



Year 3

Tomb Raiders



Curriculum Information for Parents

What will my child be learning?
How can I support them at home?



Our new curriculum

At Joseph Turner Primary School, we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe that the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful. This enriches the education experiences of all children in our school to ensure that they become lifelong learners.

Through our exciting, stimulating and creative curriculum, we aim for every child to enjoy learning and gain knowledge, skills and attributes which will enable them to lead happy, fulfilling and successful lives in the future. We live in an ever-changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We take every opportunity to enrich the curriculum with outside providers, trips and visits, celebration days, whole school themed weeks and extra-curricular opportunities.

Spring- Tomb Raiders

This half term during 'Tomb Raiders' we will be looking at the early Civilisations Ancient Egypt and how we still use some their customs in our everyday lives today. The children will learn about the River Nile and how this was an important part in trade and transportation as well as the discovery of Tutankhamun's tomb. We will think about what people would eat during this period and have a go at making our own Egyptian bread. In science, our focus is forces and how things are operated using pushes and pulls.

Key Vocabulary:

Duration	AD	BC	Pyramid	Ancient	Religion
Hieroglyphics	Mummification	Afterlife	Pharaoh	Archaeology	Civilisation
Pull	Twist	Material	Force	Surface	Magnet
Repel	North Pole	South Pole	Population	Country	Continent
Landmark	Tributary	Delta	Mouth	Canopic Jars	Push

Spring – Tomb Raiders

English and Maths

English

- Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by organising simple paragraphs around a theme.
- Draft and write by creating simple settings, characters and a basic plot in narratives
- Draft and write by beginning to use simple organisational devices in non-narrative material (for example, headings and sub-headings).
- Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for some spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.
- Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Spell some homophones.
- Use the first two letters of a word to check its spelling in a dictionary.
- Develop their understanding of extending the range of sentences with more than one clause by using a wider range of conjunctions
- Develop their writing by using conjunctions, adverbs and prepositions to express time and cause.
- Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech.

Maths:

- Recap the multiples of 10
- Multiply a 2-digit number by a 1-digit number with no exchanging
- Multiply a 2-digit number by a 1-digit number with exchanging
- Dividing a 2-digit number by a 1-digit number with no exchanging
- Dividing a 2-digit number by a 1-digit number with exchanging
- Count money in pounds and pence
- Convert between pounds and pence
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

It is important to remember, these are guidelines to the Year 3 Curriculum. Every child will be working at a slightly different level and staff will ensure the work your child is doing is right for them.

History – What were the significant achievements of the Egyptians?

1. LO: To understand timelines can be divided in BC and AD

Children will explore the difference between ancient and modern history. They will learn about using a timeline and what BC and AD stand for. They will order a timeline ensuring it is chronologically correct.

2. LO: To use evidence to describe settlements.

Children will explore the location of the River Nile. They will explore the different uses of the River Nile. They will understand the difference between Red Land and Black Land.

3. LO: To present findings about past using speaking, writing and ICT

Children will learn who Howard Carter was and why he is known today. Using what they find out about Howard Carter, children will create a news report to explain his story.

4. LO: To evidence to describe culture and way of life.

Children will learn about Egyptian beliefs about life after death. They will learn the mummification process and the importance of this for the Egyptians.

5. LO: To use a range of source material to collate information about the past.

Children will explore different Egyptian artefacts and what we can learn from them. They will explore the Rosetta Stone in detail. (They will be creating their own as part of their Art work)

Geography – Why is the River Nile so important?

1) To use resources to identify the key physical and human features of a location.

Children will be introduced to the River Nile and where it is. They will learn and memorise key facts about the River Nile.

2) To know and label the main features of a river.

Children to explore the key features of the River Nile and use vocabulary such as 'source', 'mouth' and 'delta' to describe where the Nile begins and ends.

3) To share my own views about locations.

Children to consider how the Delta is used today and the main characteristics. As a class, discuss the benefits and drawbacks of living on a Delta.

4) To explain why most cities are located close to a river or ocean

Children to explore what the River Nile has been used for past and present and make connections between how the past uses are still used today. Children to consider why these uses are important in the modern day.

5) To ask simple geographical questions

Children to consider all the learning we have looked at so far and design questions to ask a tourist who has recently been on a River Nile cruise. Children to use a map to identify the key locations the tourists would have visited. the tourists would have visited.

Science – The Power of Forces:

1. LO: To know that forces make things move

How can you make it start to move?

Children to understand that a force makes objects move. Children will investigate push, pull and twist forces.

2. LO: To set up simple comparative tests to investigate forces.

What's making it move?

Children to explore how we can make things move and the type of force this is. Children will use different sized windmills to investigate how to make them move faster and slower.

3. LO: To investigate the effect of different surfaces.

How well can an object slide on different materials?

Children are introduced to friction and how the surface can affect how well an object moves. Children to investigate which surface has the most/least resistance.

4. LO: To know which materials are magnetic.

Which materials are magnetic?

Children to 'search' for objects using magnets and make comparisons to conclude what makes an object magnet. Children to understand that not all metals are magnetic and be able to differentiate the different metals.

5. LO: To report on findings from enquiries.

How strong are magnets?

Children to conduct a range of tests to deduce how strong a magnet is. Children to review their results and make simple conclusions.

6. LO: To know that magnets have two poles.

How do magnets affect each other?

Children to understand that magnets have 2 poles and how these are parts of the magnets which have the strongest magnetic field. Children to investigate how magnets repel and attract.

Computing – We are Presenters

Key Outcomes

- To develop their web-based research skills
- To structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area
- To record a piece to camera
- To edit a movie using static images and green screen footage
- To give constructive, critical feedback on recorded presentations.

DI

Key knowledge outcomes:

- I can try and describe a range of breads using appropriate vocabulary.
- I can compare original recipes to modern day tastes and adapt a recipe.
- I can consider the ingredients needed to follow a recipe successfully.
- I can scale a recipe.
- I can recall ways of preparing, cooking and sorting foods.
- I can recall ways of maintaining good kitchen hygiene when preparing and cooking food.
- I can weigh and measure accurately.

Art

Key knowledge outcomes:

- To discuss work from different cultures and how the culture is reflected in their work.
- To print using different resources and create a success criteria for printing.
- To investigate materials and their properties and consider which will be effective to print on.
- To review art work from our key artist and use this to design their own cartouche.
- To transfer a design onto a printing block.
- To accurately print onto a material in more than 1 colour
- To review their own work and say what worked well and what could be improved further.

PE

During Spring 1, the children will be taught gymnastics. In Spring 2, the children will learn hockey skills.

How can I help at Home?

Spellings

Children will have access to the Spelling Shed website using their own login to access interactive games matched to their spelling stage.

Please can you also speak with your child about the meanings of the words given to them (this will be done in class) but it will help your child to use them in their writing.

Children should also be practising the Year 1 and 2 common exception words and starting to learn the Year 3 and 4 words attached to this document.

Activities you can do at home to help your child with the curriculum.

Look at Ancient Egyptian art. Note how they drew peoples faces sideways on. Draw yourself as an Ancient Egyptian would have drawn you.



Write a list of questions which you would like to ask a pharaoh



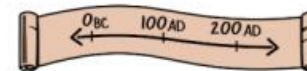
Write a recipe for a dish the pharaoh might have eaten.



If you lived in Egypt, what animals might you see? Research two of those animals



Create an Ancient Egyptian timeline. When did they live? How many years does their civilization span?



Design and make a model of Tutankhamen's death mask. You could use papier mache



a are ask any after again be by because behind both break
beautiful bath busy come child children climb cold class could clothes Christmas
do door every eye everybody even friend full floor find fast father
go gold great grass his has he here house

hold hour half is I improve kind love last me my mind
most move many money Mr Mrs no once our only old one
push pull poor pretty past pass plant path prove people parents put
says she so school steak sure sugar should said some the to
today they there told were was we where wild would who whole
water you your

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women

