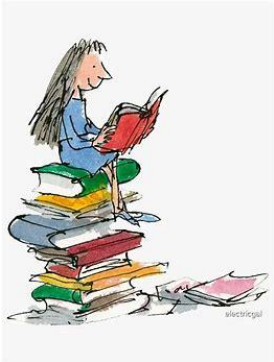
# Class 3 Learning Letter Autumn 1

Hello and welcome to Class 3! I hope that you have had an enjoyable summer and are feeling rested and raring to go this year. I look forward to getting to know you and the new class over the coming year. I have no doubt that with the excitement of being in the juniors - and the fun topics that we will be exploring - will mean this term will fly by! We will begin by traveling back in time in a wonderful history-based topic… The Dawn of Man! Take a look at some key themes below…

| | | | | |
|---|---|---|---|---|
| Matilda | Skeletons | Hockey | Ancient Egypt | Cave painting |
| Stone Age | Numbers to 1,000 | Skara Brae | Food chains/webs | Mechanisms |
| Pyramids | Settlement | Roald Dahl | Addition/Subtraction | Netball |



**Reading:**

Most children will be on the independent reading scheme as they start Year 3, but I will be hearing each child read individually over the coming weeks to ensure they are reading the most suitable "level" for their reading ability. Once onto the independent reading scheme, it is the child's responsibility to ensure they change their book and make suitable choices, although I will be monitoring these choices over the first few weeks whilst they get used to this new, exciting independence! I have put together a shelf in the classroom of books related to our learning. These are of varying levels of "difficulty" and if a child brings one home that is above/below their current reading ability, please do not worry. Take it as an opportunity to discuss, question and explore… it may even lead to some further research of their own! Other books that I would recommend are "The Boy with the Bronze Axe" which links brilliantly to our topic or if you wanted to keep to more modern-day times, the "13 Storey Treehouse" series are great fun with lots of cartoon drawings and wacky ideas and I would always recommend anything by Frank Cottrell Boyce as a read aloud story to share with lots of humour for adults and children alike!

**Homework and Spellings:**

Homework will be set on a Friday and is to be returned the following Thursday. These will consist of a short Maths or English based task. Children will have spelling journals to use at home and in school. They will have a set of words to practise and explore at home based on our learning and spelling tests will be on a Friday. Please keep these in children's book bags so that they have access to them in school and at home.

In Year 3, there is a focus on times tables, with the expectation that, by the end of the year, children are confident and fluent in the 2, 3, 4, 5, 8, 10 multiplication and division facts up to 12. Having a secure knowledge of these helps in so many aspects of mathematics and the more fluent they are in the recall of these facts, the better! We will be practicing these in class on a regular basis, and some homework tasks will be based around these, but practicing at home is incredibly valuable… you can never know your times tables well enough!

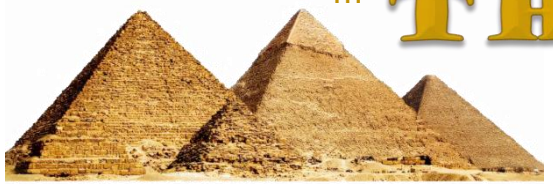
**PE:**

PE will usually be on a Monday and Tuesday, but I would appreciate it if PE kits could be in school every day (preferably left in school for the half term). If you would like to take them home over the weekend to be washed, please ensure they are brought back in on Monday. Please ensure earrings are removed on these days and that all kit is clearly named.

If you have any concerns or queries regarding anything on here or otherwise, please don't hesitate to catch me quickly on the playground or leave a note in reading records.

Miss Adams 😊

WELCOME TO YEAR 3 AND...



# THE DAWN OF MAN

## The Big Idea…

*'In the end, you always learn the most by going back to the people who were there in the beginning…'* Michael Black. In this history focussed Year 3 topic, we'll explore the development of tools and technology and understand what an impact this period of life on earth had on human development. As we become anthropologists, we will start our junior school journey through time and start to wonder and understand how our ancestors battled with this simple yet challenging era. What do we still have in common with the hunter-gatherers and the ancient Egyptians? What can we learn from them? How have they made us the people that we are today? It will be quite a journey of discovery…

## As language specialists we will…

immerse ourselves in extracts from quality texts, stories and poems that broaden our ideas and understanding of good writing techniques. Extracts from multimedia, picture books and stories, together with informative, non-fiction text will keep us immersed in a variety of genres. We will start the term by engaging ourselves in the world of Roald Dahl with our class text, Matilda! We will focus on how Dahl creates characters and see how Quentin Blake brings them to life through illustration. "Stig of the Dump" will be enjoyed as our second class text and our topic will give plenty of opportunities for us to become skilled researchers, readers and authors. We will notice, wonder and discuss what we read and write as a class to fully immerse ourselves in our writing.

## As mathematicians we will

Build on our existing knowledge of place value and the number system, comparing and ordering numbers to 1,000 and writing them in digits and words.
We will be developing formal methods for addition and subtraction as well as learning key strategies for mental calculation. Opportunities to solve problems and reason will allow us to select and practise strategies. We will regularly rehearse multiplication and division facts for the 3, 4 and 8 times tables by counting in intervals and becoming familiar with games and strategies to learn these important facts.

## As historians

We will track the development of the early civilisations using a timeline to map key historical features and understand changes in Britain from the Stone Age to the Iron Age and compare this to life in Ancient Egypt. We will explore the ancient mystery of Stonehenge and the evidence of Skara Brae and uncover the great pyramids of Egypt. Through fact and fiction, we will open up debate about these fascinating periods of national history.

*'to develop a chronologically secure knowledge and understanding of British, local and world history… They should note connections, contrasts and trends and develop the appropriate use of historical terms. They should address and devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.'*

## Across the curriculum

**As musicians**

We will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music. Linking to our topic we will explore tuned and untuned instruments.

**As expressive artists and designers**

We will explore and recreate the wonderful illustrations of Quentin Blake, marvel at the famous cave paintings of Lascaux, France as well as the historical artwork of Ancient Egypt and go back to basics with exploring different techniques for familiar materials and resources. We will think like Ancient Egyptians and design and make mechanisms for carrying water.

**As computer specialists**

We will create internet safety guidelines for our Ancient Egyptian Time-Traveller…who may need some advice on interacting with the more high-tech tools of our more advanced society.

**As philosophers and theologians**

We will learn how Christian's beliefs about God, Jesus and the world has an impact on their lives.

**As fitness experts**

We will work on our hockey and netball skills, learn some of the key rules and play competitively in teams.

## As scientists

We will explore how humans and animals are able to move using our muscles and skeletons. We will notice and wonder how our skeletons grow as we grow to protect and move. We will group animals according to what they eat and what nutrition they need to survive.

*Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*

## As geographers

We will consider 'settlement' as we investigate aspects of human and physical geography relating to Stone Age Britain and Ancient Egypt, understanding how and why natural resources shaped early land use. Looking specifically at the settlement of Skara Brae and the great pyramids, we will compare how early civilizations made use of the land. We will use maps and digital information to find key locations and understand how geographical features came into existence.

*'human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*
*Geographical skills and fieldwork*
*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.'*

## Knowledge of the World

Were there humans before the Stone Age? How have historical artefacts and primary sources opened up our knowledge and understanding?

## Citizenship

What would it be like to live in the simplicity of a Stone Age world? What would it be like to live in Ancient Egypt amongst the pyramids? What is civilisation…and are we truly civilised today?

## Ambitious thinking

Anthropologists and archaeologists are both careers that can open up the world of early life on earth. How do they add value and offer something useful to our 21st century lives?