



## CURRICULUM NEWSLETTER

**CLASS 3 SUMMER TERM 2024****TOPIC TITLE:** Mummies Unwrapped**TEACHER:** Mrs Merritt / Miss Long**TEACHING ASSISTANT:** Mrs Carter / Mr Henry**UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGE:**

**The Egyptian Cinderella by Shirley Climo** Read and listen to the story of the Egyptian Cinderella, becoming familiar with the language and structure of the story. Consider how the author has taken a traditional story and placed it in a different cultural setting.

**Outcome:** Draft, edit and present their own narrative in an Egyptian setting.

**Purpose:** To Entertain

**Tutankhamun by Patricia Cleveland-Peck** Finding out about the history of Tutankhamun and writing reports about Ancient Egypt before going on to find out about Howard Carter and exploring the stories and legends about the curse of Tutankhamun's tomb.

**Outcome:** A biography of Howard Carter.

**Purpose:** To Inform

**A selection of travel brochures/Television adverts** Children will use their knowledge of Ancient Egypt and bring this together with Modern day Egypt to create a piece of persuasive writing.

**Outcome:** Persuasive Leaflet/Radio Advert – Holiday Brochure tour of Egypt

**Purpose:** To Persuade

**Whole class texts:**

Marcy and the Riddle of the Sphinx by Joe Todd-Stanton

Secrets of a Sun King by Emma Carroll

**TOPIC:****Mummies Unwrapped:**

As Historians and Geographers, the children will consider what they already know about ancient Egypt and what they would like to find out. They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt. They will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life. They will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists. They will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta Stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society. They will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion. They will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification. They will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. The unit will culminate with the children selecting their own research projects on their chosen Egyptian theme which they will then present to their peers.

**MATHEMATICAL UNDERSTANDING:****Year 3:**

Mass and Capacity

Money

Measurement – Time

Geometry – Shape

Geometry – Position and Direction

Direction

**Year 4:**

Decimals

Money

Measurement Time

Geometry - Shape

Geometry – Position and

## **SCIENCE: Light and Sound**

As Scientists the children will recognise that we need light in order to see. They will explore how light is reflected from surfaces. They will explore the Sun as a light source and identify the difference between night and day. They will investigate what shadows are and why they are formed and investigate how the size of shadows changes throughout the day.

They will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made. The children will work in a hands-on way to explore pitch and will use their understanding of how high and low sounds are made. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. Finally, they will demonstrate their learning from the whole unit by designing and creating their own musical instrument that will play high, low, loud and quiet sounds.

## **COMPUTING:**

Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

## **ART:**

Art this term will begin with a study of the human body- its proportions and form. We will explore the use of different pencil lines to create effects in sketching – particularly considering differences in male and female form. We will look at examples of ancient Egyptian artwork, specifically scenes found on pottery and inside tombs. We will recreate these using sketching techniques and pastel work, revisiting knowledge of shade and tone. We may finish with some scratch art. In term 6, we will pick up again on the human form, this time in a study of the body positions of sports people, drawing links with the Ancient Egyptians and their passion for sports as part of the 'Ma'at' beliefs, as well as with the modern-day Olympic games. We will ask and answer questions around 'sculpture or statue' and identify features of each. We will build up to designing and work on sculptures replicating athletic/sports form as accurately as possible, to be completed with paints, once again considering shade and tone carefully.

## **RELIGIOUS EDUCATION:**

Participation in Collective Worship and church services.

The 'Big Questions' set out by the Oxfordshire Diocese. These are designed to engage the children to investigate features of our key religions, Christianity, Hinduism and Judaism.

Term 1: When Jesus left, what was the impact of Pentecost?

Term 2: What do Christians Learn from The Creation Story?

## **THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:**

**Reading:** It is important to hear your child read or share a book with your child regularly. Even if your child is a confident, fluent reader, sharing the reading process with your child is a vital part of their childhood. If your child is a focus reader in school, they will bring home a reading diary – please comment and sign when your child has read at home to an adult.

Could you please ensure that reading books are brought into school every day.

**Homework:** This term, there will be a heavy focus around Times Tables. Children will be set weekly Times Table activities – please look out for these in the children's bookbags. They will be handed out on a Thursday and will need to be back in school the following Monday.

**Topic:** A Topic grid will be sent home with suggested activities linking to our Ancient Egyptian topic. Please ensure that your child completes one activity each week and brings it into school on a Monday to share with their peers.

**Spellings:** Children will have bespoke spellings that they have identified from their own writing. Spelling patterns will be taught during the week and these will be consolidated during spelling/handwriting sessions within the school day. A copy of the spelling pattern will be sent home each week so further exploration can take place at home. The Yr3/4 Spelling Statutory Spelling list can be worked on at home.

**Times tables:** By Year 4 all children should be proficient in their tables (and related division facts). A National Times Table Check will be carried out with all Year 4 children in the summer term to assess this.

Each child has a login for Times Tables Rockstars where they can work on quick recall of these facts. Sessions will be set weekly and certificates will be awarded each week.

Another useful website is:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily oral rehearsal is also recommended.

## **UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH & WELLBEING:**

Tennis  
Athletics

### **Weekly PSHE lessons – Health & Wellbeing**

Using the SCARF resources

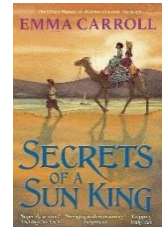
Term 1: Rights and Responsibilities/Being my Best!

Term 2: Changing and Growing.

### **VISITS AND TRIPS:**

This term we will be visiting Hill End which will allow the children to apply all their knowledge from the Nature Explorers topic from last term, whilst providing them with the opportunity to embark on some practical fieldwork allowing them to develop their knowledge and skills as Geographers and Scientists.

### **Texts we will be using:**



### **FOREST SCHOOL:**

Forest School will take place during Term 6 – further information will follow.

### **AND ESSENTIAL . . .**

Please ensure that the children have: Water bottle, PE kit, Art apron and Wellington boots in school at all times. Please check clothing is still clearly labeled. If PE bags go home, please ensure they are returned the following Monday. Book-bags brought to school daily.

**We are always happy to give help and advice, so please do not hesitate to contact us. If you feel you have an expertise in any of the topics we are covering, we would love to hear from – we always welcome parental support!**