KS3 Autumn Term – Ancient Greece Mythical Creatures

English

Term 1: Narrative – Traditional Tales
Term 2: Instructions & Christmas Playscripts

Intent:
In term 1, pupils will develop their ability to anticipate what happens next in a story and show an understanding of the props and characters.
In term 2, pupils will recognise how to order instructions. Pupils will recognise different characters in a play and develop their understanding through props and puppets.

Implementation:
Term 1 (Traditional Tale):
Pupils will learn about the journey of Odysseus and the creatures he meets on his way home. The sensory story will allow opportunities for pupils to engage their senses with props, actions, textures and sounds to enrich their experience.
Term 2 (Instructions & Playscripts)
Pupils will identify story components - hero/monsters good/evil contribute picture ideas, order story events and replace key words with their own ideas to produce a structured story. In term 2, pupils will explore a playscript and identify different characters in the story. Pupils will write instructions to scare a monster,

Impact:
Pupils will have a deeper understanding of the sensory story and will have shown greater focus and responded effectively to the story through sensory interaction and performing the actions. Pupils will have shown knowledge of the story by consistently matching key characters and features and will have produced character profiles based on their feelings and actions. Pupils will have a deeper understanding of characters in a play and how to list instructions.

Our Skills Builder focus for

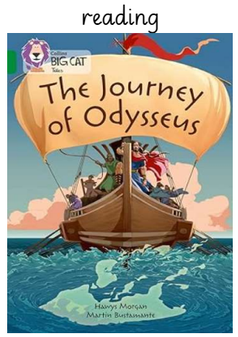
Term 1:



Term 2:



This term we will be reading



Maths

Term 1: Number (Place Value) and Number (Addition & Subtraction)
Term 2: Measure (Money), Measure (Mass, Capacity & Temperature) & Statistics

Intent:
In term 1 Pupils will develop their understanding of number, place value, and calculation through practical, hands-on activities. They will build strategies for addition and subtraction, progressing towards greater independence. In term 2, Pupils will recognise and use money in real-life contexts, explore weight and capacity through practical investigation, and begin to interpret and present data using simple charts and tables.

Implementation:
Term 1 - Pupils will develop their maths skills through a variety of practical activities, with key vocabulary and skills explicitly taught and modelled. Concrete resources such as counting objects, bead strings, number lines, base ten, and Cuisenaire rods will support their understanding of number and place value and continued to be used to support addition and subtraction activities.
Term 2 – Pupils will engage in hands-on tasks, real-life scenarios, and sensory-rich experiences to deepen understanding in money, measurement, and statistics. Where appropriate, pupils will collect data on engaging topics and display their findings using pictograms, bar charts, or other simple visual representations.

Impact:
Term 1 - Pupils will have made progress in their understanding of place value and demonstrated this in their practical tasks and recorded work. They will have carried out addition and subtraction calculations appropriate to their developmental stage.
Term 2 - Pupils will have measured the weight and volume of a range of objects and, where appropriate, recorded results using standard units of measurement. They will have recognised and used a growing range of coins and notes in structured money-based activities. Pupils will have shared findings from data collection through visual displays, developing their confidence in interpreting and presenting information.

PSHE/RSE

Body & Mind

Intent:
Pupils will develop the knowledge and skills to make healthy choices and understand how these support both physical and mental wellbeing. They will learn to recognise what their bodies need to stay healthy and know where to seek help when needed.

Implementation:
Pupils will explore healthy lifestyles through practical activities, discussion, role play, visual supports and real-life scenarios. They will learn about healthy eating, hygiene, exercise, rest, body awareness (interoception), medicines, harmful substances and keeping themselves well.

Impact:
Pupils will have made healthier choices with increasing confidence and independence. They will understand how healthy habits support their wellbeing now and, in the future, and know how to access help when they need it.

Together We Thrive

Intent:
Pupils will develop the knowledge and skills to build positive, respectful relationships and understand how to keep themselves and others safe. They will learn about trust, kindness, boundaries and communication within different types of relationships.

Implementation:
Pupils will explore relationships through discussion, role play, stories, games, social scenarios, visual supports and practical activities. They will learn about friendship, families, communication, boundaries, respect, trust and seeking help through accessible and meaningful experiences.

Impact:
Pupils will have built positive relationships. They will understand how to communicate respectfully, recognise healthy relationships and know how to seek help if they feel unsafe or uncomfortable.

Personal, Social and Independence – Independence

Intent:
Pupils will develop their independence skills by looking after their own belongings and keeping the classroom environment neat and tidy.

Implementation:
Pupils will explore and learn about their classroom environment by tidying up after themselves after specific activities. Pupils will have the opportunity to practise finding their own belongings and packing their own bags.

Impact:
Pupils will have grown in confidence in their new environment and be able to complete helpful jobs. Pupils will have learnt where their own belongings are kept and some pupils will be able to pack their own bags with greater independence.

Personal, Social and Independence – Social

Intent:
Pupils will develop their social skills through game play, including making choices, taking turns, following rules and understanding emotions.

Implementation:
Pupils will take part in paired and group games that support turn-taking, making choices, playing with peers and following simple rules. Pupils will be supported to recognise and communicate their feelings and learn strategies to manage strong emotions.

Impact:
Pupils will have taken turns and played games with others. Some pupils will have communicated their feelings and managed emotions. More confident pupils will have followed rules and played independently.

Computing – Entertainment

Intent:
Pupils will develop their digital creativity and computing skills by learning how to capture, edit, save, share and print digital images.

Implementation:
Pupils will be taught through a step-by-step approach that breaks down the photography and editing process into manageable stages. Teachers will model how to use a camera or device, adjust settings, frame a shot and capture images effectively. Finished photographs may be saved, shared or printed in different formats to provide a meaningful outcome for their work.

Impact:
Pupils will have followed a sequence of instructions to create and edit digital images with increasing independence. Pupils will have saved, shared and printed their work while understanding the purpose of different formats and settings.

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Geography
Geographical Skills and Fieldwork/Enquiry

Intent:
Pupils will explore maps, places and the world around them through sensory experiences and engaging myth-inspired activities. They will develop curiosity about their local environment and the wider world while building an understanding of different places and features.

Implementation:
Pupils will use maps, globes, photographs, stories and sensory resources to develop geographical skills and locate places in the local area and wider world. Through practical exploration and discussion, pupils will gain confidence in recognising geographical features and using simple geographical vocabulary.

Impact:
Pupils will have used geographical skills with increasing confidence and developed an awareness of different places and locations around the world. They will have recognised and described geographical features, made simple comparisons between places, and shown a growing understanding of the wider world.

Art & Design
Drawing & Painting and Sculpture

Intent:
In Term 1, pupils will explore Greek pottery and repeating patterns while developing their drawing, painting and printing skills. In Term 2, pupils will then explore Greek pottery through sculpture, learning about shapes, handles and decorative patterns.

Implementation:
In Term 1, pupils will investigate patterns on Greek vases, experiment with marks, shapes and colour choices, and develop their own repeated designs. They will use Styrofoam printing techniques and rollers to create a printed wallpaper sample. In Term 2, they will explore pottery through images, books, real objects and hands-on clay activities. They will learn sculpting techniques and apply repeating patterns.

Impact:
In term 1 pupils will have used a range of art tools with increasing confidence, created and refined their own designs, and produced a printed wallpaper sample. In term 2, pupils will have recognised features of Greek pottery and applied repeating patterns to their own crafted pottery piece.

Cooking
Understanding a Balanced Diet

Intent:
Pupils will explore food inspired by Greece and develop their understanding of different foods, flavours and ingredients associated with Greek cuisine. They will build an understanding of healthy eating and food groups.

Implementation:
Pupils will be introduced to a range of Greek-inspired dishes. They will develop their food preparation techniques, including chopping, mixing, spreading and preparing ingredients, while following hygiene and safety routines.
Pupils will follow simple, step-by-step recipes to prepare and taste tzatziki served with warm flatbread, Horiatiki salad and whipped feta with roasted tomatoes.

Impact:
Pupils will have successfully prepared a range of Greek-inspired dishes following step-by-step recipes, showing increased confidence and independence in cooking, working independently or in small groups to prepare ingredients, follow recipes, cook and assemble dishes. Pupils will have explored and tried new foods and flavours, while having opportunities to communicate and express their individual likes and dislikes.

R.E.
Identifying & Belonging and Understanding Personal Experiences

Intent:
Pupils will explore experiences that are important to people and consider how these help us understand identity and belonging. They will learn about Humanist and Buddhist ideas through symbols, artefacts and sensory experiences.

Implementation:
Pupils will explore shared experiences such as celebrations, friendships, feeling calm and being part of a community. Through sensory activities, discussion, objects of reference, symbols and artefacts, they will explore beliefs and values.

Impact:
Pupils will have explored what helps people feel connected, valued and included. They will recognise similarities and differences between their own experiences and those of Humanists and Buddhists and develop a greater understanding of belonging.

Music
Listening – Music Through Time

Intent:
Pupils will develop an awareness of sound, rhythm, pulse and musical contrasts.

Implementation
Pupils will explore music using their senses through light, movement, touch, vibration and visual stimuli. Sessions will follow a consistent structure to support familiarity, routine, anticipation, and engagement. Lessons will begin with a musical welcome, followed by sensory exploration activities, opportunities for active participation through movement, instruments, communication, and choice-making, before ending with a reflective or calming plenary.

Impact
Pupils will have had meaningful, engaging and accessible musical experiences that support their cognitive, physical, social, emotional and communication development.

Science
Planning & Recording

Intent:
Pupils will develop their understanding of light and shadows through practical and sensory activities.

Implementation:
Pupils will explore light and shadows using torches, objects and darkened spaces. They will investigate how shadows are formed and how moving a light source can change the size and length of a shadow.
Pupils will learn that light travels in straight lines through practical activities. Some pupils will carry out their own simple investigations, for example, exploring how the distance of a light source affects the size of a shadow. They will make predictions and record their findings.
Pupils will also create mythical creature shadow puppets and use them to retell familiar stories and tales.

Impact:
Pupils will have developed their understanding of light and shadows, including how shadows are formed. They will have developed their observation and investigation skills through practical and sensory experiences. Some pupils will be able to explain how shadows change and carry out their own simple investigations. They will also have used shadow puppets to recreate a mythical tale.

P.E.
Olympic Games

Intent:
Pupils will develop movement, coordination and teamwork skills through inclusive, Olympic-themed activities linked to Ancient Greece.

Implementation:
Pupils will take part in a range of Olympic-themed activities, starting with simple movement games and following routes. They then practise rolling, throwing and aiming, before learning to take turns and work with others. The unit ends with a mini–Olympic Games where pupils can use and celebrate the skills they have learnt. Activities are adapted to meet individual needs so that everyone can join in and experience success.

Impact:
Pupils will have demonstrated increased confidence and engagement in physical activities and developed greater control, coordination and independence when moving, throwing, rolling and aiming. Pupils will have made meaningful connections between PE and Ancient Greece and celebrated their achievements through successful participation in an adapted Olympic Games event.

History – Historical Knowledge

Intent:
Pupils will develop an understanding of the Ancient Greek civilisation through sensory experiences, stories, objects, photographs, symbols, practical activities and repetition, to explore where Ancient Greece was, what everyday life was like, Greek homes and cities, temples and gods, traditional myths and how history is recorded through artefacts and information in a museum.

Implementation:
Pupils will begin their learning with the concrete concepts of place, now and long ago, before moving on to everyday life, Greek cities, temples and gods, myths and the setting up of a 'museum' as a means of consolidating learning

Impact:
Pupils will have increased awareness of the past and their ability to recognise, remember and communicate key aspects of Ancient Greek life. Pupils will have developed an understanding, appropriate to their individual starting points, that Ancient Greece was a civilisation from a long time ago. They will have experienced key aspects of Ancient Greek culture, including food, clothing, homes, cities, temples, gods, myths.