



Year 3 Curriculum Letter Summer Term

Dear Parents and Carers,

Welcome back to the new school term - we hope that you have all had an enjoyable holiday. This term will be very busy for myself and the children getting to know each other. We are all very excited as we will be launching out new topic **Any Dream Will Do!** The children have already taken part in their Egyptian day, where they enjoyed wrapping each other as a Mummy! Thank you for the prompt return of the white t-shirts, the children are going to enjoy tie dyeing them.

Reading

Please ensure your child bring their reading book and reading diary to school each day. Please ensure your child has a water bottle with them every day as the weather is beginning to warm up. Please can I remind you that we only allow water rather than squash or flavoured water.

P.E 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 **Wednesdays** and **Fridays**.

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 a piece of English and Maths homework set every Friday and collected by the teacher the following Wednesday.

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.

Yours sincerely

Mrs Knight
Year 3 Class Teacher



ESSENTIALS OVERVIEW

THEME: Any Dream Will Do!
SUMMER TERM



Essentials

CURRICULUM DRIVERS:	LAUNCH DAY:	PROJECT:	ENGLISH LINKS:
<p>DIVERSITY: DREAMS: SPIRITUAL & MORAL:</p>	<p>Watch the film Joseph and children come into school in Egyptian clothing. Children to take part in Egyptian games e.g. dress like a mummy, building a pyramid, hieroglyphics code breaking.</p>	<p>Children to complete an array of activities based on Egyptians. SHOWCASE/ CELEBRATION: Invite parents in to look at the DT and art work in years 3 and 4.</p>	<p>Biographies, instructions. MATHEMATICS LINKS: Measurement</p>
ESSENTIAL LEARNING OBJECTIVES			
<p>SCIENCE: To investigate sounds and hearing To work scientifically To investigate materials</p>		<p>Children will be learning about the function of the ear and how sound travels e.g. vibrations. They will also be looking at States of Matter. The children will be learning how to distinguish between solids, liquids and gases as well as designing and performing different experiments.</p>	ACTIVITIES
<p>ART & DESIGN: Sculpture- To master techniques Textiles- to colour fabrics Collage- To select and arrange materials for a striking effect.</p>		<p>Children will be creating clay structures to represent Egyptian pottery. As part of our launch day children will be creating their own interpretation of Joseph's dream coat they will be tie-dyeing a piece of material and their own t-shirt. Children to bring in their own white t shirt. Children's different interpretations of Nefertiti's hat. Children will be developing their own hieroglyphics using the netbooks. They will then try to decode each other's messages.</p>	
<p>COMPUTING: To code To collect</p>		<p>Children to design and create a mode of transport to move materials for the pyramids over land or water.</p>	
<p>DESIGN & TECHNOLOGY: To master practical skills Use materials to drill, screw and nail materials such as wheeled vehicles To use levers and winding mechanisms.</p>		<p>Research the River Nile e.g. location, size, etc. Valley of the Kings and where the pyramids are located. Children to be able to describe the different features now and then.</p>	
<p>GEOGRAPHY: Use a range of resources to describe physical and human features of a location. Explain own views about locations giving reasons. Ask and answer geographical questions.</p>		<p>Timelines. Dress in the Egyptian era. Homes in the Egyptian King Tut Howard Carter Artefacts</p>	
<p>HISTORY: To communicate historically To use appropriate historical vocabulary to communicate times, dates, eras and change in chronology To build an overview of world history Compare some of the times studied with other times studied. Describe the social ethnic and cultural diversity of past society. Describe the characteristic features of the past including ideas beliefs of men, women and children</p>		<p>INDEPENDENT STUDY Children to research countries where French is spoken and complete independent research. Look particularly at homes/ food/ religion/ etc. and present research found. Then write up a story as though they lived there, writing imaginatively.</p>	
<p>LANGUAGES: To speak confidently To understand the culture of the countries in which the language is spoken To write imaginatively</p>		<p>Children relate to their French research and identify music from the countries. Then need to write lyrics and create backing sound along to an existing song from that country.</p>	
<p>MUSIC: To transcribe To compose</p>		<p>Children learn about key religious figures throughout history and relate to key figures at that time. Discuss religious practices of both clerics and individuals. Linking to Joseph and his technicolour dream coat.</p>	
<p>RELIGIOUS EDUCATION: To reflect To understand practices and lifestyles</p>			