

## Memorable Experiences/Events

**05.09.2016:** A visit in school from the Royal Albert Memorial Museum.

**18.10.2016:** A presentation to parents of the children's GOAL learning. 14:45 in the Year Three classrooms.

**01.11.2016:** An archaeological dig at Exminster School.

**09.12.2016:** Creating a museum about the Ancient Greeks for other classes to visit.

## How can you support your child at home?

### **Reading Reading Reading!**

We believe that the most important thing that parents can do at home to help their children achieve at school is to share books with them.

- Reading can help children access other curriculum areas.
- Reading can help children become good writers.
- Reading can help children communicate well.

### **Maths**

Please support your children in securing their number facts as these underpin much of the mathematics children will be working on in school and using in everyday life. Could you also encourage them to use reasoning as much as possible so that they can explain to you how they got to a mathematical answer and why they think their answer is correct.

### **GOAL Time**

This term's topic is 'Ancient Civilisations' and the children will be finding out about life, buildings and religion in Ancient Egypt and Ancient Greece. We will use cross-curricular links with English to ensure that the recording completed in the GOAL sessions is in line with the high standards of English in Year 3. This will include using their cursive handwriting style, appropriate grammar and punctuation in sentences, and paragraphing and using headings/sub-headings when appropriate. The children will set their own GOAL home learning called GOAL at Home. This will support the learning they have planned to do in the following week for their GOAL Time.

### **Spellings**

Please support your children in learning the weekly spellings that we set them.

We hope that this leaflet provides a sufficient overview of what your children will be learning over the next term, but if anything is unclear or you would like to discuss it in more detail please don't hesitate to come and see one of us. You can also visit the 'Our Curriculum' page on the school website for a full breakdown of the Year 3 curriculum.

**Many Thanks, the Year 3 Team.**



# Autumn Term Year 3

# Ancient Civilisations

## Who were the Ancient Egyptians?

## Who is the best Greek God or Goddess?

## English

The children will be developing their reading, handwriting, spelling, punctuation, grammar, composition and writing for a range of purposes through the following sequences over the Autumn Term:

- An author study: Road Dahl
- Adventure Stories
- Persuasive Texts
- Narrative writing: Leon and the Place Between

## Art/DT

This term the children will develop their sketching, collage and painting skills through artwork linked to the Ancient Civilisations that they will be learning about. They will work on the following skills:

- Can they use their sketches to produce a final piece of work?
- Can they use different grades of pencil shade, to show different tones and texture?
- Can they cut very accurately?
- Can they overlap materials?
- Can they experiment using different colours?
- Can they use mosaic?
- Can they explore work from other cultures?
- Can they explore work from other periods of time?

## Computing

**We are programmers - Programming an animation:**

Can I create an algorithm for an animated scene in the form of a storyboard?

Can I write a program in Scratch to create the animation?

Can I correct mistakes in my animation programs?

**We are opinion pollsters - Collecting and analysing data:**

Can I understand some elements of survey design?

Can I understand some ethical and legal aspects of online data collection?

Can I use the web to facilitate data collection?

Can I gain skills in using charts to analyse data?

Can I gain skills in interpreting results?

## Mathematics

**Number Sense:** Children can explain and show how and when their counting is useful for adding and subtracting. They can make appropriate decisions about when to use their understanding of place value for solving problems, including adding and subtracting.

**Additive Reasoning:** Children can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting. They explain their decision making and justify their solutions.

**Multiplicative Reasoning:** Children can explain and represent multiplication as both repeated addition and scaling and division as both sharing and grouping. They use this understanding to derive facts and solve problems.

**Geometric Reasoning:** Children can explain and show angles as a measure of turn and can draw, make and identify shapes with right-angles

## SEAL/PSHE

This term SEAL focuses on 'New Beginnings.'

They will think about the following questions:

Can I contribute to making a class charter and understand my rights and responsibilities in school?

Do I understand why we have school rules?

Do I understand what I have to do to make my class, school safe and fair?

Can I find out something about everyone in my class and tell them something about me?

Can I explore my gifts, talents and know that I am valued in school?

Can I recognise my own feelings and the feelings of others?

Can I match feelings to emotions? Can I start to recognise what this might look like in others?

## French

This term the children will have an introduction to French learning how to ask and respond to personal questions focusing on pronunciation. They will also learn numbers to 10 and colours through songs and games as well as finding out about similar practices between France and the UK.

## Science

The children will focus on Working Scientifically and Forces and Magnets this term.

### Working Scientifically

Can they make and record predictions before testing?

Can they explain why they need to collect information to answer a scientific question?

Can they make accurate measurements using standard units?

Can they explain what they have found out and use their measurements to say whether it helps to answer their questions?

### Forces and Magnets

Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials?

Can they describe magnets as having two poles?

Can they predict whether two magnets will attract or repel each other, depending on which poles are facing?

## History

For the first half term the children will be learning about the Ancient Egyptians and in the second half term the Ancient Greeks. They will work on the following skills:

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?

Can they research a specific event from the past?

Can they use their 'information finding' skills in writing to help them write about historical information?

Can they, through research, identify similarities and differences between given periods in history?

Can they describe events and periods using the words: BC, AD and decade?

Can they describe events and periods using the words: ancient and century?

## GOAL Time Questions

**Big Question: Who were the Ancient Egyptians?**

Why and how did they build the pyramids?

Why do the Egyptian Gods have animal heads?

BH

Why did they take out the brain when they died?

ZF

Who was the King or Queen of Ancient Egypt?

AH

Did they know about the past (dinosaurs)?

EA

## Physical Education

In Outdoor PE the children will be focusing on tag rugby and how to pass and receive with control and accuracy. They'll focus on being aware of space and how to use it effectively and learn how to use the rules fairly to keep games going.

In indoor PE the children will be developing their skills of rolling, travelling, balancing and jumping and apply this within a routine. The children will also share and create dance phrases whilst using dynamic, rhythmic and expressive qualities clearly and with control.

## Music

This term children will be learning music through whole class brass. This is an exciting opportunity for the children to begin to learn an instrument alongside the following skills:

Can they use different elements in their composition?

Can they create repeated patterns with different instruments?

Can they compose melodies and songs?

Can they create accompaniments for tunes?

Can they improve their work; explaining how it has improved?

Can they use musical words (the elements of music) to describe a piece of music and compositions?

## Religious Education

This term RE focus is Sikhism and Hinduism answering the Big Question - Why are some journeys and places special?

Through this they will work on:

Can I draw a place that is special to me and explain why it is special?

Can I retell a special journey I have been on and why it was special?

Can I understand why Hindu's go to the River Ganges for their pilgrimage and discuss the different Gods they worship?

Can I start to investigate Sikhism, a religion which is new to me?

Can I learn more about the Sikh Holy place of pilgrimage the Hari Mandir or Golden Temple?

Can I use the skills I have learnt in art to paint the Hari Mandir?