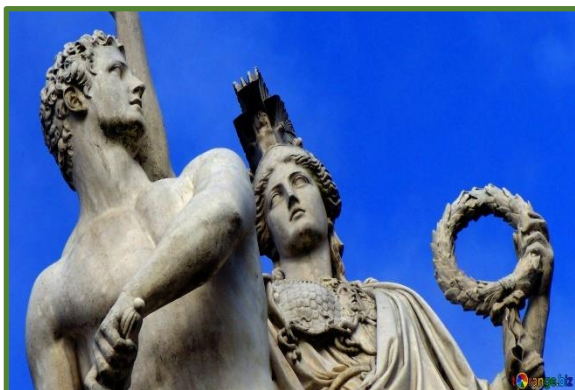
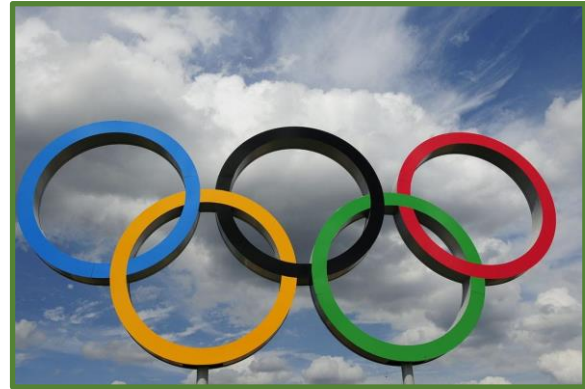




Ashill V.C. Primary School

My Learning Discovery



Year 3/4

The Healthy Groovy Greeks

Summer Term 1 & 2 2026

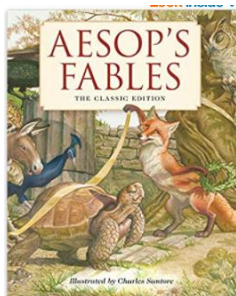
The Healthy Groovy Greeks



Greek Myths - Includes all of the best-known stories, including Theseus and the Minotaur, Heracles, Daedalus & Icarus, The Wooden Horse and Pandora's Box.



A Midsummer Night's Dream – Shakespeare – exploring the classic play in a format understandable to the children to allow them to discuss the characters and language of Shakespeare.



Examining basic moral issues through the traditional Aesop's Fables and explaining them in modern day terms.

Additional texts to support learning:



George's Marvellous Medicine is one of Roald Dahl's most brilliant tales of naughtiness.

Most grandmas are kind and helpful ladies. Not George's grandma. She's a grumpy and grizzly old grouch and George wants to teach her a lesson. So when it's time for her medicine, George concocts a bubbling, frothing, marvellous mixture, which is guaranteed to send her through the roof . . .

Further opportunities in maths and English

Maths	English
<ul style="list-style-type: none"> • Observations and recording data in science. • Understanding NSEW in geography. • Building and using branching databases to group objects using a yes/no sequence. • Measuring for construction – DT • Pulse and timing in music. • Throwing at a distance with accuracy – PE. 	<ul style="list-style-type: none"> • Writing up fair test experiments – science. • Writing about different types of sources – history. • Creating documents by modifying text, images, and page layouts for a specified purpose • Oral communication in a team - DT

In support of our **Christian Vision** as a school, opportunities for spirituality are provided for the children to foster deep feelings inside, of being part of something bigger on the outside, and the connectedness of ourselves to this.

Further opportunities for Spirituality this term:

Experiences of Awe and Wonder:

- **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder.
- **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion.
- **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality.

Developing Emotional Awareness: through PSHE, RSHE and RE lessons

- **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development.
- **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others.
- **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose.

Opportunities for Reflection: through all subjects

- **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings.
- **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable.

Connecting to Something Bigger: through RE, History, Geography and PSHE lessons

- **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others.
- **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose.
- **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science, in Summer 1, we will continue our 'animals including humans' theme and learn about the structure of the human skeleton and how the muscles also work alongside the skeleton to support and protect the human body. We will then look at how skeletons differ in different animals. Finally, we will look at nutrition and the importance of eating a healthy diet.

Science
Year 3 & 4
<ul style="list-style-type: none"> • I can identify that humans have bones for support, protection and movement. • I can set up a simple practical enquiry. I can communicate my results. • I can identify that humans have muscles for support, protection and movement. • I can identify that some other animals have bones for support, protection and movement. • I understand that animals, including humans, need the right type of nutrition. • I can show my understanding in an end of unit assessment.

In Science, in Summer 2, we will explore simple pushes and pulls as an introduction to forces. We will explore how the texture of an object or the surface it is on can affect how the object moves. We will then explore pushes and pulls further by investigating different magnets and how they can pull (attract) and push (repel) at a distance without contact.

Science
Year 3 & 4
<ul style="list-style-type: none"> • I can compare how different things move. • I can plan and conduct a fair test to compare how objects move on different surfaces. • I can explore how magnetic forces act at a distance. • I can compare and group various everyday materials based on whether they are attracted to a magnet. • I can predict whether two magnets will attract or repel each other, depending on which poles are facing. • I can record my findings using simple scientific vocabulary. I can use my results to draw simple conclusions. • I can show my understanding in the end of unit assessment.

In History, in Summer 1, we will be studying Ancient Greece, which will be a study of Greek life and the achievements of the Greeks and their influence on the western world. We will examine their legacy through art, architecture, and literature sources to determine the mark they have left on the modern world.

History	
Year 3	Year 4
<u>Historical Interpretation</u> <ul style="list-style-type: none"> • I can give a plausible explanation about what an object was used for in the past. <u>Knowledge and Understanding</u> <ul style="list-style-type: none"> • I can answer questions using an artefact/ photograph provided. <u>Historical Understanding</u> <ul style="list-style-type: none"> • I can find out more about a person or event from the past from a given source. • I can ask and answer questions about old and new objects. <u>Chronological Understanding</u> <ul style="list-style-type: none"> • I can describe dates of and order significant events from the period studied. 	<u>Historical Interpretation</u> <ul style="list-style-type: none"> • I can look at different versions of the same event in history and identify differences. • I can give more than one reason to support an historical argument. <u>Knowledge and Understanding</u> <ul style="list-style-type: none"> • I can describe differences and similarities between people, events and artefacts studied. <u>Historical Understanding</u> <ul style="list-style-type: none"> • I can research what it was like for a person in a given period from the past using primary and secondary sources. <u>Chronological Understanding</u> <ul style="list-style-type: none"> • I can order significant events and dates on a timeline.

In Geography, in Summer 2, we will learn about the world and how it is represented on maps. We will discover Europe's countries and capital cities and recap the UK's countries and cities. We will learn about the region of the South Aegean in Greece.

Geography	
Year 3	Year 4
<u>Geographical Enquiry</u> <ul style="list-style-type: none"> I can use correct geographical words to describe a place and the events that happen there. I can use some basic map symbols. <u>Locational Knowledge</u> <ul style="list-style-type: none"> I can identify key features of a place by using a map. <u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> I can begin to use 4 figure grid references. I can accurately plot NSEW on a map. <u>Place Knowledge</u> <ul style="list-style-type: none"> I can present my research. 	<u>Geographical Enquiry</u> <ul style="list-style-type: none"> I can carry out research, such as a survey, to discover features of a location. I can label the same features on an aerial photograph as on a map. I can plan a journey to a place. <u>Locational Knowledge</u> <ul style="list-style-type: none"> I can locate the world's countries using maps to focus on Europe. <u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> I can compare human and physical characteristics. I can find the same place on a globe, atlas or map. <u>Human and Physical Geography</u> <ul style="list-style-type: none"> I can accurately research, measure and collect information. <u>Place Knowledge</u> <ul style="list-style-type: none"> I can present my research.

In Computing, in the first half term we will be continuing to explore ways of using technology to create digital media. Our focus will be on desktop publishing where we will learn how to create structured documents and manipulate features to our requirements. We will be using **Microsoft Publisher software**. In the second half term we will look at data and information when creating branching databases, using the **online database tool j2data Branch**.

Computing	
Year 3	Year 4
Creating Media - Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose <u>To recognise how text and images convey information.</u> <ul style="list-style-type: none"> I can explain the difference between text and images I can identify the advantages and disadvantages of using text and images I can recognise that text and images can communicate messages clearly <u>To recognise that text and layout can be edited.</u> <ul style="list-style-type: none"> I can change font style, size, and colours for a given purpose 	Data and Information – Branching Databases Building and using branching databases to group objects using a yes/no sequence. <u>To create questions with yes/no answers</u> <ul style="list-style-type: none"> I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can create two groups of objects separated by one attribute <u>To identify the attributes needed to collect data about an object</u> <ul style="list-style-type: none"> I can select an attribute to separate

- I can edit text
- I can explain that text can be changed to communicate more clearly

To choose appropriate page settings

- I can create a template for a particular purpose
- I can define the term 'page orientation.'
- I can recognise placeholders and say why they are important

To add content to a desktop publishing publication

- I can choose the best locations for my content
- I can make changes to content after I've added it
- I can paste text and images to create a magazine cover

To consider how different layouts can suit different purposes

- I can choose a suitable layout for a given purpose
- I can identify different layouts
- I can match a layout to a purpose

To consider the benefits of desktop publishing

- I can compare work made on desktop publishing to work created by hand
- I can identify the uses of desktop publishing in the real world
- I can say why desktop publishing might be helpful

objects into groups

- I can create a group of objects within an existing group
- I can arrange objects into a tree structure

To create a branching database

- I can select objects to arrange in a branching database
- I can group objects using my own yes/no questions
- I can test my branching database to see if it works

To explain why it is helpful for a database to be well structured

- I can create yes/no questions using given attributes
- I can compare two branching database structures
- I can explain that questions need to be ordered carefully to split objects into similar sized groups

To plan the structure of a branching database

- I can independently create questions to use in a branching database
- I can create questions that will enable objects to be uniquely identified
- I can create a physical version of a branching database

To independently create an identification tool

- I can create a branching database that reflects my plan
- I can work with a partner to test my identification tool
- I can suggest real-world uses for branching databases

In Modern Foreign Languages (MFL,) we will use Language Angels to cover the topic of Presenting Myself in Summer 1.

French
Year 3 & 4
<ul style="list-style-type: none"> • I can revise basic greetings and will learn how to ask and answer the question 'How are you?' • I can consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'What is your name?' • I can consolidate numbers 1-10 and will progress to learning numbers 11-20. • I can consolidate my knowledge of numbers 1-20 and apply this knowledge to be able to say how old I am. • I can learn how to ask and answer the question 'Where do you live?' and will also be introduced to simple adjectival agreement. I will complete the unit with a short presentation. • I can revise and consolidate all language covered in the unit and complete the end of unit assessment.

In Modern Foreign Languages (MFL,) we will use Language Angels to cover the topic of Habitats in Summer 2.

French
Year 3 & 4
<ul style="list-style-type: none"> • I can learn how to express the essential elements that all plants and animals need to survive. • I can learn how to decode longer and more complex texts that explore some of the key habitats in our world. • I can look at decoding longer and more complex texts that explore which plants grow in specific habitats. • I can explore the different animals that live in different habitats through listening and reading activities. • I can consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats. • I can revise and consolidate all language covered in the unit and complete the end of unit assessment.

In Design Technology, in Summer 1, we will cover a unit called 'Pavilions' This will involve:

Design Technology	
Year 3	Year 4
<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? <u>Working with tools, equipment, materials and components to make quality products</u>	<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> <ul style="list-style-type: none"> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately.

- I can use equipment and tools accurately and safely.
- I can select the most appropriate materials, tools and techniques to use.
- I can manipulate materials using a range of tools and equipment
- I can measure, cut and assemble with increasing accuracy.

Evaluating processes and products

- I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work.
- I can assess how well their product works in relation to the purpose.
- I can explain how I could change my design to make it better.

Construction

- I can join materials effectively to build a product.
- I can use a range of techniques to shape and mould materials.

Evaluating processes and products

- I can think about my ideas as they progress and make changes to improve my work
- I can assess how well my product works in relation to the design criteria and the intended purpose.
- I can explain how I could improve my design and how my improvement would affect the original outcome.

Construction

- I can measure accurately to build effective structures.
- I can use a range of techniques to shape and mould.
- I can experiment with a range of techniques to increase stability in a structure.

In Design Technology, in Summer 2, we will cover a unit called 'Cooking and Nutrition: Adapting a Recipe.' This will involve:

Design Technology	
Year 3	Year 4
<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? <u>Working with tools, equipment, materials and components to make quality products</u> <ul style="list-style-type: none"> • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with 	<u>Developing, planning and communicating ideas</u> <ul style="list-style-type: none"> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> <ul style="list-style-type: none"> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately. <u>Evaluating processes and products</u> <ul style="list-style-type: none"> • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria

increasing accuracy.

Evaluating processes and products

- I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work.
- I can assess how well their product works in relation to the purpose.
- I can explain how I could change my design to make it better.

Cooking and Nutrition

- I can start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- I can demonstrate how to prepare and cook a variety of dishes safely and hygienically.
- I can begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading and kneading.
- I can understand and apply the principles of a healthy and varied diet.
- I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

I can understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

and the intended purpose.

- I can explain how I could improve my design and how my improvement would affect the original outcome.

Cooking and Nutrition

- I can discuss that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- I can demonstrate how to prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of a heat source.
- I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

In Music, in Summer 1, we will sing the Ancient Greek myth of 'Orpheus and Eurydice' and the account of 'Pythagoras and the hammers' as stimuli. We will embed pulse and rhythmic skills through performance, improvisation, and composition activities. We will be given the opportunity to perform and improvise music using our voices, bodies, tuned and untuned instruments. We will explore, select, and combine sounds to create our own musical responses to the story. We will have the opportunity to listen and appraise each other's work as well as two famous pieces of music.

Music

Year 3 / 4

- I can sing, dance and play with an awareness of the pulse.
- I can improvise and perform simple melodies, maintaining a strong sense of pulse.
- I can explore, select and combine sounds as a whole class.
- I can explore, select and combine sounds as a group.
- I can rehearse and refine compositions for a final performance.
- I can evaluate my own music and music from another era.

In Music, in Summer 2, we will cover a unit called 'In The Garden.' We will take inspiration from a country garden and focus on learning how to combine both rhythm and pitch notation over three notes (C, D, E), to create a

simple melody. Our learning is embedded through progressive practical activities with singing, composing, performing and notating our work. We also learn features that appear on notation such as a treble clef, bar lines and time signature. We will be listening to pieces varying from traditional folk to 21st century.

Music
Year 3 / 4
<ul style="list-style-type: none"> • I can read and perform notation and understand the difference between pulse and rhythm. • I can read, write and perform rhythmic notation. • I can compose and notate a rhythm using one, two and half beat notes. • I can explore pitch using graphic and western notation. • I can compose, notate and perform a melody. • I can perform a solo as part of a class ensemble.

In Physical Education, in the Summer 1 term, we will cover Athletics, developing basic running, jumping and throwing techniques. We will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. We will think about how to achieve our greatest possible speed, distance or accuracy and learn how to persevere to achieve our personal best. We are also given opportunities to measure, time and record scores.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Physical Education
<p>I can develop the sprinting technique and improve on your personal best.</p> <p>I can develop changeover technique in relay events.</p> <p>I can develop jumping technique in a range of approaches and take off positions.</p> <p>I can develop throwing for distance and accuracy.</p> <p>I can develop throwing for distance in a pull throw.</p> <p>I can develop officiating and performing skills.</p>

In the Summer 2 term, we will take part in OAA (Outdoor Adventurous Activities) allowing us to develop problem solving skills through a range of challenges. We will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. We will learn what makes a good team and explore key skills such as inclusion and trust. We will begin to learn to orientate a map, identify key symbols and draw and follow routes.

This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.

Physical Education
<p>I can develop co-operation and teamwork skills.</p> <p>I can develop trust and teamwork.</p> <p>I can involve all team members to work towards a shared goal.</p> <p>I can develop trust whilst listening to others and following instructions.</p> <p>I can identify objects, draw and follow a simple map.</p> <p>I can draw a route using directions, orientate a map and navigate around a grid.</p>

In PSHE, we draw from a variety of different schemes and schedules of work, to create a series of lessons that meet the children where they are in the class at the time we teach them.

In summer term 1,

Personal, Social and Health Education
Year 3 & 4
<u>Changes</u>
<u>Knowing myself</u>
<ul style="list-style-type: none">• I can talk about why I behave as I do when I am finding change difficult.
<u>Understanding my feelings</u>
<ul style="list-style-type: none">• I know that even changes we want to happen are sometimes uncomfortable.
<u>Understanding the feelings of others</u>
<ul style="list-style-type: none">• I can sometimes understand why other people behave as they are when they find change difficult.
<u>Managing my feelings</u>
<ul style="list-style-type: none">• I know some ways of dealing with the feelings that sometimes arise from change.
<u>Planning to reach a goal.</u>
<ul style="list-style-type: none">• I can talk about a plan I have made to change something about my behaviour.
<u>Belonging to a community</u>
<ul style="list-style-type: none">• I know it's important to everyone to feel belonging.

In the Summer 2 term, we will be using Educator Solutions and RSE Solution resources to deliver our RSHE programme. We will be learning about...

Personal, Social and Health Education
Year 3 & 4
<u>Year 3</u>
<ul style="list-style-type: none">• My feelings - I can understand what self-esteem means and I know why it is important to have high self-esteem.• My body - I understand how my body might change as I grow up and develop.• My relationships - I know what a relationship is and the different types of relationships that people enjoy.• My beliefs - I have identified that there are ways in which some people believe that a boy should behave, and a girl should behave.• My rights and responsibilities - I know that it is my right to decide who can touch my body.• Asking for help - I can identify a secret and a surprise, understanding the difference.
<u>Year 4</u>
<ul style="list-style-type: none">• My feelings - I can recognise a wide range of emotions and identify factors that affect emotions.• My body - I know how a baby develops.• My relationships - I can recognise that some things can be done in public, and some things should only be done in private.• My beliefs - I know everyone is both similar and different to other people.• My rights and responsibilities - I understand what marriage is and why this is something special between two people.• Asking for help - I can recognise situations that I will need help to manage.

In Religious Education, we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a “big question”.

In Summer 1 we are looking at...

Religious Education
What difference does being a Muslim make to everyday life?
<u>I will be able to...</u> <ul style="list-style-type: none">• Identify how a person's beliefs and actions align them with the religion of Islam.• Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.• Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. <u>I will explore and understand...</u> <ul style="list-style-type: none">• The diverse nature of Islam locally, nationally, and globally.• Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.• The two main Muslim traditions- Sunni and Shia. Sufism as a tradition that runs through both.• The diversity of expression, particularly in relation to the pictorial presentations.• The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj and show knowledge of these at the end.

In Summer 2 we are looking at...

Religious Education
Where do Christian religious beliefs come from?
<u>I will be able to:</u> <ul style="list-style-type: none">• Identify the Bible as a source of authority for Christians.• Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.• Identify the crucifixion of Jesus as an event which has shaped Christian belief.• Describe how individuals, communities, society and experiences can shape beliefs. <u>I will explore and understand:</u> <ul style="list-style-type: none">• God: Christian belief in one God.• Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.• Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.• Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.• Christian belief that humans are made in God's image but became sinful and need saving.• Textual theology: consideration of genre, author, context and audience in relation to the Bible.