit follow up: Picture collage and draw and label a Seder plate, detailing symbolism and importance
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Independent hot task DT Instructions: How to make a stir-fry/ photo frame			
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**Key Texts**

Where the Ocean meets the sky Eric Fan	Treasure Island Henry Brook	The Stormkeeper’s Island Catherine Doyle	Aesop’s Fables
Greece – Oscar Wild			



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## Key Vocabulary

**Geography**  
capital city,  
northern/southern  
hemisphere, equator,  
tourist destination,  
economy, islands,  
tourism, natural  
resources

**DT**  
layering, cutting, finish,  
board, stiffen, frame,  
sturdy, reinforce,  
quality, distance, near,  
close, wide, narrow,  
deep, shallow, thick,  
thin, hinge, consumer

**Computing**  
Programming  
environment, objects,  
backdrops, attribute,  
motion, event block,  
sound, costume

**DT – Food**  
stir fry, garlic, grater,  
savoury

## Projects

**DT project:**  
Making a  
photo frame for a  
holiday photo

**Computing project:**  
Teach Computing  
Programming A –  
Sequencing Sounds

**Cooking project:**  
Stir fry



**Concrete Knowledge**

**Geography**

- Know the location of Europe and at least 4 European countries and capital cities (UK, Greece, Germany, France, Spain)
- Know where the Northern and Southern Hemispheres are on a map and that the Equator is the line that separates them (relate this to the location and climate of Greece)
- Know some physical and human features of Greece (tourist destinations including Mt. Olympus, Acropolis, Olympia, mountains/hills, Greek islands)
- Know some of the natural resources that are produced in Greece and how this contributes to their economy (jobs)
  - Know how tourism contributes to the economy in Greece

**Art**

*Art stimulus for wider learning:*

*Draw attention to the role of Ancient Greek architecture in modern day tourism*

**Music**

- Know some of the features of traditional Greek folk music

Instruments to listen out for: Violin, bouzouki and voice

**DT**

Know that materials have both functional properties and aesthetic qualities

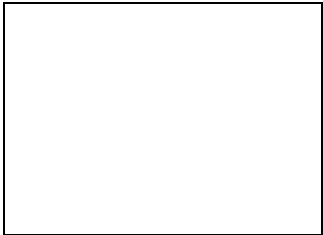
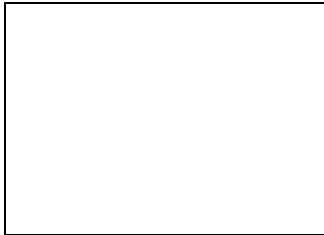
Know that materials can be combined and mixed to create more useful characteristics

**DT – Food**

Know where meat comes from (chicken)

Know the name of kitchen tool (garlic press)

Know the names of the ingredients and where it comes from (garlic, courgette, mangetout)





## Skill Progression

### Geography

- I can locate the countries that I am studying on a map
- I can research geographical information about a European country (Greece)
- I can label the Equator and the Northern and Southern Hemispheres on a map

### DT

- I can develop my own design criteria and use these to inform my ideas

### DT – Food

- I can grate harder food using a grater (with supervision)
- I can crush garlic using a garlic press (with supervision)
- I can stir fry vegetables (with supervision)

### Computing

Teach computing : Programming A sequencing sounds

Final project: Create a concert containing at least 3 musical instruments

- I can recognise that commands in Scratch are represented as blocks.
- I can identify that each sprite is controlled by the commands I choose.
- I can create a sequence of connected commands.
- I can build a sequence of commands.

### DT Design

I can describe the purpose of my product

I can indicate the design features of my products that will appeal to intended users

I can explain how particular parts of my product work

I can gather information about the needs and wants of particular individuals and groups

I can develop my own design criteria and use these to inform my ideas

I can use annotated sketches to develop and communicate my ideas

I can generate realistic ideas, focusing on the needs of the user

I can make design decisions that take account of the availability of resources

### DT Make

I can select and explain my choice of tools and equipment in relation to the skills and techniques they will be using

I can select and explain their choice of materials and components according to functional properties and aesthetic qualities (functional properties: paper, card, cardboard tubes, glue, staples. Aesthetic qualities: paint, felt pens, pencil crayons)

I can follow procedures for safety and hygiene

I can measure, mark out, cut and shape materials and components with some accuracy

I can assemble, join and combine materials and components with some accuracy

I can apply a range of finishing techniques, including those from art and design, with some accuracy



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**DT evaluate**

**I can investigate and analyse:**

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

**I can investigate and analyse:**

- who designed and made the products
- where products were designed and made
- when products were designed and made
  - whether products can be recycled or reused

**I can identify the strengths and areas for development in my ideas and products**

**I can consider the views of others, including intended users, to improve my work**

**I can refer to my design criteria as I design and make and to evaluate my completed product**

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**Science, Music, R.E., PSHE, French and P.E. units**

**Science**  
Light

**Music**  
Jazz (to be completed in summer 1 and 2)

**R.E.**  
Being open, honest and truthful  
Being attentive to the sacred, as well as the precious

**PSHE**  
Being my best

**P.E.**  
Athletics  
CT: Health related fitness

**French**  
Fruits

**E-safety**  
Privacy and security

**Maths in Context**

**Measuring to make photo frames in DT**

**DT – Food: Measure with weighing scales and measuring jugs**



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### Cultural Capital

Self-control and self-discipline	Adaptability & Resilience	<b>Taking responsibility</b>	Self-reflection
<b>Our place in the world</b>	<b>Ambition</b>	<b>Care and respect</b>	<b>Appreciation</b>
<b>Livelihood</b>	Communication	Cultural diversity and equality	Technological advancements

### Cultural and Artistic Icons

Thalassaki Mou	Aggelos Arvanitis		
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### Health Education, Money Management, Environmental Education

I can suggest examples of food which make up a healthy balanced diet	Know that there is an environmental impact if you travel by plane	Know that other countries have different currencies and that you have to exchange money when you visit	
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### Rights Respecting

Article 31: Every child has the right to relax and play	Wider links Article 20: Right to practice your own culture and religion	Wider links Article 28: Right to a good quality education	
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### Enrichment experiences and Community Involvement

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