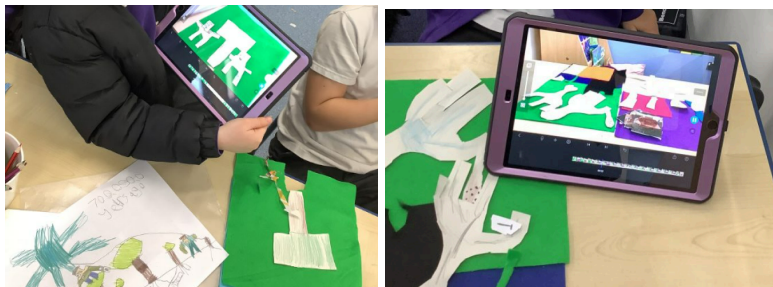


# Curriculum Newsletter

Year 3 / Spring 1



Welcome back, we hope you had a restful break! We are really looking forward to our busy and fun-filled topic! This half term in Year 3 we will be looking at 'Exciting Egyptians!'



Last half term we had fun creating our own stop motion animations in computing!

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## Home Learning

**Homework** will be set on seesaw on Tuesdays. Paper copies are available weekly outside Miss Peek's room.


Reading should be completed daily and recorded in your child's reading diary. Books should be changed by the children when required and we recommend using the banded reading books from school.

## Upcoming Dates

- Year 3 Assembly **10th January**
- Safer internet curriculum day **7th February**
- Year 3 castle trip **14th February**

## Key vocabulary

|                     |  |
|---------------------|--|
| <b>sphinx</b>       | A winged monster with a human head and a lion's body   |
| <b>pyramid</b>      | A structure or shape                                   |
| <b>pharaoh</b>      | A ruler in Ancient Egypt                               |
| <b>cartouche</b>    | A carved drawing or tablet                             |
| <b>archeologist</b> | A person who studies History                           |
| <b>Tutankhamun</b>  | An Egyptian pharaoh                                    |
| <b>hieroglyph</b>   | Type of writing  |
| <b>mummy</b>        | A body that has been preserved                         |
| <b>papyrus</b>      | A material from a water plant                          |
| <b>artefact</b>     | An object made by a human being of historical interest |

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| <p><b>Topic: Exciting Egyptians</b></p> <p>This curriculum newsletter provides an overview of your child's learning in Year 3 for Spring 1 half term. Our topic is '<b>Exciting Egyptians</b>'.</p>   | <p style="text-align: center;"><b>Science</b></p> <p><b>As scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>★ Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> | <p style="text-align: center;"><b>Computing</b></p> <p><b>As computer scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore Scratch as a programming environment</li> <li>★ Identify that commands have outcomes</li> <li>★ Develop a sequence of commands, in a particular order, to create our own programs.</li> <li>★ Create our own music by programming sequences</li> </ul>                   |
| <b>English</b>   | <b>PE</b>  | <b>RE</b>   |
| <p><b>As writers we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore the story 'Marcy and the Riddle of the Sphinx' and look at the key features</li> <li>★ Write a character description and comparison</li> <li>★ Write a non-chronological report about the Egyptians</li> </ul> <p><b>As readers we will:</b></p> <ul style="list-style-type: none"> <li>★ Continue to use Schofield and Sims to practise our reading and comprehension skills</li> <li>★ Look at reading VIPERS (vocabulary, inference, prediction, explain, retrieval and sequencing) to support with answering questions based on a variety of texts</li> </ul> | <p><b>As athletes we will:</b></p> <ul style="list-style-type: none"> <li>★ Use our cognitive skills in RealPE</li> <li>★ Look at different shapes our bodies can make</li> <li>★ Explore how a sequence of moves can create a dance</li> <li>★ Work in teams and groups to create dances</li> </ul>   | <p><b>As theologians we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore what philosophy is</li> <li>★ Look at what a moral decision is and how people make them</li> <li>★ Explore Christianity and Humanism</li> </ul> <p style="text-align: center;"><b>Languages</b></p> <p><b>As French language learners we will:</b></p> <ul style="list-style-type: none"> <li>★ Be able to talk about our</li> </ul> |

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|---|---|---|
|   |   | <p>family members</p> <ul style="list-style-type: none"> <li>★ Explore numbers 11-20</li> </ul>   |
|   | <b>Art and Design Technology</b>  | <b>Geography</b>  |
|   | <p><b>As artists and designers, we will:</b></p> <ul style="list-style-type: none"> <li>★ Consolidate our learning on lines, shading, texture</li> </ul>  | <p><b>As geographers we will:</b></p> <ul style="list-style-type: none"> <li>★ Consolidate our learning on sustainability</li> </ul>  |
| <b>Maths</b>  | <b>Music</b>  | <b>History</b>  |
| <p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>★ Consolidate our understanding of 2, 5 and 10 multiples</li> <li>★ Explore related calculations and be able to reason</li> <li>★ Multiply a 2 digit number by a 1 digit number with and without exchange</li> <li>★ Link multiplication and division</li> <li>★ Measure in m and cm</li> <li>★ Explore equivalent lengths</li> <li>★ Compare lengths</li> <li>★ Add and subtract lengths</li> <li>★ Understand and be able to calculate perimeter</li> </ul> | <p><b>As musicians we will</b></p> <ul style="list-style-type: none"> <li>★ Explore what composition is</li> <li>★ Use our imagination to help create music</li> <li>★ Grow confidence in performing music</li> </ul>   | <p><b>As historians we will:</b></p> <ul style="list-style-type: none"> <li>★ Locate Ancient Egypt in time and place</li> <li>★ Look at the importance of the Nile and how it was utilised</li> <li>★ Explore the great pyramid of Giza</li> <li>★ Explore the impact of the ancient Egyptians writing systems (hieroglyphics and papyrus)</li> <li>★ Look at The discovery of Tutankhamun's tomb in 1922 including Howard Carter's role</li> <li>★ Know the role of artefacts in historical knowledge</li> <li>★ Compare everyday life in Egypt - food, religion, clothing, farming</li> </ul> |
|   | <b>RHE</b>  |   |
|   | <p><b>To understand ourselves and others we will:</b></p> <ul style="list-style-type: none"> <li>★ Look at what a caring friendship is</li> <li>★ Understand how to navigate different conflicts</li> <li>★ Explore media literacy and digital resilience</li> <li>★ Recognise that their mind is the control centre for our emotions.</li> <li>★ Understand Neuroplasticity (the brain can be changed throughout our lives)</li> </ul> |   |

- ★ Identify feelings in a range of scenarios
- ★ Understand the physical response in the body
- ★ Identify the four zones of regulation and discuss strategies on how to manage these emotions

- ★ Look at the roles of pharaohs (Menes, Ramesses or Cleopatra)
- ★ Discover Egyptian tombs, pyramids, burial sites - beliefs in gods and goddesses, mummification eg. Cleopatra