



Harvington C.E. (Controlled) First & Nursery School

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Headteacher –Mr T Holdstock

'Together we love, learn and grow'

Dear Parents and Carers,

Please find the information for Year 3 for Autumn Term 1.

Class Teacher: Mrs Elaaoudi-Aitsy (Monday to Thursday) Mrs Manns (Fridays)	Teaching Assistants: Miss Boyle (mornings) Mrs Sale (mornings)	PTFA Rep: Mrs Taylor and Mrs Clarke	
Theme title: What impact did the Ancient Egyptians have on the wider world?	End Product: Egyptian workshop	Planned Trips/Visitors: Birmingham Museum and Art Gallery – Thursday 1 st October 2026	Homework: Reading and times tables is recommended at least four times a week and Spellings should be practiced regularly for tests on Fridays.
PE: Dance and Yoga (Thursdays and Fridays)	RE: What do Christians learn from the Creation stories?	Computing: Email and Online Safety	Parent Share Sessions: Date and time TBC via class dojo

Core Knowledge for Autumn 1

<u>PSHE-Being Me in My World</u> • I can identify positive things about myself and set personal goals. • I know how to make someone else feel welcome and valued. • I can face new challenges positively, make responsible choices and ask for help when I need it. • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions. • I understand why rules are needed and how they relate to rights and responsibilities. • I can work cooperatively in a group. • I understand my actions affect others and try to see things from their points of view.	<u>Music-Ballads</u> • To name the key features of a ballad, use musical vocabulary to describe the features of a ballad, learn the lyrics of a song and use actions to help me remember it and to follow the tune of a ballad. • To remember the lyrics and tune of a new song, to perform a song with actions and understand what a ballad is to sing in that style. • To plan a musical structure inspired by a story, to write sentences to accompany a storyline and summarise a story. • To creative lyrics that match a melody and contribute and rhyme lyrics. • To show awareness of style, structure and features to perform a ballad.	<u>Science-Movement and Nutrition</u> • To know that animals can be grouped based on the presence of a skeleton. • To know that the skeleton in humans and some animals is used for movement, protection and support. • To know that the muscular system in humans and some animals works with the skeleton for movement. • To know the main bones in the body. • To know that animals, including humans, need the right types and amount of nutrition. • To understand that humans cannot make their own food and therefore eat to get the nutrition needed. • To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions. • To know that a balanced diet should include all food groups. • To describe the diets of different animals.	<u>Design Technology- Cross Stich and Applique- Egyptian Collar</u> <u>Key Skills</u> • Designing and making a template for an Egyptian collar and applying individual design criteria. • Following their design criteria to create an Egyptian collar. • Selecting and cutting fabrics with ease using fabric scissors. • Threading needles with greater independence. • Tying knots with greater independence. • Sewing cross stitch to decorate or join fabric. • Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors. • Evaluating an end product.
<u>History: What impact did the Ancient Egyptians have on the wider world?</u> <u>Key Knowledge</u> • Know what a civilisation is • Know what BC means on a timeline • Know when the Egyptian era was and key events within its history • Know that they were the first civilisation to create a government to rule and entire nation. • Begin to understand the hierarchy within the Egyptian society • The ruler of the nation was called a Pharaoh • To understand that the pyramids were built for Pharaohs and why this was important • Know the impact on the wider world in areas such as architecture, medicine, maths and writing	<u>Chronological Knowledge</u> 7500 BC – The first Egyptian settlers 3000 BC – The first Egyptian government was created and rules the whole nation 1332 BC – King Tutankhamen became king at age 9 51BC – Cleopatra VII’s reign begins-she was the last pharaoh of Egypt November 1922-Howard Carter discovered the tomb of Tutankhamen Key Vocabulary: century, decade, BC, AD, chronological order, archaeologists, afterlife, hierarchy, hieroglyphics, pyramid, ritual, Rosetta Stone, sphinx, tomb, Valley of the Kings, Tutankhamun, Egypt, Howard Carter, evidence, artefact, primary source. secondary source, accuracy		

<u>Spelling</u>	<u>English</u>	<u>Maths</u>
<u>Spelling focus:</u> • Common exception words • Adding the endings -ing, -ed to words of one syllable ending where no change is needed to the root word • The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> • The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> (to root words ending in -y) • The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words • The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words <u>Mastery focus:</u> • Word list – years 3 and 4 • Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*) • Adding -ing, -ed to a root word ending in y (Y2*) • Adding -ing, -ed to words ending in e (Y2*) • Adding suffixes beginning with vowel letters to words of more than one syllable • Adding suffixes beginning with vowel letters to words of more than one syllable • The suffix <i>-ly</i> (added straight on to most root words and root word ending in -y with a consonant letter before it) • The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)	<u>Spoken language:</u> • Ask relevant questions • Build vocabulary • Articulate and justify answers • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints. <u>Reading comprehension:</u> • Draw inferences (characters feelings, thoughts and motives) from their actions • Use dictionaries to check the meanings of words • Predict from details stated and implied • Ask questions to improve understanding of a text • Discuss words and phrases that capture the reader's interest and imagination • Check text make sense. <u>Writing composition:</u> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear • Assess the effectiveness of writing	<u>Number and Place Value</u> • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • Compare and order numbers up to 1,000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1,000 in numerals and in words • Solve number problems and practical problems involving these ideas <u>Addition and Subtraction</u> Add and subtract numbers mentally, including: • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction <u>Geometry-shape</u> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Recognise angles as a property of shape or a description of a turn • Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines