

# ORTON WISTOW PRIMARY SCHOOL

## CURRICULUM NEWSLETTER

Academic Year: 2024/25

Term: Spring

Year Group: 3

Topic Title: Ancient Egypt

Subject	Learning
English - Reading	<p>We will develop skills of inference and deduction to help us dig deeper and to look at the feelings and motivations of different characters. We will investigate how illustrations influence a readers' experience of a text as well as looking at the author's choice of language and the impact this has on the reader.</p> <p>This term we will be enjoying the following shared reading texts:</p> <p><b>Reading Lessons</b></p> <p>'The Great Chocoplot' by Chris Callaghan 'The Ice Palace' by Robert Swindells As well as a selection of different poetry.</p> <p><b>English Lessons</b></p> <p>The Iron Man by Ted Hughes Marcy and the Riddle of the Sphinx by Joe Todd-Stanton</p>
English - Writing	<p>Whilst studying our Power of Reading text 'The Iron Man' we will focus on the following writing genres:</p> <ul style="list-style-type: none"><li>• Narrative Writing</li><li>• Letter writing</li></ul> <p>Through our graphic novel 'Marcy and the Riddle of the Sphinx' we will be progressively building a varied and rich vocabulary, and an increasing range of sentence structures; crafting and shaping language with the reader in mind.</p> <p>In all our writing we will be looking at developing the following skills;</p> <ul style="list-style-type: none"><li>● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>● using conjunctions, adverbs and prepositions to express time and cause</li><li>● using paragraphs to organise our ideas.</li></ul>
English - Spelling	<ul style="list-style-type: none"><li>● We will continue to follow a schematic approach to our Yr 3 spelling words, taking words from the Yr 3/4 word list, with a specific phoneme/grapheme spelling pattern. We will also continue to recap the spellings we learned in the Autumn term.</li></ul>

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Mathematics	<p>We will continue to follow the White Rose scheme of learning. This term we will be completing the following units</p> <ul style="list-style-type: none"> <li>• Multipliaction and Division (part 2)</li> <li>• Length and Perimeter</li> <li>• Fractions</li> <li>• Mass and Capacity</li> </ul>
Science	<p>Our Science topics this term are 'Forces and Magnets' followed by 'Light' which we will be covering after half term.</p> <p><b>In our 'Forces and magnets' our learning will focus on the following;</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>• 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</li> </ul> <p><b>In our unit on Light' we will be focussing our learning on these objectives</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change</li> </ul> <p><b>Throughout all our science work we will be developing our scientific enquiry skills by learning to;</b></p> <ul style="list-style-type: none"> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> </ul>
Computing	<p>In the first half term we will be focussing on developing our Coding skills by creating programmes where an object or character repeats actions indefinitely. After half term we will be using Purple Mash to explore, identify, use, analyse and evaluate simulation.</p>
History	<p>Our topic for this term is 'Ancient Egypt'. This is a really exciting topic, we will be looking in depth at this earliest civilisation exploring their achievements through six main</p>

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	<p>questions. As the term progresses the children will broaden their understanding of this topic by focusing on these questions:</p> <ul style="list-style-type: none"> <li>• What can we quickly find out to add to what we already know about Ancient Egypt?</li> <li>• How can we discover what Ancient Egypt was like over 5,000 years ago?</li> <li>• What sources of evidence have survived and how were they discovered?</li> <li>• What does the evidence tells us about everyday life for men, women and children?</li> <li>• What did the Ancient Egyptians believe about life after death and how do we know?</li> <li>• What did Ancient Egypt have in common with other civilizations from that time?</li> </ul>
<p>Geography</p>	<p>In Geography this term will be exploring the topic of 'rainforests' and we will be covering:</p> <ul style="list-style-type: none"> <li>• Where are the rainforests?</li> <li>• The rainforest climate</li> <li>• Layers of the rainforest</li> <li>• Life in the rainforest</li> <li>• The Amazon</li> <li>• Protecting the rainforests</li> </ul>
<p>Art &amp; Design</p>	<p>This term, Year 3 students are exploring the creative intersection of art and craft through a pathway titled "Cloth, Thread, Paint." They are learning how artists like Alice Kettle and Hannah Rae combine painting and sewing to create unique works inspired by landscapes. Students begin by painting intuitive underlayers on fabric and then add texture and energy through stitching, using sewing as a tool for expressive mark-making. Alongside this, they use sketchbooks to develop ideas, experiment with colour and composition, and document their creative journey. This multidisciplinary project encourages innovative use of materials and connects to subjects like geography, history, and science.</p>
<p>Music</p>	<p>Our Music learning will be taken from the resource 'Sing Up', and focus on South American Latin dance music. We will explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. We will also compose rhythm patterns to incorporate into a whole-class performance.</p>
<p>Design Technology</p>	<p>Our DT lessons will have a food focus this term. We will be making Egyptian flatbreads and looking to develop the following skills.</p> <ul style="list-style-type: none"> <li>• Research a recipe, looking for famous chefs linked to that food and choose what they would like to make.</li> <li>• Prepare ingredients hygienically using appropriate utensils, measure ingredients to the nearest gram accurately,</li> <li>• Follow a recipe, assemble or cook healthy ingredients.</li> <li>• Taste and evaluate the food, thinking of ways to improve the recipe for next time.</li> <li>• Design packaging on Purple Mash for own product.</li> </ul>
<p>PE</p>	<p>We will be covering the following topics this term.</p> <p>Spring 1</p> <ul style="list-style-type: none"> <li>• Basketball (outdoor)</li> </ul>

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	<ul style="list-style-type: none"> <li>● Gymnastics (indoor)</li> </ul> Spring 2 <ul style="list-style-type: none"> <li>● Rounders (outdoor)</li> <li>● Fitness (indoor)</li> </ul>
RE	During the Spring Term, we will be exploring Christianity, this will be broken down into five sessions, all looking at a different part of the religion: <ul style="list-style-type: none"> <li>● What do Christians believe about God, Jesus and the Holy Spirit/</li> <li>● Why do some Christians choose to go on pilgrimage and where might they go?</li> <li>● How does the Bible influence the lives of Christian people?</li> <li>● Is Easter a festival of new life or sacrifice?</li> <li>● Who do Christians say Jesus was and why might they say he was a good leader?</li> <li>● What objects make a place special for Christians? Why?</li> </ul>
MFL	Our theme in French for this term is 'L'argent de poche' (Pocket Money). We will be learning to: <ul style="list-style-type: none"> <li>● Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>● Explore patterns and sounds of language, and link the spelling, sound and meaning of words.</li> <li>● Engage in conversations, ask and answer questions, and express opinions and respond to those of others.</li> <li>● Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>● Present ideas and information orally to a range of audiences.</li> <li>● Read carefully and show understanding of words, phrases and simple writing.</li> </ul>
PSHE	In our PSHE learning we will be following the following units Spring 1 - Keeping Safe Spring 2 - Economic Wellbeing  Our RSE sessions will follow the following units; <ul style="list-style-type: none"> <li>● Spring 1 - My Relationships</li> <li>● Spring 2 - My Beliefs</li> </ul>
Online-Safety	We will cover two key questions in our E-Safety sessions this term. 'How does what I post online affect my identity?' <ul style="list-style-type: none"> <li>● We will consider how posting selfies or other images will lead others to make assumptions about them.</li> <li>● We will also reflect on the most important parts of their unique identity.</li> <li>● Finally, we will also identify ways they can post online to best reflect who they are</li> </ul> 'What makes a strong online community?' <ul style="list-style-type: none"> <li>● To start we will define what a community is, both in person and online.</li> <li>● Then we will explain how having norms helps people in a community achieve their goals.</li> </ul>

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	<ul style="list-style-type: none"><li data-bbox="507 163 1465 241">• Lastly we will create and pledge to adhere to shared norms for being in an online community.</li></ul>
	

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