



## Year 3 Curriculum Letter

Dear Parents and Carers,

Welcome back to the new school year - we hope that you have all had an enjoyable holiday. This is our curriculum letter which is designed to inform you about what your child will be learning about during the Autumn Term. As we are sure you will appreciate, this year will be very busy, therefore it would be extremely helpful to both us and your child if you could offer as much support as possible with homework, reading, times tables practice and any other activities your child is required to complete.

We are very much looking forward to working with the children for this year at Primary School and we hope that they enjoy it from start to finish. This letter outlines the topics that the children will be covering throughout the first half of the Autumn Term.

This term our topic is **THE EMPIRE STRIKES BACK! (The Romans)**

Please ensure your child bring their reading book and reading diary to school each day. They will also have a peg for their coat and PE kit. As space in the cloakroom is limited, we would be grateful if P.E. kits could be kept in a small drawstring bag which fits onto the peg. Please ensure your child has a named water bottle with them every day but please can I remind you that we only allow water rather than squash or flavoured water.

### PE Kits

P.E. activities may be indoors or outdoors, depending on the weather, so children need an indoor kit (black shorts and a plain white T-shirt) and an outdoors kit (jogging bottoms and a sweatshirt/tracksuit) as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings).

P.E. days are **Tuesdays** and **Wednesdays**.



### **Routines**

Please ensure that ALL your child's belongings are clearly labelled with their name. Children often misplace items and it is very difficult to find them if they are not labelled. In the morning, children in Years 3 to 6 will be dropped off at the bottom of the ramp on the KS2 playground where they will be greeted by either Mr Adams or Mr Cruise. If you would like to speak to your child's class teacher please inform the teacher on the door and any messages will be passed on or an appointment made if necessary. At the end of the day children in these classes will collect their coats and meet adults on the playground. Year 3 and 4 will be dismissed from the bottom of the ramp and Year 5 and 6 pupils will be dismissed from their fire exit.

### **Homework**

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be one piece of homework set each week, which will alternate between Maths and English. Homework will be set every Friday and collected by the teacher the following Wednesday. Children should also be practicing their times tables and spellings regularly.

### **Meet the Teacher**

As part of our transition programme this year, I would like to invite you to come in to our new "Meet the Teacher" on Tuesday 11<sup>th</sup> September. This is an informal meeting where I would like to meet you, provide you with a bit of information about the future term and also provide you with a chance to ask me a few questions. Please don't worry if you have a child in another class, this is very much a drop in session so I anticipate that you may just want to pop in for a brief period of time.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to me. I very much look forward to meeting you in the near future.

Yours sincerely,

Miss Barnard

Year 3 Class Teacher



LOWER KEY STAGE 2 (YEAR 3/4)

## ESSENTIALS OVERVIEW

THEME: Empire Strikes Back!

AUTUMN TERM Cycle B



# Essentials

Full spectrum curriculum

CURRICULUM DRIVERS:	PROJECT: Chn to complete a selection of activities from the topic map. <b>SHOWCASE/ CELEBRATION:</b> Invite parents to come to see our Roman designs.	<b>ENGLISH LINKS:</b> Diary entry, life as a Roman Soldier. Instructional writing- How to make a miniature soldier or how to make a roman shield. Information text/non-chronological report on Rome. <b>MATHEMATICS LINKS:</b> Symmetry, measure
ESSENTIAL LEARNING OBJECTIVES	ACTIVITIES	
<p><b>LAUNCH DAY:</b> Do as the Romans did! Children come in dressed as Romans for a Roman workshop (teacher led) with Roman food tasting. Children to</p> <p><b>DIVERSITY:</b> Equality <b>DREAMS:</b> To fight the gladiators. <b>SPIRITUAL &amp; MORAL:</b> Tolerance of different faiths</p> <p><b>SCIENCE:</b> <i>To work scientifically</i> Ask relevant questions Set up practical enquires, comparative and fair tests Record findings using scientific language, drawings, diagrams, bar charts and tables. <b>YEAR 3-To understand movement, forces and magnets</b> Compare how things move on different surfaces Observe how magnets attract and repel Compare and group together a variety of everyday materials and if they are attract to each other or not. <b>YEAR 4- To investigate sound and hearing</b> Identify how sounds are make associating some of them with something vibrating. Recognise that vibrations travel through a medium to the ear. <b>To investigate electricity</b> Recognise the common conductors and insulators. Identify common appliances that run on electricity. Construct a simple circuit.</p> <p><b>GEOGRAPHY:</b> <i>To investigate places</i> Name and locate the countries of Europe and identify their main physical and human characteristics. Name and locate the cities in the United Kingdom and identify their main physical and human characteristics. <i>To investigate patterns</i> Describe how locality has change over time. Describe geographical similarities and differences between countries.</p> <p><b>HISTORY:</b> <i>To investigate and interpret the past</i></p>	<p><b>YEAR 3</b> Are we able to attach the shield to the holder by using magnets? Will they attract? Will it work if we only use one magnet?</p> <p><b>YEAR 4</b> How will sound affect the Roman gladiators in the arena? Linked to pitch, volume and vibrations.  Electricity- Children are to design a light that could be used to light the roman roads.</p>	<p>Children to research and identify where the Roman Empire invaded.</p> <p>Children will compare roads (A5) in the Roman times to how roads are today. They will also be able to explain why the Roman's invaded certain countries and not others.</p> <p>Explore Rome – children to produce an information text/non-chronological report based on Rome and its geographical feature.</p> <p>Compare and contrast similarities and differences in Italy and Britain. Children are to locate and map the Roman empire on a timeline.</p>

LOWER KEY STAGE 2 (YEAR 3/4)

<p>Suggest causes and consequences of some of the main events and changes in history. Describe different accounts of a historical event explaining some of the reasons of why they accounts may differ.</p> <p><u>To understand chronology</u> To place events and artefact on a timeline <u>To build an overview of world history</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>We will look at clothing, weapons, homes, gods/goddesses, gladiators, chariots and army life. We will also look at the Boudica revolt and the impact this had and Hadrian's wall. As well as looking at the legacy the roman's left.</p> <p>Children will write from different perspectives of time and how events can appear differently.</p> <p>Look at Julius Caesar and his impact.</p>
<p><b>ART &amp; DESIGN:</b> <u>To develop ideas</u> Comment on artwork using visual language Collect information, sketches and resources. <u>To master techniques</u> <b>Collage</b> Select and arrange materials for a striking effect Ensure work is precise</p>	<p>Children are to look at famous mosaic artwork and compare and contrast offering their opinions and preferred pieces. Children are to then design their own mosaic and must then select appropriate materials to create their own interpretation.</p> <p>Children to paint a scene from a Roman myth.</p>
<p><b>DESIGN &amp; TECHNOLOGY:</b> <u>To design, make, evaluate and improve</u> Make products by working carefully and selecting materials. <u>To master practical skill</u> <b>Materials</b> Cut material accurately and safely by selecting appropriate tools. Select appropriate joining techniques <b>Construction</b> Choose suitable techniques to construct product or to repair items.</p>	<p>Children will be creating their own Roman shields to be used in battle.</p> <p>After researching Roman soliders, children will be designing and creating their own miniature soldier.</p>
<p><b>LANGUAGES:</b> <u>To speak confidently</u> Ask and answer simple questions and talk about interests. <u>To write imaginatively</u> To write short phrases from memory with spelling that is readily understandable.</p>	<p>Children are to learn items of clothing in French. They will then describe a Roman Solider using French words and colours.</p>
<p><b>MUSIC:</b> To perform To compose To transcribe To describe music</p>	<p>Children listen to Hans Zimmer – The Battle and discuss the mood depicted from the music (also discuss pitch, duration, dynamics, tempo, timbre, texture and silence). Play track from the film Gladiator. "Elysium." Gather ideas together for how this contrasts with the previous piece. Explore different instruments to be used to create different moods, then children to compose their own piece of music before performing to the opposite class.</p>
<p><b>RELIGIOUS EDUCATION:</b> <u>To understand beliefs and teachings</u> Present the key teachings and beliefs of religion making reference to religious figures. <u>To understand practises and lifestyles</u> Identify religious artefacts and buildings and explain how and why they are used.</p>	<p>Children are to research Roman gods and goddesses, many of whom were copied from the Greek gods, but given Roman names. They also built temples for worship which they will compare and contrast with their own class religion.</p>
<p><b>COMPUTING:</b> To code To connect</p>	<p>Children are to create blog from the perspective of a Roman soldier.</p>