



# Welcome to Skylarks Class

2025 / 2026

Teacher: Mr Charman

Teaching Assistants: Miss Gillam

Miss Travers

# The Year Ahead...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	School Vision	Respect	Perseverance	Aspiration	Faith	Love
	<b>Pharaohs and Pyramids</b>	<b>Gunpowder Plot</b>	<b>Mountains</b>	<b>Volcanoes</b>	<b>Rivers</b>	<b>Groovy Greeks</b>
	History: Ancient Egypt	History: Significant event beyond living memory	Geography: Comparative study – Snowdon, Ben Nevis and Everest, Atlas	Geography: Locational and place knowledge, human and physical geography	Geography: Local study – physical geography, map skills and fieldwork	History: Ancient Greece

- Information about school trips, any visitors and additional events will follow nearer the time.

### Literacy

Opening the year we shall be looking at **diaries** (which are *recounts*); as well as examples of **character descriptions** and **descriptions of settings**. As well as reading and studying good examples, we shall be writing our own diaries culminating in our own fictionalised diary account of the discovery of a Pharaoh's tomb. We will be using a variety of texts with the setting as Egypt, to support the teaching of reading.

### Values

The first weeks in a new year group will begin with the children agreeing the expectations we have of each other so we can learn and develop harmoniously. This will involve revisiting the school's values and creating the class charter.

### Art

We start the year by using a variety of media such as pencil, pastel and wax to enhance our drawing skills. We will learn to use shape, line and tone to represent objects (still life drawing).

### French

Children will learn French including *greetings*, *classroom instructions* and *numbers 0-20*. The emphasis is on conversational French.

### P.E. / Games

Outdoor P.E. is focused on Invasion Games such as netball, rugby and the like. In the hall we begin with gymnastics

### R.E.

Hinduism with its *beliefs* that contrast with Christianity, will promote discussion and thought about what the children themselves think.

### Mathematics

Number: place value  
Addition & Subtraction  
Multiplication & Division  
We will begin by reviewing children's *knowledge* from Year Two, before extending that knowledge by teaching the children to apply their *skills* to larger numbers in a wide variety of contexts. Being able to apply what you know is what makes maths *useful*!

### History and Geography

The fascinating, colourful and exotic world of ancient Egypt is the topic for the term. The growth of the culture was due to the dependence on the River Nile leading to the geography of and the history of the people being interlinked. We will analyse historical evidence and ancient and modern maps to prompt enquiry and draw our own conclusions about Egypt then and now.

### Computing/ICT

Word-processing  
Creating power-points  
Use a computer to search for (topic) information.  
Programming (Scratch Jnr)  
One hour a week in the ICT suite.

### Science

The theme is animals (including humans). Children will be expected to put *forward their* own ideas about how to find the answers to questions. We will learn to recognise the need to collect data to answer questions; carry out a *fair test* with support; recognise with help, that scientific ideas are based on evidence.



# Ancient Egyptians

Knowledge organisers will be sent home for each topic  
 Explain key information, important dates and events and key vocabulary

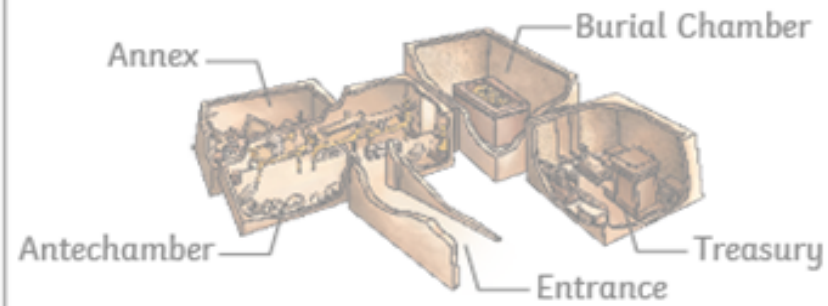
Useful overview of what children will learn during the topic  
 Will be used in school to support learning

Ancient Egypt		Year 3 Autumn Term (1 <sup>st</sup> half) Knowledge Organiser – Pharaohs and Pyramids		LKS2
<b>Key Vocabulary</b>				
<b>BC</b>	Used to show that a date is before the year 0. This is counted backwards, so 200 <b>BC</b> is before 100 <b>BC</b> .			
<b>AD</b>	Used to show that a date is after the year 0. This is counted forwards, so <b>AD</b> 100 is before <b>AD</b> 200.			
<b>irrigation</b>	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.			
<b>silt</b>	Fine particles of soil, clay or sand carried and left by water.			
<b>hieroglyphics</b>	A system of writing that used pictures and symbols ( <b>hieroglyphs</b> ) instead of letters.			
<b>cartouche</b>	An oval shape in which the names of kings and queens were often written in <b>hieroglyphics</b> to show that they were special.			
<b>pharaoh</b>	A ruler of ancient Egypt.			
<b>Timeline</b>				
<b>Writing</b>				
<p>Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.</p> <p>Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.</p> <p>The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.</p> <p>Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.</p>				
<b>The Nile</b>				
<p>The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black <b>silt</b> that enriched the soil for growing crops. The river was also used to <b>irrigate</b> fields in other areas.</p>				

### Key Vocabulary

<b>Ra</b>	Sun god, lord of the gods. Sailed his boat through the sky during the day and through the underworld at night.
<b>Amun</b>	Created all things. Usually invisible unless mixed with another god, e.g. as <b>Amun-Ra</b> .
<b>Horus</b>	God of the sky. <b>Pharaohs</b> were believed to be a god-like, living version of <b>Horus</b> .
<b>Thoth</b>	God of wisdom. Believed to have invented <b>hieroglyphics</b> and to keep a record of all knowledge.
<b>Ma'at</b>	Goddess of truth. <b>Pharaohs</b> promised to follow <b>Ma'at</b> and be fair and honest.
<b>Isis</b>	Queen of the goddesses.
<b>Osiris</b>	God of the dead.
<b>Hathor</b>	Goddess of love, music and dance.
<b>Anubis</b>	God of mummification. Weighed the hearts of the dead against <b>Ma'at's</b> feather. If your heart was lighter, you would live forever.
<b>Sekhmet</b>	Goddess of war, fire and medicine.

### Tutankhamun's Tomb



Tutankhamun's death mask

### Embalming and Mummification

1. Wash the body.
2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust.
3. Remove all internal organs except the heart. Put them into canopic jars.
4. Cover the body in natron salt and leave it to dry for 40 days.
5. Remove the natron salt and pack the body with straw, dried grass or linen.
6. Apply makeup and fake eyes.
7. Wrap the body in linen fabric, adding amulets and a Book of the Dead.
8. Place the mummy in a sarcophagus (decorated coffin).



canopic jars

### Tutankhamun Facts

- Born: around 1342 **BC**
- Died: around 1323 **BC**
- **Pharaoh** from approx. 1333 **BC** to 1323 **BC**
- Known as the 'boy king' as he became **pharaoh** aged only 9
- Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922
- Tomb contained over 3000 treasures
- Historians believe Tutankhamun died suddenly as the tomb was finished hastily.

# Weekly Timetable

<b>M o n d a y</b>	8:35 MTC, Spelling & handwriting	9:00 – 9:30 Guided Reading 	09:30-10:30 English/writing 	10:30 -10:45 Fruit/Story	11:00-12:00 Maths 	1-1:15 Number Fluency	Topic (History / Geography) 	2:40 Collective Worship 3:05 home time
<b>Tu es d a y</b>	8:35 MTC, Spelling & handwriting	9:00 – 9:30 Guided Reading 	09:30-10:30 English/writing 	10:30 -10:45 Fruit /Story	11:00-12:00 Maths 	1-1:15 Number Fluency	PE  MFL 	2:40 Collective Worship 3:05 home time
<b>We d n e s d a y</b>	8:35 MTC, Spelling & handwriting	9:00 – 9:30 Guided Reading 	09:30-10:30 English/writing 	10:30 -10:45 Fruit /Story	11:00-12:00 Maths 	1-1:15 Number Fluency	Science 	2:40 Collective Worship 3:05 home time
<b>Th u r s d a y</b>	8:35 MTC, Spelling & handwriting	9:00 – 10:30 School  Forest		10:30 -10:45 Fruit /Story	11:00-12:00 Maths 	1-1:15 Number Fluency	Art 	2:40 Collective Worship 3:05 home time
<b>Fri d a y</b>	8:35 MTC, Spelling & handwriting	9:00 – 9:30 Guided Reading 	09:30-10:30 English/writing 	10:30 -10:45 Fruit /Story	11:00-12:00 PSHCE	Computing /  PE (Sports Coach)	 PE (Sports Coach) / Computing	2:40 Celebration Assembly 3:05 home time

# Statutory Assessments

EYFS government baseline assessment

Phonic screening test (Year 1)

Phonic screening test retake (Year 2)

Multiplication Test Check: MTC (Year 4)

Teachers will assess pupils in all year groups at regular intervals throughout the year and your child's progress will be shared with you in parent teacher consultations (usually October and February) and in the final annual written report (July).

# Spelling Expectations

## Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

# Uniform

- Our school uniform colour is a combination of **royal blue and grey**. Most items can be bought from High Street shops. Items marked with a \* below, some of which have the school logo on, are sold in AF Joy, North Street, Wareham
- We also sell pre-loved items through Uniformd (online)

## Main Uniform

- Grey skirt, pinafore dress, shorts/trousers or blue gingham dress/playsuit
- Royal blue sweatshirt or cardigan with school logo \*
- Royal blue polo T-shirt with school logo\*
- Plain white, black or grey socks
- Plain grey tights
- Plain black, flat, school shoes that can be polished (not boots)
- Book bag\*

## P.E. Kit

- Navy/black shorts; leggings/joggers
- Royal blue crew neck T-Shirt with school logo\*
- Trainers
- Plain sports jumper/hoody if you would like (not essential)

For health and safety reasons we do not allow children to wear jewellery. The exceptions to this rule are earring studs in pierced ears, watches and small objects of religious significance. Children are required to remove any items during PE lessons to prevent them from causing injury. Alternatively, children can use suitable tape to cover studs.

Hair bands, ribbons/bows or 'scrunchies' should be plain and should not have large decorative items attached.

Make up and nail varnish should not be worn to school.

Extreme hairstyles are not appropriate for school. The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed.

# Equipment

- Children should bring in a named water bottle every day. They can bring in a separate lunch drink (e.g. squash) as well if they would like to.
- Children should bring in their reading book and reading record every day
- EYFS and KS1 will be provided with a free fruit/vegetable snack
- KS2 should bring in their own fruit/vegetable snack

# Forest School

- Forest School Day is Thursday
- Expectations for Forest School:
  - Wear PE kit underneath outdoor clothes/waterproofs
  - Bring separate wet weather puddlesuit/waterproofs and wellies/walking boots

# Positive Learning Behaviour



Trackit Lights

- Children are awarded Trackit lights throughout the school day (both in and out of lessons).
- Green Trackits are awarded for displaying our school values and positive learning behaviour.
- If a child does not respond to a warning, they may receive an amber Trackit and red Trackits are then given for a significant disruptive action.
- Parents/carers will be informed if staff are concerned about the learning behaviour of a child and they will work together to complete a Support Plan

# Positive Relationships

- Weekly Celebration assembly takes place with certificates for reading, Learner Awards, Values Awards, Lunchtime Awards and 'Best Seat in the House' hot chocolate treat!
- School responsibilities (School Council, Prefects, Reading Buddies, Eco-Warriors)
- At morning break, key stage 1 and key stage 2 are separate.



# Home Learning

Expectations for \*\*:

- [?] daily reading to be recorded in child's Reading Record at least 3 times a week (checked regularly)
- [?] weekly spellings to practice (tested each Friday)
- [?] online maths activities (TT Rockstars, Mathsframe Multiplication Check)
- [?] weekly written/English, topic or maths tasks (due Wednesdays\*\*)



# Reading at Home

- Encouraging children to read for pleasure is one of the most important things that parents/carers can do to help improve life chances!
- Children should be reading (and listening to books read to them) daily.
- Reading record needs to be completed and signed at least 3 times a week. Teachers will check weekly and Track-it lights will be awarded.
- Awards for completing stages of Reading Challenge.



# Reading Challenge

- The aim of the reading challenge is to encourage children to read widely and for pleasure
- Tick a SCHOOL BOOK box each day a child reads the colour-banded book for at least 20 minutes
- Other books (including the Free Choice books from school) can count towards the FICTION and NON-FICTION boxes of the reading challenge

Wool CE Primary School . . .

## READING SUPERSTAR CHALLENGE

**KS2 Instructions**

Welcome to the ultimate reading challenge!

This challenge will help you become a more confident reader by rewarding you for all the reading you do at home, and by motivating you to read widely and often! You will receive rewards along the way, and when you complete your 50 reads, you will be able to choose a book from Mrs Griffith's special bookcase!

Every time you finish a chapter of a book at home, tick the corresponding square on the grid, and ask your adult to initial and date it. Your teacher will be able to see your progress and will make sure you get your rewards!

If you are reading a colour banded book from school, you should read at least some of this aloud to an adult – remember to read with expression! For the other reads, you can read silently to yourself, aloud to an adult or you might even like to take turns reading aloud.

You can complete the reads in any order you like, but try to read the colour banded books from school as often as you can. There's no time limit – you can go at your own pace and will still be rewarded.

1 school book	2 school book	3 school book	4 school book	5 school book	6 school book	7 school book
8 school book	9 school book	10 school book	11 school book	12 school book	13 school book	14 school book
15 school book	16 school book	17 school book	18 school book	19 school book	20 school book	21 school book
22 school book	23 school book	24 school book	25 school book	26 fiction	27 fiction	28 fiction
29 fiction	30 fiction	31 fiction	32 fiction	33 fiction	34 fiction	35 fiction
36 non-fiction	37 non-fiction	38 non-fiction	39 non-fiction	40 non-fiction	41 other	42 other
43 other	44 other	45 other	46 other	47 other	48 other	49 other

**Reading Rewards:**  
10 reads = certificate and bookmark  
25 reads = certificate and pencil  
50 reads = certificate and your choice of book from Mrs Griffith's bookcase

**50!**

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# What To Do If You Have A Concern/Question

The class teacher will be stood at the doorway to greet children every morning and will also show them out every afternoon. This is a great time to ask quick questions if needed.

If you have a more specific concern or question, please email: [Wool.Office@coastalpartnership.co.uk](mailto:Wool.Office@coastalpartnership.co.uk) where Mrs Robinson/Mrs Woolley will forward your query to the teacher.

Staff are happy to arrange phone calls and meetings if needed, at a mutually convenient time.

Parent Teacher consultations will take place this half term.



Thank You  
FOR YOUR  
SUPPORT

Any Questions?



