



**Year Three
Curriculum booklet
2021-22**

To quote Aristotle, 'Give me a child until seven and I will show you the man.' Within the Lower School we have high expectations of the children and value academic rigour. However, we recognise the absolute essential nature of curiosity, sense of wonder and magic within the curriculum. We hope to inspire self-motivated children with a real thirst for knowledge. Our Year Three pupils have an exciting, creative curriculum. Our curriculum is planned to suit the needs of each individual using a cross-curricular approach to learning. This level of creativity is what wills the children to do their very best every day and enthuses them to the point where learning goes beyond the school gates. No task is without purpose, and each string of the National Curriculum is cleverly interwoven into topics that provide the breadth to teach a range of subjects in an engaging way.

Year Three is the final year our boys spend in the Lower School, which is important for many reasons. Whilst the boys will continue to receive all the support and nurturing they need, it will also be an important transitional year before entering the Upper School. Focus will be placed on being independent, as well as taking on more responsibility for both their actions and their belongings. As the top of the Lower School, boys in Year Three will also need to remember that they should be positive roles models to the younger boys, always modelling the behaviour expected of boys at Horris Hill.

English

English focuses on developing each child's ability to understand and use language as an integral part of learning in all areas. This enables them to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through Talking and Listening, and Reading and Writing) using a variety of skills and media. Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore key to learning, enjoyment and personal growth.



Fine Motor group

This is a short, quick-paced session where the children work on their fine motor control, their pencil grip and their handwriting. The children complete hands-on activities which focus on motor skill development by improving the muscles in the fingers and hands, strengthening hand grip, and developing wrist movement to aid writing.



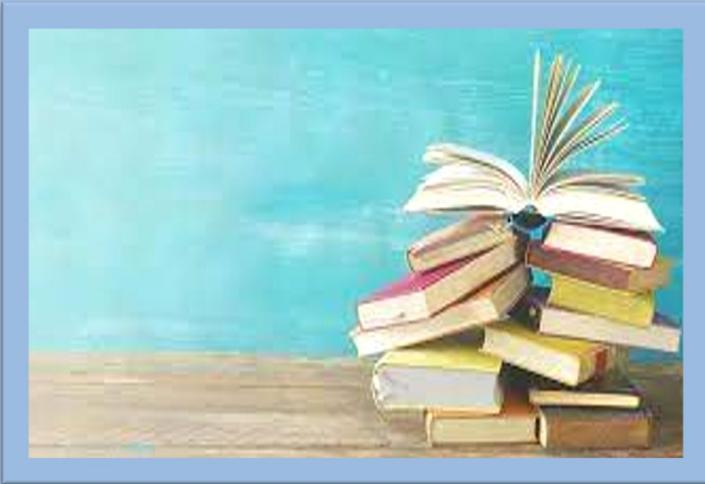
English

English lessons aim to instil all our pupils with a love of reading and writing. In these lessons we provide activities and learning experiences where they can absorb a rich variety of language, expressing themselves creatively and imaginatively through all media - stories, poetry, drama, action songs and non-fiction.



Drama with Miss Anderson

The boys have a weekly drama lesson in our beautiful theatre. Drama and public speaking is a way of promoting confidence and self expression. The boys learn not only the art of performance but also have the opportunity to create scenery and props for their plays.



Reading

Reading is an enormously important part of our English curriculum. It is such a huge tool to success and can be such a positive aid to many areas of learning. For this reason, reading will be present in many areas of our school day, including:

- All boys having their own reading book, which they will have the opportunity to change regularly.
- All boys will be listened to read at least 2x per week.
- We will have a class reader related to our current topic. However, we will also look at a variety of different texts and genres in our lessons.
- Boys will be encouraged to read aloud wherever possible during lessons.
- We will have story time at the end of each day.
- Boys will also be encouraged to read independently and to an adult at home.

It is important for children to realise that reading is important and valued no matter how old you are! To promote this, I will regularly read to the boys and talk to them about my favourite authors and genres. I will suggest age-appropriate books to read for pleasure and will encourage positive mindsets towards independent reading.

abcdefghijklmnopqrstuvwxyz

Pen licence

Handwriting will be an important part of our English curriculum, with the aim for boys to have achieved their pen licence by the time they leave Year Three. This will mean they can join the Upper School able to use a pen in all subjects (except Maths, of course!). In order to achieve this, one of our morning activities will be take the form of fun handwriting activities, as well as additional practice and support during lessons. Where necessary, extra provision may be put in place to help those finding handwriting more challenging.

Mathematics

Mathematics is the development and application of mathematics across the curriculum and in real-life situations. Numeracy skills help pupils to make informed and responsible choices and decisions throughout their lives. Mathematics and Numeracy includes Processes in Mathematics, Number, Measures, Shape and Space and Handling Data. Pupils engage in a wide range of purposeful activities that involve them in different modes of mathematical learning. These include playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.



Mathematics

Mathematics teaches children how to make sense of the world around them by developing their abilities to reason with numbers, calculate and solve problems. We encourage each child's enjoyment of this subject by allowing time for investigation and exploration and by demonstrating its role in our everyday lives. Lessons regularly include mental arithmetic, practical work, playing mathematical games, using mathematical computer games, programs or websites, as well as informal and formal written work.

In Maths, we will follow the Galore Park Year Three Maths scheme of work, with additional support or extension where needed. This mirrors what will be used in the Upper School and, therefore, enables the boys to get to grips with this scheme early on. This means there is one less change to take on board when they transition into the Upper School. We will, of course, continue to use practical resources to aid our learning, as well as pictorial and written methods when appropriate.

Topic lessons

The title 'topic' is an umbrella title for Science, History, Art, ICT, DT and Geography. We cover topic objectives by adopting a 'creative curriculum' approach.

A creative curriculum approach encourages:

Skills development: embedding learning and curriculum skills that children will need in later life.

Cross-curricular links that encourage creativity: establishing links that require children to use their learning and skills imaginatively within applied contexts.

Meeting children's needs and interests: an inclusive approach in which children are able to receive appropriate challenge and bespoke extension work.

Every term, we talk to the children to find out what their interests are and what they want to learn. Then the teachers build the curriculum around the children's interests, meaning no two Lower School terms are ever the same. Children will not be taught an 'off the shelf' lesson that is rolled out year after year, ignoring the children's interests.



Topic

Autumn 2021 – Ancient Egypt

Spring 2022 – Fantastic Beasts

Summer 2022 – Looking After Our World

Topic will take on a variety of forms but will cover all the essentials for Geography, History, Science and Art. Boys will be expected to be inquisitive learners and our work will be enquiry based – finding answers to our questions! I want boys to take a hands-on approach to these sessions and to be able to really get stuck in.

Music with Mrs Barlow

The value of music in the KS2 lies in its contribution to enjoyment and enrichment, for its social benefits. High quality music education enables lifelong participation in, and enjoyment of music. Music is a twice weekly fun session where children are provided with opportunities to explore music, using a variety of songs and some musical instruments.

Theology, philosophy and religion with Mrs U

In Y3 the TPR curriculum will be delivered though a circle time format. Boys are introduced to the different main world religions and discover similarities and differences between them. The RE curriculum helps prepare children to become global citizens as to study religion is to delve into how religion interacts with all of these facets of our world.



French with Mrs Moss

Studying a language fosters children's curiosity and deepens their understanding of the world, opening them up to other cultures. Our aim is to give children the self-confidence to communicate naturally and spontaneously in French, whilst showing them that learning a foreign language can be fun. We build further on the speaking skills acquired in Year 2 and introduce written French, focusing on practical communication.



Wild Child Charter

We encourage children to explore their environment in order to develop healthy bodies and minds, encourage social skills, improve motivation and concentration and develop a respect for the natural world. The natural environment is used to stimulate imagination, creativity and investigation. They will learn to work independently and also in groups. This offers the children the opportunity to take risks, take care and take responsibility whilst having fun.



PE with the Upper School

A new addition to the school day for boys when they enter Year Three is Games! This takes place during the afternoon and is a chance for Year Three to have additional coaching in our three major sports (football, rugby, cricket), as well as a variety of minor sports too. As the only year group in the Lower School to take part in Games, Year Three will be grouped with Year Four (and sometimes Year Five) during these sessions. This means they will still have the opportunity to see boys they have been friends with previously, who have moved into the Upper School.



Chimp Tea Party

The children take part in circle time based on Steve Peter's Chimp Paradox where they discuss a range of different issues from making friendships, resolving arguments, feeling good about themselves, special people in their lives and managing and identifying feelings. The Circle times link to the Show Me Five rules. We also have a weekly class forum where we discuss the learning of the week and reflect on it.

Assemblies

On Monday we have Headmaster's assembly which sets the tone for the week. On Tuesdays we have a department assembly that links to the circle time curriculum. On Thursdays we join the Upper School in the chapel and on Friday we have Huzzah assembly which celebrates children who have followed the Show Me Five rules and achieved academically or made marked progress throughout the week.