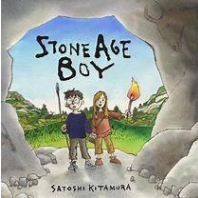
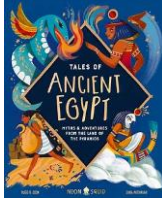















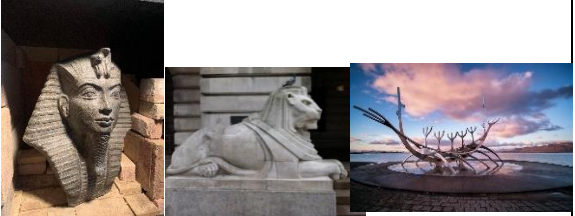
## All Hallows C of E Primary School Curriculum Overview 2025/26- Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
<b>Quality Text</b>  The Literacy Curriculum						
			<b>Julia Whitehead travel and transport Poems</b>			
<b>Genre</b>	Adventure-to entertain Instructions- procedures, recipes, games, rules Structured poems- cinquain, quatrain, couplets, rap, limerick, kennings, ballads, haiku, tanka, renga Non-chronological reports/information texts- descriptions, leaflets, guidebooks, letters, class book, labelled diagrams		Graphic Science-to engaging readers by combining adventure with education. Humorous Fiction – to entertain Explanation- conclusions, news reports, letters, Free Verse-not restricted e.g. monologue, conversation, list poems		Dilemma- to entertain and explore issues Fairy tales / Traditional tales Non-chronological reports/information texts- descriptions, leaflets, guidebooks, letters, class book, labelled diagrams Structured poems- cinquain, quatrain, couplets, rap, limerick, kennings, ballads, haiku, tanka, renga	
<b>Coverage</b>	As long term English Plan					
<b>Enrichment</b>						Make a daisy chain. Make a grass trumpet.
<b>Community links</b>		Harvest Festival collection.			Local guide dog association.(Phoenix park) Raise money to support.	Visit the local food bank or have a visitor from and collect food to donate.
<b>School values</b>	Respect	HEART	Empathy	Humility	Trust	Ambition
<b>British values</b>	Rule of Law	Mutual Respect	Individual Liberty	Mutual Respect	Tolerance	Democracy

<b>Personal Development</b>	Families Responsibility	Caring Friendships	Respectful – relationships Personal Safety	Safety in and around the home	Community First Aid Democracy	Changing and Growing (SRE) Economic Wellbeing
<b>History Enquiry Question and Theme</b>	<b>British History- Stone Age/Iron Age</b> <b>What changed in Britain from the Stone Age to the Iron Age?</b> Historical themes: Continuity and change Significance			<b>World History- Early civilisations</b> <b>Was everyone an Ancient Egyptian?</b> Historical themes: Evidence Similarity and Difference Cause and Consequence		
<b>History Key Knowledge</b>	<ul style="list-style-type: none"> <li>- Know how Britain changed between the beginning of the stone age and the iron age</li> <li>- Know the main differences between the stone, bronze and iron ages</li> <li>- Know what is meant by 'hunter-gatherers'</li> </ul> <p><b>Retrieval from Y2</b></p> <ul style="list-style-type: none"> <li>- Know what we use today instead of a number of older given artefacts</li> </ul> <p><b>History Skills</b></p> <ul style="list-style-type: none"> <li>- Place the time studied on a time line</li> <li>- Sequence events or artefacts</li> <li>- Use dates related to the passing of time. •</li> <li>- Identify and give reasons for different ways in which the past is represented</li> <li>- Distinguish between different sources and evaluate their usefulness</li> <li>- Look at representations of the period – museum</li> <li>- Uses a range of sources, observing small details e.g. internet, library, artefacts and visits to collect information about the past</li> <li>- Asks and answers questions such as: How did people...? What did people do for...?</li> <li>- Suggest sources of evidence to use to help to answer questions. Select and record information relevant to the study</li> <li>- Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</li> </ul> <p><b>Retrieval from Y2</b></p> <ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time</li> <li>- Able to identify different ways to represent the past</li> <li>- Uses a source to ask questions e.g why, what, who, how, why, where?</li> </ul>			<p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p> <p><b>History Skills</b></p> <ul style="list-style-type: none"> <li>- Place events from period studied on a time line</li> <li>- Use terms related to the period and begin to date events.</li> <li>- Understand more complex terms e.g. BCE/AD</li> <li>- Begins to use evidence to build up a picture of a past event</li> <li>- Asks and answers questions such as: What was it like for an Egyptian during?</li> <li>- Use and suggest sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet</li> </ul> <p><b>Retrieval from Y3</b></p> <ul style="list-style-type: none"> <li>- Place the time studied on a time line</li> <li>- Sequence events or artefacts</li> <li>- Use dates related to the passing of time.</li> <li>- Identify and give reasons for different ways in which the past is represented</li> <li>- Distinguish between different sources and evaluate their usefulness</li> <li>- Look at representations of the period – museum</li> </ul>		

	- Begin to assess the effectiveness of sources -Sequence events		
<b>Historical Texts</b>			
<b>Geography Enquiry Question and Theme</b>	<b>Why is Iceland often called the land of ice and fire?</b> Geography Key Concepts: Place, space, scale, cultural understanding and diversity, physical and human processes	<b>Why do people go on holiday to Greece?</b> <b>Geography Key Concepts:</b> Place, space, scale, physical and human processes, environmental interaction and sustainable development, cultural understanding and diversity.	<b>Why are rainforests important to people, animals, and the planet?</b> Place, space, scale, physical and human processes, environmental interaction and sustainable development
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Know the layers of the Earth.</li> <li>Know 3 ways that a volcano is formed (tectonic plates moving apart – Iceland, one tectonic plate pushing the other down - Italy, hot spots – Hawaii).</li> <li>Label the different parts of a volcano.</li> <li>Know about the ring of fire and locate the volcanoes along tectonic plate boundaries (Italy and Iceland).</li> <li>Know the physical features of Iceland and the study the 2021 volcano which erupted.</li> <li>Know other European volcanoes e.g. Mt Etna, Vesuvius.</li> <li>Know some of the impacts of a volcanic eruption.</li> <li>Know why people live near volcanoes despite the dangers.</li> <li>Know what causes an earthquake and some of the impacts of an Earthquake – Syria vs Japan.</li> </ul> <b>Geography Skills</b> <ul style="list-style-type: none"> <li>Begin to use digital mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps. <b>Sketch maps of where it is likely to flood on the school grounds, giving reasons why. Identify on a map of Eastwood where it is likely to flood and give reasons why.</b></li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate at least eight European countries: The United Kingdom, France, Germany, Russia, Greece, Finland, Iceland, Spain and their capital cities.</li> <li>Know and identify the Northern Hemisphere, Southern hemisphere, Equator, Arctic Circle, Antarctic Circle and the Mediterranean.</li> <li>Know some differences between living in the UK and an area in Greece (Chania in Crete).</li> <li>Know and identify human and physical features in Europe e.g. cities, the longest river in Europe (The River Volga in Europe), the highest mountain in Europe (Mt Elbrus in Russia).</li> <li>Use maps and globes to locate European countries and capitals.</li> <li>Know some human and physical features of the country Greece.</li> <li>Know and name the eight points of a compass.</li> </ul> <b>Geography Skills</b> <ul style="list-style-type: none"> <li>Use the eight points of a compass, N,NE,E,SE,S,SW,W, NW.</li> <li>Identify key features of a locality using a map.</li> <li>Know the names of and locate four countries from the northern and four from the southern hemisphere.</li> <li>Begin to use digital mapping to locate countries and describe features studied.</li> <li>Mathematical communicating geographically - bar charts which show the difference in human and physical features in an area of Eastwood and Chania.</li> </ul>	<b>Rainforests</b> <ul style="list-style-type: none"> <li>Understand what deforestation is and label layers of a rainforest.</li> <li>Explain what is meant by biomes and what are the features of a specific biome. (Rainforest)</li> <li>Use maps to locate countries, the equator, Tropic of Cancer, Tropic of Capricorn.</li> <li>Describe and understand Key aspects of economic activity with a focus on trade links. Somewhere to settle</li> <li>Know different types of settlements and land use.</li> <li>Linking with history, know how to compare land use maps of the UK from the past with the present.</li> <li>Explain why most cities are located by a river.</li> <li>Identify, name and locate the main rivers in the UK. Thames, Trent, Mersey, Tyne, Spey.</li> <li>Label the main features of a river.</li> <li>Understand and explain the features and impact of the water cycle.(flooding)</li> </ul> <b>Geography Skills</b> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record physical features with a focus on Ouse dyke.</li> <li>I can name 8 points of a compass.</li> <li>Know the land in the UK has changed over time.</li> <li>Be able to use digital mapping to see how land use has changed over time and describe the features studied.</li> </ul>

			<p><b>Retrieval from Y2:</b> Know the names of and locate the seven continents of the world and locate these in an atlas.</p> <p>-Know the names of and locate the five oceans of the world</p> <p>-Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>- Know the names of the four countries that make up the UK and name the three main seas that surround the UK</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>		
<b>Geography Fieldwork and Outdoor learning</b>	Nature Walk	Shelter building. Exploring caves. Fire Making.	Greek culture Day Communicating geographically - bar charts which show the difference in human and physical features in an area of Gedling and Chania.	<p><b>Where and why do puddles form on our school grounds?</b></p> <p>Investigating where and why puddles form around the school grounds (linked to flooding). Measuring run-off on different types of materials.</p> <p>Following maps of our school site to predict and identify areas that might flood (at the bottom of hills, saturated grass, surfaces that can't soak water in).</p> <p><a href="#">Linked to the picture book 'Flood'.</a></p>	
<b>Science</b>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group rocks based on their appearance and physical properties, giving reasons</li> <li>Know how soil is made and how fossils are formed.</li> <li>Know about and explain the difference between sedimentary, metamorphic and igneous rock</li> </ul>	<p><b>Light and Shadows.</b></p> <ul style="list-style-type: none"> <li>Know that dark is the absence of light</li> <li>Know that light is needed in order to see and is reflected from a surface</li> <li>Know and demonstrate how a shadow is formed and explain how a shadow changes shape</li> <li>Know about the danger of direct sunlight and describe how to keep protected</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Know about the importance of a nutritious, balanced diet</li> <li>Know how nutrients, water and oxygen are transported within animals and humans</li> <li>Know about the skeletal and muscular system of a human</li> </ul> <p><b>Retrieval year 2</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Know about and describe how objects move on different surfaces</li> <li>Know how a simple pulley works and use to on to lift an object</li> <li>Know how some forces require contact and some do not, giving examples.</li> <li>Know about and explain how magnets attract and repel.</li> <li>Predict whether magnets will attract or repel and give a reason</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>

<p><b>Famous Scientists</b></p>	<p><b>Mary Anning</b> (1799 –1847) was a palaeontologist.</p> 	<p><b>Patricia Era Bath</b>-Famous for research into Cataract surgery. (1940-2019)</p> 	<p><b>Emmett Chappelle- Chemist (1925)</b> - discovered that a particular combination of chemicals caused all living organisms to emit light</p> 	<p><b>Issac Newton</b>- Famous for 'The three Laws of Motion'(1643 – 1727)</p> 	<p><b>Marie Curie</b>-Physicist (1867-1934)</p> 	<p><b>Lucy Baun</b>- known for her research into ecology and forests.(1889-1971)</p> 
<p><b>Art</b></p>	<p><b>Artist- Johannes Vermeer/ Bridget Riley</b></p> <ul style="list-style-type: none"> <li>To show facial expression in Art.</li> <li>To know about contrasting and complimentary colours via the creation of a colour wheel.</li> <li>To know how to plan, design and make models from observation or imagination.</li> <li>To know how to use papier mâché to create a simple 3D object.</li> <li>To be able to recognise art from different cultures and historical periods. Johannes Vermeer</li> </ul>  	<p><b>Artist – David Hockney/ Salvador Dali/ Sonia Boyce</b></p> <ul style="list-style-type: none"> <li>Make tints of one colour by adding white.</li> <li>Darken/lighten colours without using black/white</li> <li>Demonstrate increasing control of the type of marks made to create certain effects.</li> <li>Know how to use different paint brushes for different effects. E.g. small, flat headed.</li> <li>Background wash range brushes different effects predict accuracy colour mis primary secondary colour wheel.</li> </ul>  	<p><b>Artist- Jennifer Angus and Henri Rousseau</b></p> <ul style="list-style-type: none"> <li>To use IT to create art which includes their own work.</li> <li>To know how to create a background using a wash.</li> <li>To know how to use a range of brushes</li> </ul>  <p><b>Theme- The Lions</b> Plan, shape, mould and make construction from clay. Use tools to create shapes. Show an awareness of how texture, form and shape can be transferred from 2D and 3D. Make slip to join and secure pieces of clay together Materials – Cardboard, clay (faces) The Sun Voyage by Jón Gunnar Arnason and Joseph Else, The lion on the council house. Egyptian sculptures.</p> 			
<p><b>DT</b></p>	<p><b>Mechanical Posters- Mechanisms</b></p>	<p><b>European Cuisine- Food and Nutrition</b></p>	<p><b>Rainforest Bridges- Structures</b></p>			

<p><b>RE</b></p>	<p>3.1 <b>Beliefs and questions</b> <i>What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</i> Christianity</p>	<p><b>RE day- Focus on Christmas</b> <i>Invite visitor</i> Focus- drama and art</p>	<p>3.2 <b>Religion, family and community: Prayer</b> <i>How do religious families and communities practice their faith? Example of prayer</i> Christians and Muslims</p>	<p>3.3 <b>Worship and sacred places</b> <i>Where, how and why do people worship?</i> <i>Investigating places of worship in Nottinghamshire City and Nottingham</i> Muslims, Hindus, Christians Visit to a Mosque</p>	<p>3.4 <b>Inspirational people from the past</b> <i>What can learn from inspiring people in sacred texts and in the history of religions?</i> Religious leaders- Moses, Jesus and Muhammad. Christians, Muslims and Jewish people, Sikhs and Humanism</p>	<p><b>RE day- Focus- Express yourself spiritually through the arts</b> <i>Music, drama, art</i></p>
<p><b>PE</b></p>	<p><b>Fundamentals</b></p>	<p><b>Dance</b></p>	<p><b>Gymnastics</b></p>	<p><b>Football</b></p>	<p><b>Tennis</b></p>	<p><b>OAA</b></p>
<p><b>Music</b></p>	<p><b>Let Your Spirit Fly/Glockenspiel Stage 1</b> listen carefully and recognise high and low phrases sing or clap, keeping in time with others and increasing and decreasing the tempo. <b>Play clear notes on tuned and untuned instruments</b> create repeated patterns with different instruments <b>I can recognise C, D, E and F on a treble clef</b></p>	<p>Let your spirit fly: Composition – this is the first time charanga has introduced staff notation for composition. It is useful for notation theory – stick to 3 notes on the treble clef (CDE) and do this as a class. Revise note duration from Year 2 (Practice clapping the rhythms – learn duration manes: minims, semi-breves, crotchets). To address composition creatively, ask the children to use the Glockenspiels and untuned percussion to create their own repeated patterns over the backing track and discuss ways to record these (using rhythm grids, written note names or staff notation) Discuss improvisation versus composition.</p>	<p><b>Three Little Birds/The Dragon Song</b> use musical vocabulary to describe what I like and do not like about a piece of music sing with increasing awareness of pitch and the interrelated musical dimensions (including pulse, pitch, tempo and dynamics) create repeated patterns with different instruments including body percussion use different instruments in composition know and recognise the work of at least one famous composer use graphic or other simple forms of notation <b>I can recognise G – B on the treble clef</b></p>	<p>Reggae – Bob Marley Offbeat Three Little Birds: Look back at the rhythm grids in Y2 Summer 2 charanga – ask the children to create rhythm grids for the rhythms they have composed (concentrate on simple 4/4) It seems a shame to be back to playing Glockenspiels without the staff notation – ask the children to help you write the notes used on the treble clef stave. Revisit and discuss the note and rest durations for minims, semi-breves, crotchets. (Finding out about music, the language of music video) Dragon Song: Concentrate on appreciation of the different cultures in this unit – any footage of authentic musicians would help bring it to life. For composition, bring a varied a selection of drums/claves into the classroom and work with the children to try to</p>	<p><b>Bringing Us Together/Reflect, Rewind and Replay</b> <b>listen with increasing accuracy identifying the interrelated dimensions in a piece of music (for example: pitch, dynamics, tempo)</b> <b>explore songs with different structures- ostinatos</b> <b>combine different sounds to create a specific mood or feeling</b> (e.g., pitch, duration, dynamics, tempo, timbre, texture) improve my work; explaining how it has been improved <b>follow simple rhythmic notation (Kodaly)</b> <b>know and recall many of the pieces of music listened to this year, naming some composers, artists and musical styles</b></p>	<p>Bringing Us Together: Can the children remember any of the duration of note names? ((Finding out about music, the language of music video - crotchet, minim, semibreve) Introduce 'quaver'. Watch Duration Overview video (Y2, Summer 2) Introduce Kodaly and compare to the rhythm grids. Concentrate on 3/4 and 4/4 rhythms. Bringing us together: Discuss the repeated pattern in the Glockenspiel part as an 'ostinato'. Again, find these notes on a treble clef. Use the 'compose' section again for looking at the notation. Can the children also sing this as an ostinato to accompany the song? Reflect and Rewind: Use 'Clash and Bang' for a whole class composition. However, the online composition tool could be used as a quick exercise, but it will limit creativity for actual composition. Use real instruments, listening skills and rhythms (too complex for</p>

		Glockenspiel 1: This is the first time staff notation has been used with the glockenspiels – so encourage the children to engage with this – note C-F. Leave the note names on if necessary for reference for now. Watch and discuss the note and rest durations for minims, semi-breves, crotchets as a theory.		recreate a simple version of Aitutaki Drum Dance. Again use the composition activity more as a music theory activity for notes G-B. Use 3 notes moving onto 5 notes.		this tool). Get to know the song well. Pick apart the construction – what can the children hear and in what order is it written? Ask children to substitute their own ostinato rhythms (maybe 3-4 contrasting ideas) to build a composition
<b>Computing</b>	<b>Networks</b> <b>INTERNET safety</b> Navigate the web to complete simple searches	<b>Develop and create programs</b> Write programs that accomplish specific goals	<b>Develop and create programs.</b> Design a sequence of instructions, including directional instructions	<b>Algorithm's</b> Discern when it is best to use technology and where it adds little or no value	<b>Networks</b> navigate the web to complete simple searches	
<b>French</b>	<b>Phonics &amp; Pronunciation</b> (Series of 4 lessons to support how to speak/pronounce the language) I am learning French . I know more about the Francophone world . I know how to use basic greetings in French. . I know how to ask and answer the question 'Comment tu t'appelles ?' in French. . I know the numbers 1-10 in French. . I know 10 colours and how to say which is my favourite colour in French.	<b>Animals .</b> I know 5 animal nouns in French with their correct determiner. I know 5 more animal nouns in French with their correct determiner. I know all 10 animal nouns with their determiner in French and start to attempt the spellings. I know better the role of the indefinite article/determiner in French. I know how to use the first person conjugated verb 'je suis' (I am) in French.	<b>Instruments .</b> I know 5 instruments in French with their correct determiner. I know 5 more instrument nouns in French with their correct determiner. I know all 10 instrument nouns with their determiners in French and start to attempt the spellings. I know better the role of the definite article/determiner for 'the' in French. I know how to use the first person conjugated verb 'je joue' (I play) in French.	<b>I am able...</b> I know 5 high frequency infinitive verbs in French. I know 5 more high frequency infinitive verbs in French. I know how to use the structure 'je peux' with the infinitive verbs in French. I know how to use the negative structure 'je ne peux pas' followed by infinitive verbs in French. . I know how to use conjunctions 'et' (and) & 'mais' (but) in French.	<b>Fruits .</b> I know and have become more familiar with 5 fruit nouns with their determiners in French. I know and have become more familiar with 5 more fruit nouns with their determiners in French. I know how to move singular nouns to plural form in French. I know how to use the structure 'j'aime' (I like) with the fruit nouns. I know how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.	<b>Ice-creams .</b> I know and have become more familiar with 5 ice cream flavours in French. I know and have become more familiar with 5 more ice cream flavours in French. I know how to use the first person high frequency verb 'je voudrais' (I would like) in French. I know how to ask for a cone or a pot of ice-cream and say the number of scoops I would like. I know how to use all my new knowledge to perform a short role-play to order an ice-cream.
<b>Curriculum links with mathematics.</b>	<b>Science: Rocks</b> To interpret and present data using bar charts, pictograms and tables. When comparing and grouping different types of rocks.	<b>Science: Animals including humans.</b> When recording exercise, compare durations of events [for example to calculate the time taken by particular events or tasks]. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in	<b>Science: Forces and Magnets.</b> When experimenting with magnets and testing pulleys -Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		<b>Geography: Volcanoes and Earthquakes.</b> To measure, compare, add and subtract: volume/capacity (l/ml) when completing flooding fieldwork.	<b>Science: Plants.</b> To interpret and present data using bar charts, pictograms and tables. When recording the results of investigations involving plants.  <b>D.T.</b>

	<p><b>Geography: Comparing Greece and the UK.</b></p> <p><b>Map reading:</b> recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight when talking about our diets.</p> <p>When analysing nutritional labels: solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p><b>D.T.</b> When designing and making clay necklaces: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p>	<p><b>History: The Stone Age, Bronze Age and Iron Age.</b></p> <p>Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. (Supported when reaching thousands).</p>	<p>Working out how long ago or far apart events are/ were. Place value knowledge for sequencing e.g. natural disasters. (Supported when reaching thousands)</p> <p>Place value knowledge when measuring Earthquakes using the Richter Scale.</p> <p>Tell and write the time from an analogue clock (when measuring temperature and weather at the same time each day).</p> <p><b>Science: Light and Shadows.</b> When measuring the length of shadows throughout the day: Measure, compare, add and subtract: lengths (m/cm/mm). Tell and write the time from an analogue clock and 12-hour and 24-hour clocks.</p>	<p>To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). When making a healthy food product.</p> <p><b>History: The Ancient Greeks.</b></p> <p>Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. (Supported when reaching thousands).</p> <p>Comparing the Ancient Greek calendar to today. Recording events in a mock Olympic Games: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>
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