



Wellington
PREP SCHOOL

Year 3

Curriculum Planning

Enclosed you will find a brief summary of the Year's curriculum planning for your child.

We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

ENGLISH

Autumn Term

Reading

- Individual reading with class teacher or Teaching Assistant
- Regular 'quiet reading' sessions when children read a book of their choice
- Weekly visits to the School Library
- Ongoing homework; to read regularly at home
- Three RWi sessions a week, taught in a small group. When the children can confidently apply their phonic knowledge, they will progress to "Get Writing" or "Get Spelling"

Comprehension

- Various activities linked to guided reading and texts used in writing
- Listening to and sharing a 'class' story

Spoken Language

- Presentation of "All about Me" bag
- Presentation of work
- Presentation of topic work
- Weekly 'Time to Talk' sessions

Writing / Transcription

- Stories with familiar settings
- Greek Myths
- Descriptive writing
- Newspaper reports
- Storyboards
- Character profiles
- Recount of events
- Writing Retreat events.
- Writing inspired by a Christmas Story

Spelling

- Weekly spellings exploring different graphemes used to represent a single phoneme, e.g. igh, ie, i_e, y. Introduced during weekly phonics sessions, practised as homework, tested weekly
- High frequency words individually targeted and added to weekly spelling list

Handwriting

- Practice linked to a progressive cursive scheme of work
- Vocabulary, Grammar and Punctuation
- Adjectives, verbs, nouns, pronouns, adverbs, prepositions
- Past tense verb endings and irregular past tenses
- Apostrophes for omission
- Commas, speech marks, question marks and exclamation marks
- Writing in the first person

Spring Term

Reading

- Weekly group reading session with teacher or TA. Frequent reading in class with the class teacher or TA. Regular 'quiet reading' sessions when children read individually from their library or guided reading book. Ongoing homework; to read regularly at home

Spelling

- Weekly differentiated spellings exploring spelling patterns: suffixes, prefixes and high frequency words
- High frequency words individually targeted practiced daily during registration, tested weekly

Handwriting

- Practiced weekly in conjunction with high frequency words and joining patterns
- Following the school script to create a fully cursive style

Writing and Comprehension

- Riddles and word play, information texts, poetry and stories from other cultures.
- Grammar focuses include imperative verbs, time connectives, similes, direct speech and conjunctions

Spoken Language

- Weekly opportunities to discuss topical subjects, share ideas and gain confidence in using language in a greater variety of situations, for a variety of audiences and purposes
- Drama production- "Revolting Rhymes"

Summer Term

Reading

- Individual reading up to three times per week with class teacher or LSA. Weekly group reading session with teacher or LSA. Regular 'quiet reading' sessions when children read individually from their library or guided reading book. Ongoing homework; to read regularly at home

Spelling

- Weekly differentiated spellings exploring spelling patterns: continued development of suffixes and suffixes with exception rules. The hard and soft 'ch' e.g. chemist and machine. Words with the 's' sound spelt 'sc.' Revision of high frequency words

Handwriting

- Weekly lessons following the school script to create a fully cursive style. Developing consistency in spacing and layout, progressing to the use of handwriting pens where appropriate
- Spoken Language
- Weekly 'time to talk' opportunities focusing on philosophical questions, topical issues and performance poetry

Writing and Comprehension

- Composition tasks will include a variety of genres such as: non-chronological reports, book reviews and persuasive writing. Pupils will focus on drafting, editing, proof reading evaluating and rewriting
- Grammar focuses include: the use of the possessive apostrophe in words with regular plurals e.g. girls' and boys' as well as irregular plurals e.g. children's. Revision of adverbs and how to use fronted adverbials. Continued development of direct speech and relevant punctuation. Use of the present perfect form of verbs instead of the simple past

MATHEMATICS

The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a 'spiral' curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts.

Autumn Term

Number and Place Value

- Weekly times tables test and daily oral, mental mathematics
- Numbers to 1000
- Counting in hundreds, fifties, tens and ones
- Number patterns
- Counting in 4s, 5s and 8s
- Comparing and ordering numbers

Addition and subtraction

- 3-digit numbers with hundreds, tens or ones.
- Developing 'number sense' as an aid to addition and subtraction
- Column addition of three-digit numbers
- Decomposition subtraction
- An introduction to Bar Modelling for addition

Multiplication and Division

- Multiplying and dividing by 3, 4 and 8.
- Word problems
- Generalising from problem solving

Measurement: Length

- Writing length in metres and centimetres
- Writing length in kilometres and metres
- Comparing length
- Solving word problems

Spring Term

- Length – Writing length in kilometres, metres and centimetres
- Comparing length
- Solving word problems
- Mass – Reading weighing scales in grams and kilograms
- Solving mass related word problems
- Using multiplication and division to solve word problems related to mass
- Volume- Measuring and writing volume in millilitres and litres
- Capacity – Measuring and writing capacity in millilitres and litres
- Money – naming amounts of money, calculating change and solving word problems
- Time - measuring time in hours and minutes, using analogue and digital clocks and changing minutes into seconds
- Picture and bar graphs – reading and drawing

Summer Term

Every day we practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of +, −, x, ÷) In addition, we cover a range of topics, which are revisited in increasing depth, over the course of the year.

Times tables are tested weekly.

1st Half Term

- Time. Telling the time to 1-minute intervals using digital and analogue clocks. Reading Roman numerals. Measuring and comparing time in hours, minutes and seconds
- Pictures graphs and bar graphs
- Angles – Making angles. Finding and comparing angles in shapes. Turns and rotation

2nd Half Term

- Angles – Making angles. Finding and comparing angles in shapes. Turns and rotation.
- Fractions – Counting in tenths. Adding and subtracting fractions. Finding equivalent fractions. Sharing more than 1. Solving word problems with fractions
- Lines and shapes – Identifying perpendicular, vertical and horizontal lines. Describing and drawing two-dimensional shapes. Making and describing three-dimensional shapes
- Perimeter of shapes
- All of the above programmes of study are taught within a spiral, mastery and problem-solving approach. The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives and group work

SCIENCE

Autumn Term

Animals, including humans (first half term)

- Identify that animals, including humans, require the right amount and types of nutrition, and that they cannot make their own food
- Learn the correct vocabulary for the food groups and the proportions in which they should be eaten
- Understand what constitutes a healthy diet
- Be able to name the main organs of the body and describe their functions
- Identify the main functions of the skeleton and find out how muscles are needed for movement
- Learn about the effects of exercise on the body

Rocks (second half term)

- Identify different types of rock: sedimentary, igneous, metamorphic
- Discover how fossils are formed in sedimentary rock
- Investigate soil types
- Erosion and flooding

Spring Term

Forces and Magnets

- Understand that we can talk about, measure and record the direction or strength of a force
- To understand different types of force
- To understand the effects of the poles of a magnet

- Know that some materials are magnetic and others are not
- Work scientifically to make predictions, observations and draw conclusions
- Identify and be able to carry out a fair test

Light

- To understand where light comes from and identify different light sources
- Know that shadows are the absence of light
- Investigate how some materials let through more light than others
- Rainbows and Reflections

Summer Term

Pupils will work scientifically to set up simple, practical enquiries using fair tests. They will learn to gather, present and record data in a variety of ways. Results will be used to draw simple conclusions, make predictions and suggest improvements.

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

GEOGRAPHY

Autumn Term

- Related to Ancient Greeks
- Assess the natural resources of Greece through observation. Begin to understand that the distribution of natural resources influences trade
- Find out about trade in Ancient Greek times
- Use maps, atlases and online mapping to locate places in the Mediterranean
- Match ancient place names to modern ones
- Apply knowledge of Ancient Greek trade to create a strategy game
- Apply locational knowledge and human geographical knowledge of the Mediterranean to a game

Spring Term

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Summer Term

- Pupils will learn to understand key aspects of physical Geography including rivers, mountains and the water cycle
- They will also learn aspects of human Geography, such as settlement, land use and distribution of water. Atlases, globes and digital computer mapping will be used to locate countries and describe features
- Understand the nature of a river and that it has the power to erode and shape the landscape
- Know that availability of water determines the type of land, using the River Nile as a focus
- Appreciate the importance of rivers for people and name ways people use rivers
- Understand what happens when rivers reach the sea, including the formation of estuaries, deltas and mudflats
- Learn the names of at least 10 world rivers and the continents they flow through

HISTORY

Autumn Term

Ancient Greece

- Understand the past is constructed using a range of sources and use a range of sources to find out about Ancient Greeks
- Find out about Greek home and family life. Explain differences between their home and an Ancient Greek home
- Learn about Greek Gods and Goddesses. Explore similarities between Roman Gods and begin to understand that the past can be constructed in different ways
- Compare and contrast modern and Greek schooling
- Use sources to find out and explain about Greek Fashion
- Investigate the legacy of the Greeks
- Ancient Greece themed day

Spring Term

History of Clothing

- Introduction of topic. What are clothes made from and why do we wear particular types? What do we want to learn about clothes throughout history?
- Begin historical clothing timeline (to be added to each week). Key clothing trends and events of the Medieval period. Divisions in society and the impact of the plague on clothing

- Continue historical clothing timeline. Briefly examine key kings and queens of the Tudor period and main events. What clothes were worn by different levels of society? Which materials were used?
- Continue historical clothing timeline. Examine political vents of the Stuart era and division between Roundheads and Cavaliers in the English Civil War. Influence of the French Court on British clothing styles and the effect of Puritanism
- Continue historical clothing timeline. Main events in Georgian era and experimental trends in high society clothing
- Continue historical clothing timeline. Impact of the Industrial Revolution on clothes production, cost and materials used. Fashion trends in high society and impact of mourning on clothes during the Victorian era
- Continue historical clothing timeline. Explore radical changes in men and women's clothing during the first half of the 20th century. Briefly look at global conflicts which helped cause these. Examine clothes rationing in World War Two
- Continue historical clothing timeline. Look at the fashion changes which occurred during the 1950s and 1960s. How music and popular culture played a part in this
- Continue historical clothing timeline. Look at the fashion trends which occurred during the 1970s, 1980s and 1990s. What inspired these and the rise of the t-shirt?
- Explore how people from the 1930s, 1960s and 1980s anticipated clothing would look like in the early 21st century. Look at current clothing innovations with a futuristic feel and explore what the children anticipate will happen in the future of fashion

Summer Term

The Tudors

- What do I now about life in Tudor England? Examine chronological setting. Overview of Tudor monarchs and Tudor world exploration
- Explore life in Tudor England. Social divisions, hygiene, housing, food, clothing, entertainment and punishments
- Henry VII. How he established the Tudor Dynasty. The War of the Roses, Bosworth Field and how Henry secured his throne and the succession
- Henry VIII. Personality, key (non-marital) events in his life and dressing for success (royal power dressing in 16th century portraiture)
- Henry VIII. His break with Rome. Causes (religious, economic and political), main events and consequences. Dissolution of the monasteries and the Church of England
- Henry VIII. His marriages. Explore each marriage - reasons for each one, course and consequences. Also, look at the character of each of Henry's wives
- Edward VI and Lady Jane Grey. Political machinations and religious divides surrounding each of their reigns. Role of Lord Dudley. Protestantism vs Catholicism
- Queen Mary. Explore her succession, the importance of her religious beliefs and the continuing divide between Protestantism/Catholicism in England. Examine the significance of her marriage to Philip of Spain. Did she deserve her bloodthirsty reputation?
- Queen Elizabeth. Explore her character, how she maintained power and her defeat pf the Spanish Armada

RELIGIOUS STUDIES

Autumn Term

Christianity & Religious Symbols

- Christian Rites of Passage, confirmation, marriage, death
- Harvest Festival
- Religious Symbols from different faiths
- Christmas: examine the Christian festival through the traditional Christmas story and new versions of the story

Spring Term

- An introduction to key aspects of the Muslim faith
- Understanding the Easter story, focusing on the question 'What is good about Good Friday?'

Summer Term

Focus on the Islamic faith

- The design and architecture of Mosques
- Discovering more about the celebrations of Eid and Ramadan
- Understanding the use and design of prayer mats and beads
- Famous characters and stories in the Islamic faith

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning, which is grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year. PSHE education permeates the curriculum across the school. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

Autumn Term

Health and Wellbeing

- Staying safe online: know how to stay safe and how and where to get help
- Loss/Separation -Lost and Found!

Relationships

- Getting to know one another
- Friendships - Falling out, best features

Living in the Wider World

- Work together to develop class rules based on The Golden Rules

- Consider what we would like to achieve this year and how we can support each other in order to do this
- Work independently and in groups, taking on different roles and collaborating towards common goals

Spring Term

Health and Wellbeing

- Physical, social and emotional-understand and know differences of these terms
- Become more self-aware
- Understand need for setting goals

Relationships

- Communication- to recognise many ways of communication and need for clear communication
- Listening - how to listen to others

Living in the Wider World

- Different communities
- To understand why it is important to be part of a community

Summer Term

Health and Wellbeing

- You've Grown - to show awareness of changes as we grow
- How to help- to take responsibility of their own safety and understand who to ask for help for themselves and others
- To know when and how to make an emergency call
- Healthy Lifestyle - physical activity, nutrition and good sleep

Relationships

- Collaboration - Working Together and Shared goals

Living in the Wider World

- Understanding and dealing with change

FRENCH

Autumn Term

- Revision of Je m'appelle
- Introduce family
- Play happy colour families in French
- What is your favourite colour? French fortune teller
- Revise numbers to 20 introduce numbers to 30 - play bingo
- Simple mathematical vocabulary- make simple additions
- Play 'The Price is Right' to revise numbers
- Classroom objects

- Classroom objects where is ...? où est...?
- Les amis – Read 'Les Amis de Berthe' describe a friend orally others guess who it is
- Describe a friend - write simple sentences
- Read 'Berthe Fête Noël'
- French Christmas songs Christmas crosswords
- Make a French Christmas reindeer following instructions in French

Spring Term

- Animals and adjectives - 'Je Veux Ma Banane'
- Create their own version of the story by changing key information such as the animals and fruit
- Read a story called 'Mangetout le Chat' learning food vocabulary

Summer Term

- Foods – story 'Mangetout le Chat'
- Days of the week
- Faces and features
- Beetle (parts of the body)
- Alphabet in French
- Story 'L'ours Brun Dis-moi'

COMPUTING

Autumn Term

- We are using our new Conquer Computing curriculum this year to ensure children are confident using a range of programs and equipment, whilst being safe in a digital age.
- Basic concepts - Algorithms, functionality of Scratch, e-safety
- Word clouds
- How to write, modify and edit lists in Scratch
- Music making in Scratch
- Sumdog – a maths focus whilst building basic computer skills.
- Photo editing

Spring Term

- The children will continue to study these 5 areas of the Computing curriculum:
- Programming
- Data Handling
- Technology in Our Lives
- Multimedia
- E-Safety
- Know that I need to keep testing my program while I am putting it together
- Use a variety of tools to create a program

- Recognise an error in a program and debug it
- Organise data in different ways
- Collect data and identify where it could be inaccurate
- Use the safety features of websites as well as reporting concerns to an adult
- Comment positively and respectfully online

Summer Term

Year 3 will continue to follow the 5 strands within the new Computing curriculum - Programming, Multimedia, Handling Data, Technology in our lives and e-Safety. The children will be developing their programming skills using Kodu Gamelab and testing algorithms to debug any problems. They will be discussing how to keep safe online, being aware of viruses and when it is safe to download files, along with collecting data about their favourite games and then interpreting the results.

MUSIC

Autumn Term

- To listen to and start to analyse a variety of musical styles.
- To explore the ABRSM Classical 100
- To use handheld percussion to explore the Elements of Music.
- To start to use rhythmic notation
- To study Mussorgsky's 'Pictures at an Exhibition'

Spring Term

- Learn songs for "Revolt Rhymes"
- Learn to perform together being aware of other parts performing at the same time
- Learn how practice can make a performance better and how important all the small touches are to an overall performance
- Learn about rhythmic patterns and how they can be described through symbols
- Learn about repeated patterns in music (ostinato)
- Structure rhythmic patterns based on spoken phrases
- Learn about musical symbols
- Learn about Morse code sound symbols
- Set words to music
- Create a class performance

Summer Term

- Pupils will learn songs for the Year 3 Production
- Pupils will revisit Mussorgsky's Pictures at an Exhibition in readiness for the live event
- Pupils will start to explore pitch notation using 'blobs'

DRAMA

Autumn Term

- Getting to know your games. Working with Aesop's fables understanding the moral and how the different characters behave. Fox and Crow/Four Oxen etc Re-enacting stories /create scenes in pairs and groups. Teaching drama games that encourage the group to work together
- To use a very familiar story to re-enact events in a sequence. Building the different dimensions of the Nativity story. Looking at creating their own Nativity by establishing who plays the characters and why. Casting M and J, Wisemen, Shepherds, Innkeepers and animals themselves

Spring Term

- Preparation for Y3/Y4 production
- Performance to parents

Summer Term

- Taking a familiar fairy story and putting into scenes through pictures. 3 Little pigs/Red Riding Hood /Goldilocks and 3 bears etc Giving the skills needed to progress
- Taking the idea of a character from a very familiar story and demonstrating through mime who they are, looking for clues in actions. Building from individual/pairs and finally small group plays

ART and DESIGN TECHNOLOGY

Autumn Term

- to use sketch books to record observations and use them to review and revisit ideas.
- to use prototypes to develop my ideas, to investigate mechanical systems, levers
- to use sketches to develop and communicate ideas, linked to topic work
- to carefully select materials and use different techniques.
- To create and evaluate work

Spring Term

- Art in Nature
- Through cross-curricular study with Science and Geography, pupils will consider art in our environment focussing on texture, pattern and form. Pupils will experiment with a variety of media to create both individual and group compositions
- Pupils will study work by other artists and use effects and techniques in their own work
- Introduce 'Take One picture' whole-school project

Summer Term

- Continue Take One Picture project

- Skills development: sketching, observation, multi-media
- Through cross-curricular study with Science and Geography, pupils will consider art in our environment focussing on texture, pattern and form. Pupils will experiment with a variety of media to create both individual and group compositions

PHYSICAL EDUCATION

Autumn Term

Sport and Wellbeing

- During the course of the year children will take part in the following activities:
- Robustness
- SAQ (speed, agility and quickness)
- Swimming
- Yoga

Games

Boys' Rugby

- Tag
- Fundamental rugby skills of passing, catching and evasion
- Game awareness
- Tournaments with and fixtures against other schools

Girls' Hockey

- Passing, receiving and tackling
- Developing an understanding of the rules
- Attacking and defending positions and roles
- Fixtures against other schools

Movement mornings - developing fundamental movements and increasing physical literacy

Spring Term

Sport and Wellbeing

- During the course of the term, children will take part in two of the following activities:
- Robustness
- Swimming
- Yoga
- Speed, Agility and Quickness (SAQ)

Games

Boys' Hockey

- Tournaments with and fixtures against other schools
- Introduction of basic skills (ball control, push, slap and hit, tackling etc.)

Girls' Netball

- Tournaments with and fixtures against other schools
- Introduction of basic skills and gameplay (passing, catching, movement etc.)

Cross Country

- Training and fixtures against other schools for boys and girls
- The annual Lungley Dash - Inter-house cross country race

Movement mornings - developing fundamental movements and increasing physical literacy

Summer Term

Sport and Wellbeing

- During the course of the term children will take part in two of the following activities:
- Robustness
- Swimming
- Yoga
- Speed, Agility and Quickness (SAQ)

Games

Cricket

- Introduction to basic skills – batting, catching, throwing and bowling
- Learning rules and beginning to develop tactical play

Athletics

- Introduction to the basic fundamentals to athletics track and field events in a controlled and safe environment. Throws, jumps and running activities will all be covered in preparation for Sports Day

Movement mornings - developing fundamental movements and increasing physical literacy