



Walk Like An Egyptian

This half term we will be learning all about the Ancient Egyptians. We will begin by becoming a team of archaeologists investigating Egypt to see what we can find out. We will then look at examples of art and architecture from Ancient Egypt and find out how we learn about their lives from this. A particular focus will be the difference between the Stone Age and Ancient Egypt because of the invention of writing.

We also have an exciting trip lined up to the Castle Museum. We have taken part in this trip in previous years and the children have always really enjoyed it. It really brings their learning to life, and children particularly enjoyed learning about mummification!

There will be lots of art activities to do back in school, such as using clay to make canopic jars and making papyrus paintings.

We are really looking forward to learning all about this fascinating topic!

For more information on our weekly plans, don't forget to check out our curriculum map and optional activities!

We look forward to meeting with you all at Parents' Evenings next week.

Weather Worries!

The weather seems to be very changeable at the moment and we are having a few worries that children are either overdressed and getting too hot, or have not brought a coat when we have a sudden downpour! Please keep an eye on the weather forecast so that your child can be prepared for any sudden changes that might happen. Thank you for your help!

CASTLE MUSEUM VISIT

We will be visiting the Castle Museum on Friday 10th May. Parent helpers are very welcome and this is always a great trip. Please see your class teacher if you would like to help!

PE DAYS

3C: Tuesday, Wednesday and Thursday

3M: Tuesday, Wednesday and Thursday

3P: Tuesday and Friday

3T: Monday and Tuesday

Please make sure your child has trainers suitable for outdoor PE in their kit this term.
Thank you!

CLASS ASSEMBLIES

Class Assembly Dates:

3M: Friday 24th May

Seating will be in the main hall any time after drop off, ready for a gam start.

DATES FOR YOUR DIARY

Monday 29th April Parents' Evening

Thursday 2nd May Parents' Evening

Friday 10th May Castle Museum Visit

Tuesday 21st May Class photos



Optional Activities

to support your child's learning

Summer 1 2019

Walk Like An Egyptian: Ancient Egypt

Find a guide to Egyptian hieroglyphics either in a library book or online. Write a secret message to your child using hieroglyphics and challenge them to write back!

Create an acrostic poem using the words "Ancient Egypt".

Rewrite a traditional fairytale but set it in Ancient Egypt (eg Little Red Riding Hood crossing the desert to visit her grandmother)

Create a fact file about Ancient Egypt. Think about the River Nile, the pyramids, the gods, food and drink, their clothing and houses.

Try this quiz to test your knowledge:
<http://www.lancsngfl.ac.uk/curriculum/history/download/file/pyramids.swf>

Reading Ideas

Horrible Histories by Terry Deary (Awful Egyptians)

These non-fiction books are always a hit and include many fascinating facts!

Julius Zebra series by Gary Northfield.

Gary visited our school last year and includes hilarious illustrations in these excellent books, set at around the time we are studying in ICC.

Egyptian Cinderella by Shirley Climo

The classic tale with an Egyptian twist!

Computing Email

We will be learning how to use email safely in school. You could talk to your children about when you use email in your adult life and how you make sure you are staying safe online. This can help to show them that adults have to think about this too. You could also tell them about other ways of communicating and when you would use email, send a letter or make a phone call.

You could talk about the kinds of things they might want to email to their friends and how to make sure they think before they send. If they have access to messaging in games online, this would be a good opportunity to talk about how they can use this service responsibly.

Maths Skills

You could do some baking together and think about fractions – $\frac{1}{2}$ a teaspoon, sharing things equally with siblings, eating $\frac{3}{12}$ of a tray of cupcakes!

Can you cut a bagel into 8 equal pieces by only using 3 cuts?

Practise telling the time as often as possible – talk about what time things take place, how long events will last and ask your child to tell you what time it is.

If you try out any of these activities, please let us know how it goes! You can share your learning in the reading record book, write or post photos on Class Dojo, or bring things in to show in class.

Year 3 Curriculum Map Summer Term 1 2019

| | 1 | 2 | 3 | 4 | 5 |
|---|--|--|---|---|---|
| English Spoken English, reading comprehension, writing composition | <p>Narrative: Traditional Tales</p> <p>Children will explore the Baba Yaga story, using drama techniques to retell and adapt the story.</p> <p>They will look at the author's language choices and the impact this has on the reader. We will think about how changing a noun or an adjective can affect a sentence.</p> | <p>Narrative: Traditional Tales</p> <p>We will continue to read the story of Baba Yaga and think about the perspectives of the different characters in the story.</p> <p>Children will learn how to use inverted commas for speech, and how to create dialogue between characters.</p> <p>Children will write a retelling of the story, using inverted commas to mark speech and learning how to set out a conversation correctly.</p> | <p>Non-Fiction: Diaries</p> <p>We will look at an example of a diary and how it recounts the events of a day and explores the feelings of the person who is writing.</p> <p>Children will write the diary of Howard Carter when he discovered the tomb of Tutankhamun, linked to our ICC topic. They will describe what he saw using the information they have discovered, and will make sure they describe emotions.</p> | <p>Non-Fiction: Instructions</p> <p>Children will look at examples of different instruction texts and think about their features and how they are organised. They will think about the importance of making instructions clear and simple.</p> <p>We will sequence instructions using adverbs of time and will write instructions for mummification, using our learning from ICC.</p> | <p>Take One Book Week: During the last week of term, every class will be reading one picture book and basing all their learning around that book. You will find out what book is being studied in your child's class nearer the time.</p> |
| Vocabulary, Grammar and Punctuation | Use of "a" or "an", adverbs of time | Use of inverted commas for speech, different words for "said". Beginning sentences with an "ing" verb. | Use of adjectives to create expanded noun phrases; use of adverbials, including fronted adverbials | Adverbs of time; specific verb and adjective choices for precision | Take One Book Week |
| Spelling | Adding the suffixes "er" and "est" to words with different endings. | The "ee" sound spelt "ey" (monkey, chimney, money) | Adding the suffix "-ness" | Words ending in -le (simple, battle, bubble) | Words ending in -el (camel, tunnel, travel) |
| Maths | <p>Number: Fractions</p> <p>Children will investigate equivalent fractions. They will use pictorial models to look at fractions and compare their sizes. They will add and subtract fractions with the same denominator.</p> | <p>Number: Fractions</p> <p>Children will order unit fractions (fractions with a numerator of 1 such as 1/4, 1/3, 1/2) and fractions with the same denominator and different numerators (1/8, 3/8, 5/8).</p> | <p>Measurement: Time</p> <p>Children will investigate the number of days in each month and how many hours there are in a day. They will solve problems involving these important number facts.</p> | <p>Measurement: Time</p> <p>Children will learn to tell the time to the nearest 5 minutes and to the minute. They will use analogue and digital clocks and use the terminology AM and PM.</p> | <p>Measurement: Time</p> <p>Children will think about hours, minutes and seconds. They will calculate how long different events last and solve problems such as the start and end time of a journey.</p> |
| Science Animals, Including Humans; RSE | Children design and carry out an investigation into human bodies. EG: Do children with bigger feet run faster? | Children will interpret their results and come up with a conclusion. | RSE: Learning about the differences between males and females. Naming different body parts. | RSE: Finding out about how adults care for babies and what they can do at different ages. Thinking about how life might change if there is a new baby in the family. | Take One Book Week |
| I.C.C Ancient Egypt | Drama Entry Point: Go into role as a team of archaeologists. Travel to Egypt and carry out an archaeological dig, seeing what kinds of artefacts we can find. Establish the chronology of Ancient Egypt using a timeline. Come up with enquiry questions. | Find the location of Egypt and identify important locations and events in Ancient Egyptian history. To study artefacts and to use them to make deductions about the past. Learn about the Nile and how it shaped Egyptian history and development. | Visit to Castle Museum for "A Day With The Egyptians", looking at artefacts and taking part in art and drama. Make masks and canopic jars and learn about Egyptian beliefs about the afterlife. Find out about the discovery of Tutankhamun's tomb and write a diary entry in role as Howard Carter. | Look at the types of evidence that have survived from Egyptian times and what these tell us about their lives. Why was the invention of writing (hieroglyphics) so important? Finding out about Egyptian farming and comparing it to what we know about the Stone Age. Write instructions for mummification. | Take One Book Week |
| Computing Email | Learn how to logon to school email account. We will focus on e-safety throughout this topic. | Compose and send an email, using email addresses. | Add a suitable subject to an email and add attachments. | Delete and save emails. Use folders to organise emails. | Send emails to more than one person at a time. |
| R.E Sikhism | Engage: Watching a video on Sikhism and coming up with enquiry questions. | Explore: What are the 5 Ks and what might they represent? | Explore: What is the Gurdwara and why is it important to Sikhs? | Evaluate: What have we learnt about Sikhism? Have we answered our key questions? | Express: Write a booklet about Sikhism including information that would be useful to other Year 3s. |
| P.E Athletics | Children will develop athletics skills including running, jumping and throwing. They will learn techniques for increasing their running speed and throwing and jumping distance. Activities will include sprints, relays, javelin throwing, long jump, tennis ball throwing and standing broad jump. | | | | |

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| Music What Is A Tune? | Pupils listen to various different compositions and discuss which ones they think are music and which are noise. They come up with a set of rules that sound must follow to be considered music. They create a composition that follows these rules. | Pupils learn the term rhythm. They learn how to notate and perform a crotchet and a minim. They read and perform different rhythms made up of these two notes. | Pupils learn the term pitch. They learn how to perform and notate the notes D and E. They perform short tunes made up of these two notes. | Pupils listen to different pieces of music and describe them using the terms pitch and rhythm. They perform tunes that use the notes D and E and the note values crotchet and minim. Pupils learn to count in sets of four. They add up note values and learn to count rests. They perform rhythms that include rests and use the note values crotchet and minim. | Pupils discuss what is meant by the term tune. They read and perform tunes that are made up of the notes D and E and use both crotchets and minims. |
| French Food – La nourriture | Learning the names of different types of food. Vocab: Un glace, un gateau, des chips, des petits pois Asking: Qu'est-ce que c'est? | I like to eat (J'aime manger...) Vocab: les fraises, les pommes, les bananes, les cerises, les raisins Do you like...? Tu aimes...? | What are you eating? Qu'est-ce que tu manges? Vocab : un sandwich, des frites, du chocolat, de la pizza, des spaghettis, du fromage, du poulet | Cutlery – les couverts Learning the names of different types of cutlery and what might happen at French meal times. Ingredients – learning different foods used in recipes. Vocab: les oeufs, le lait, le sucre, le pain, la beurre, la cannelle en poudre | Asking "What would you like?" – Qu'est-ce que vous desirez? Replying, I would like... please. Je voudrais... s'il vous plait. |
| PSHE/Circle Time PATHS | Different points of view – understanding how other people feel. Feeling guilty and understanding how to deal with feelings of guilt. | Keeping a friend – what does it mean to be a good friend? Making up with friends – how do we make up when things have gone wrong? | Learning about the dangers and health risks of smoking. To know that people make their own choices in life. | RSE: Thinking about gender. Challenging stereotypes and understanding that everyone is unique. | Learning about different families and respecting differences. |