



YEAR 3

Growing and Succeeding Together

SUMMER 1



We know
active,
healthy
children
achieve
more.



real PE

Just a reminder that **PE** is on Monday and Friday. Please remember to send children with their **water bottles** and their **PE kit** to **get changed into at school**.

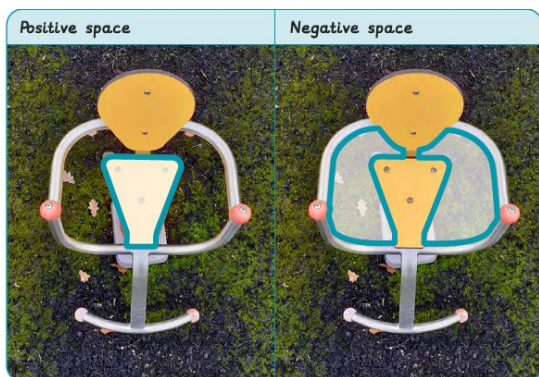
This half term we are focussing on the **physical cog**. In this unit, the children will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.

Art

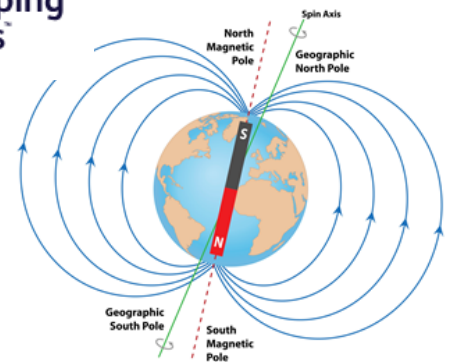
In the final week of term we will complete some art sessions. Our focus is sculptures.

Sculpture & 3D: Abstract shape

This unit focuses on teaching pupils how to transform 2D card shapes into three-dimensional structures and sculptures. Pupils explore abstract shapes and space, develop skills in constructing 3D objects, and understand the difference between 2D and 3D art.



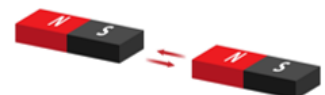
Please make sure your child is bringing their home school reading book into school **every day**. They also need to be recording in their diary when they **read at home** as these are checked in school.



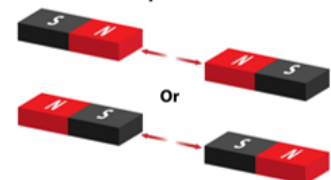
In this unit we will compare how things move on different surfaces; notice that some forces need contact between 2 objects, but magnetic forces can act at a distance; and observe how magnets attract or repel each other and attract some materials and not others. Children learn how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having 2 poles and they learn how to predict whether 2 magnets will attract or repel each other, depending on which poles

Magnetic Forces

Attraction



Repulsion



Unit outcomes

Pupils who are secure will be able to:

- ✓ Identify the ancient civilisations and key periods in ancient Egypt.
- ✓ Describe the physical features of Egypt.
- ✓ Explain the Egyptian creation story.
- ✓ Identify the characteristics of important gods or goddesses.
- ✓ Explain why the pyramids were built.
- ✓ Identify the stages and challenges of building a pyramid.
- ✓ Explain the links between ancient Egyptian beliefs and mummification.
- ✓ Name sources that can be used to find out about ancient Egyptian beliefs.
- ✓ Explain some Egyptian beliefs about the afterlife.



Relationships



RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> What jobs do I / mummy / daddy do around the house? What makes a good friend? Can you tell me about a time when you were really good at sharing / taking turns / listening? How can you stay safe online? What should our rules be? What would you do if you saw or heard something online that made you feel worried? What rights do children have? How could we use the Solve-it-together technique at home?

I will learn about...

- The roles and responsibilities of each member of my family
- The skills of friendship
- Different strategies for keeping myself safe online
- How the actions and work of people around the world help and influence my life
- How my needs and rights are shared by children around the world
- How to express appreciation to family and friends



I will explore...



- How taking responsibility makes me feel
- How to negotiate in conflict situations to find a win-win solution
- How to keep myself safe online and who to ask for help from if I am worried
- How we feel and talk about children whose lives are different to our own

Look out for the school newsletters or on the website for any other dates and information.