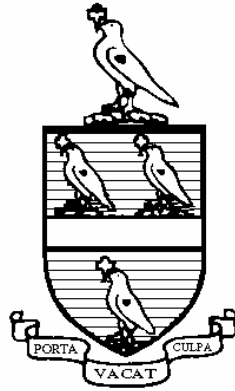


# Foremarke Hall



## Lower School

School Curriculum  
&  
Reports

# An Outline Guide to the Year 3 Curriculum

## General Information

This curriculum document is intended to outline the main themes and topics, which will be covered during the school year. The timings given can only be approximate, and the order covered may vary slightly.

The format of the information for each subject varies. Those, which divide conveniently into separate topics, will be different from those that involve the development of skills.

## Homework

In Year 3, prep is set regularly for the children's Maths, English, Reading and Spelling. In addition, they are expected to do some reading or learning times-tables each evening. This should take the children approximately 10 to 15 minutes to complete, in total, and certainly no longer than 20. Homework is viewed as an important part of the learning process and the children need to develop good working habits from an early age.

## Assessment

There are regular assessments throughout the year in the core subjects – English, Maths and Science, and the children's progress in reading and spelling is carefully monitored.

*Mrs P Christodoulou*  
**Head of Lower School**

# English

## Introduction

The schemes of work for English in Year 3 follow the National Literacy Strategy learning objectives without being bound by the constraints of the formal Literacy Hour. During Year 3 the areas of speaking and listening, reading and writing are ongoing across the curriculum but the specific content taught in English lessons is highlighted below.

### **Speaking and listening and drama**

There are many opportunities for speaking and listening across the curriculum and children are encouraged to become confident, articulate speakers with the ability to respond to the needs of different audiences. They are also encouraged to listen carefully when others are speaking and to reflect and to reply appropriately to what has been discussed. Over the years there are more formal opportunities to practise these skills, the Christmas end of term presentation, class assemblies and drama lessons. Drama is seen as an integral part of the English curriculum and opportunities are given for role play, “hot seating” etc, as well as more formal units of work.

### **Reading**

This takes place individually through silent reading and library periods, group reading and class reading. Children are encouraged to read from a wide range of both fiction and non-fiction texts and this reading is recorded through a personal reading log.

### **Word level work (spelling and vocabulary work)**

The schemes of work for this area of English have been taken from the learning objectives of the National Literacy Strategy. Our scheme of work aims to develop independent spelling strategies as well as investigating word ‘families’ and patterns and learning ‘key’ words for spelling. A word bank of personal spellings is also encouraged. Vocabulary work is undertaken on a regular basis and the children are encouraged to use a dictionary and thesaurus quickly and accurately in their written work.

### **Assessment**

Standardised reading and spelling tests are used at the beginning of each academic year and there are also formal English assessment tests in reading, comprehension, spelling and writing at the end of the summer term. Over the year the children are monitored and assessed less formally through the process of continuous assessment.

**Michaelmas Term*****Range***

<b>Fiction</b>	Stories with familiar settings, plays and shape poems.
<b>Non-Fiction</b>	Information books on topics of interest Using thesauruses and dictionaries Letters written for a range of purposes to recount, explain, enquire, congratulate, complain, etc.

**Text Level – reading and writing**

<b>Fiction</b>	Story planning through brain storming and word association. Collect sentences and phrases for story openings and endings. Develop the use of settings in their own stories. Write simple play scripts Begin to use paragraphs in dialogue. Collect words and phrases in order to write poems and short descriptions. Shape poetry (calligrams)
<b>Non-fiction</b>	Write book reviews for a specified audience. Letters Recounts.

**Sentence Level Work**

<b>Grammar</b>	Review and revise work on nouns, verbs and adjectives if necessary. Use grammatical awareness in own reading. Verbs and their tenses
<b>Punctuation</b>	Revise capital letters and full stops. Question marks. Exclamation marks. Commas to separate items in a list. Start work on direct speech and use the term ‘speech marks’ To notice and investigate a range of other devices for presenting texts, eg speech bubbles, enlarged or italicised print, captions and headings.

**Lent Term****Range**

<b>Fiction</b>	Fables, parables and traditional stories with related themes. Adventure stories. Development of plot. Poems based on observation and senses.
<b>Non-fiction</b>	Instructions, using dictionaries and thesauruses.

**Text Level – Reading and writing**

<b>Fiction</b>	Capturing key events and sequencing through: Précising Note taking Listing Charting Mapping Story boards Look at portraits of characters Posters Labelled diagrams Writing an adventure story Writing a new or extended verses for poems
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These are the main areas covered but any additional activities may of course be undertaken within this range, to develop creative writing skills.

<b>Non-fiction</b>	Writing instructions: Playing a game A recipe Using bullet points, numbers, lettering, diagrams with arrows, keys etc  Note taking: Key words phrases and sentences Lists Headlines Mind mapping Abbreviations – using short form in writing For or against columns Non-chronological reports on birds Chronological report on Roald Dahl
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## Sentence Level Work

<b>Grammar</b>	Adjectives Irregular verbs Compound words Singular and plural Use of collective nouns To understand grammatical agreement, <i>eg</i> ‘we were’ rather than ‘we was’ Difference between 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verbs
<b>Punctuation</b>	Commas Capital letters of names, headings, new lines in poetry.

## Summer Term

### *Range*

<b>Fiction</b>	Myths, adventure and mystery stories: stories by the same author: humorous poetry, poetry that plays with language, word puzzles, puns, riddles and fables.
<b>Non-fiction</b>	Alphabetical texts, directories, encyclopaedias, indexes, newspaper articles etc

## Text Level – reading and writing

<b>Fiction</b>	Plot a sequence of a known story. Focus on language to create effects, <i>eg</i> building tension, suspense, moods, setting scenes etc Use paragraphs to organise a story Write poetry that uses sound to create effects, <i>eg</i> onomatopoeia, alliteration, distinctive rhythms.
<b>Non fiction</b>	Write letters, notes and messages linked to other subjects. Make alphabetically ordered texts Revise and extend work on note making from previous term Summarise, in writing, main points of a story for a newspaper article.

## Sentence Level Work

<b>Grammar</b>	Pronouns To ensure grammatical agreement in speech and writing of pronouns and verbs, <i>eg</i> I am, we are. Apostrophe of omission Contractions
<b>Punctuation</b>	Use speech marks and other dialogue punctuation. Conjunctions <i>e.g.</i> if, so, while, though, since, when. To investigate how words can signal changes in time, <i>eg</i> first after,

meanwhile, from, where  
Commas when marking grammatical boundaries within sentences  
Paragraphs

## Maths

During Year 3 the children will regularly practise and develop oral and mental skills (eg counting, mental, strategies, rapid recall of addition, subtraction, multiplication and division facts). They will cover the following areas:

**Michaelmas Term**

- Place value
- Length
- 2D shape symmetry
- Multiplication and division
- Fractions
- Time
- Properties of number
- Interpreting data
- Data handling – tally charts / pictograms

**Lent Term**

- Rounding up and down
- 3D shape
- Capacity
- Time
- Properties of number
- Multiplication and division
- Data handling – bar charts

**Summer Term**

- Rounding
- Money
- Addition and subtraction
- Weight
- Co-ordinates
- Angles
- Fractions
- Compass points
- Multiplication and division
- Time
- Data handling – Venn diagrams / Carroll diagrams



## Science

During Year 3 the children cover the areas outlined below. Where appropriate there are end of unit tests which are taken by the whole year group.

### Michaelmas Term

*Teeth and Eating* Food groups  
Foods for activity and growth  
Balanced diets  
Animal diets  
Types of teeth  
Tooth decay and gum disease

*Springs and Magnets* Push and pull  
Attract and repel  
Testing magnets and magnetic materials  
Use of magnets and springs  
Forces  
Concept maps

### Lent Term

*Characteristics of Materials* Materials and their uses  
Recognising and comparing materials  
Properties  
Using and choosing materials  
Testing materials (fair testing)

*Rocks and Soils* Grouping rocks  
Erosion-rocks and water  
Properties  
Uses of rock  
Different soils-soil particles  
Soils and water

## Summer Term

<i>Helping Plants Grow Well</i>	Plants as food Measuring plants Leaves and roots Healthy roots, leaves and stems Seed growth Seed dispersal Importance of water temperature
<i>Light and Shadows</i>	Torch and sun shadows Natural and artificial light Moving shadows Length of shadows Spinning earth Sundials Shadows of different materials

# History

During Year 3 the children cover the areas outlined below.

## Michaelmas Term

<i>Pre- History</i>	Chronology of the period Dinosaurs Man's development Hunting and finding food Primitive man's use of fire Clothes Cave painting Making useful objects
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## Lent Term

<i>The Ancient Egyptians</i>	Where is Egypt? Egyptian Gods Why was the Nile so important? What was life like for most people? What are hieroglyphs? How did Egyptians dress? What was Pharaoh's funeral like? (death, embalming, rituals, pyramids) How was Tutankhamen's tomb discovered? What were the beliefs of the Ancient Egyptians?
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## Summer Term

<i>Ancient Greece</i>	What is modern Greece like? (climate, geography, trade) What was life like in Ancient Greece? Myths and legends: truth or fiction? Who were the Gods of Ancient Greece? Ancient Greek artefacts – use of evidence What is the legacy of the Ancient Greeks? (poetry, art, science, maths, politics and sport) Olympic Games
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# Geography

During Year 3 the children cover the areas outlined below:

## Michaelmas Term

<i>Geographical mapping skills</i>	Understanding the UK The four countries which make up the UK Human and physical features of the UK's capital cities What is a bird's eye view? How do we locate things on a map? What is a key? What are compass directions? Why do we need scale maps? Grid references Where is our school? How is the land used in our area?
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## Lent Term

<i>Europe</i>	Continents and location of Europe European countries and capital cities – where they are? Flags Physical geography of Europe – rivers, mountains, seas Comparing countries Researching a European country, using Oddizzi Complete a fact sheet using your research European Food Day
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## Summer Term

<i>Kenya</i>	Where is in the world is Kenya? Main facts about Kenya Revisit compass directions and look at which countries share a border with Kenya The Kenyan flag and the story behind the colours and the symbols Physical features of Kenya Kenya research, using Oddizzi Comparison of daily life in Nairobi with life in a Kenyan village Kenyan animals Fact file about a Kenyan animal Food and farming
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## French

Both Years 3 and 4 will be following the *Rigolo* scheme of work using interactive tools, CD Rom in addition to usual resources.

### Michaelmas Term

Revision of material covered in Year 2	Numbers, alphabet, questions, colours
Introduction to food / drink vocab	C'est, du, de la, des
Shopping for food	Je voudrais
Asking the price of something	C'est combien?
Food in France - French food day!	French food we eat
Clothes	Basic clothes vocab
More clothes and what we are wearing	Je porte
Describing the colours of clothes	Putting adjective after noun
Clothes posters	Plenary
Christmas	

### Lent Term

Revision of personal details	J'ai / Je n'ai pas de
Revision of brothers and sisters	Etre (je, il, elle)
Describing people	Adjective in masc/fem form
School subjects	
Likes / dislikes at school – opinions	J'aime / je n'aime pas
	C'est
Time	Quelle heure est-il? Il est....
Revision of where you live (town, country etc)	Où habites-tu?
	Dans une maison, un appartement
Rooms in the house	Il y a .....
Saying what is in your bedroom	Il y a .....
Describing a room in the house	C'est + adjective
	Conjunction 'et'
La maison de mes rêves	Design their own dream house

### Summer Term

Le sport	Introduction to sports with
	j'aime / je n'aime pas
Saying what sports you can do	Tu sais + infinitive eg faire du ski

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Talking about other hobbies + opinion	J'aime / je déteste le vélo etc
Talking about other hobbies in 1 <sup>st</sup> person	Je joue, je fais etc. le weekend
Talking about what you do not do	Ne...pas as negative
Talking about what you like to do	J'aime + infinitive
Musical instruments	C'est un piano
Saying which instrument you play	Je joue du / de la

## Religious Studies

In Year 3, our aim is to help the children understand spiritual values and show how the influence of God can affect the lives of human beings, and how such influences can have a bearing on their lives too.

We are influenced by the QCA Scheme of Work and Derbyshire agreed syllabus in RS, which introduces other world religions.

Units covered are:

- What is religion? Brief into 6 main religions
- Christianity – signs / symbols, churches, Christmas and Easter story
- Hindu festival of Diwali
- What do we know about Jesus?
- Bible, parables
- Jewish Passover

Our aim is to help children to think about the lives of others, living in other places and times, and people with different values and customs.

## Art

During Year 3 the following areas are covered through a range of activities:

- Collage
- Drawing and painting skills
- Modelling with clay
- Oil pastels
- Cutting skills
- Close observational drawing
- Watercolour painting skills
- Printing

Some of the Art children produce will be based on cross curricular themes.



## Design and Technology

The nature of Design and Technology is such that it can provide opportunities for children to engage in activities that are challenging, relevant and motivating. They will be encouraged to enjoy the subject, seek satisfaction and purpose, as well as experience a sense of wonder at their ability to design and make. Any design and technology activity will be a learning experience whereby children's repertoire of knowledge, skills and understanding is extended and applied in increasingly more diverse and sophisticated ways.

*"Tell me and I forget – show me and I may remember – let me do it and I learn.  
Learning through making works!" (Prue Leith)*

### Outline of learning experience

Children in this year group will not previously have experienced work and learning in the D&T Centre so they will be introduced to the equipment that they will be using and familiarised with the room layout. There will be a strong emphasis on expected appropriate behaviour and safe work practices in the workshop environment.

Work over the coming year will involve children in a range of practical skills and will experience the use of a selection of materials appropriate to their age group with the intention of motivating enthusiasm for the subject. Initial work will introduce materials in general so that they are able to appreciate and compare their different properties, whether they are hard, soft rigid or flexible. Project work will tend to be fairly proscribed at this level to ensure success and satisfaction with their completed work but there will always be opportunities to input some personal creativity so they have a sense of ownership of their work.

Children will be encouraged to put their ideas on paper and taught simple drawing skills to illustrate their ideas. On the practical front they will be taught how to measure, mark out and cut accurately using hand tools, progressing to power machinery as appropriate. They will learn how to join different materials together by selecting appropriate bonding techniques. By the end of the year they will be reasonably competent in using a variety of hand tools, the electric jigsaw, pillar drill and sanding machine under teacher supervision.

Pupils will be given the opportunity to research famous designers and design movements. They will also be encouraged to use this research in order to develop their own design ideas.

There will be a diverse selection of projects designed to introduce new skills and understanding where there will always be opportunities to develop individual creativity.

# Music

## General

Years 3 and 4 receive one music lesson per week. Class music lessons take place in the Music School. All children receive theory tuition during their class music lessons: we use the Associated Board of the Royal Schools of Music theory syllabus and Music Theory for Young Musicians by Ying Ting Ng. Additional theory classes are organised by the Director of Music.

Singing is an important part of music at Foremarke Hall. In class, vocal music includes hymns and songs to be performed in assemblies, class music assemblies and other occasions for example the Carol Service.

Instrumental performances are also a feature of class music. Children are encouraged to perform as soloists, either in preparation for a performance in a music assembly, exam or because they would like to perform a piece to their class. Children are also encouraged to play in instrumental ensembles.

Specific topics to be covered are as follows:

## THE ORCHESTRA

Michaelmas term : **Carnival of the Animals** – Saint Saens. Listening activities introduce the instruments of the orchestra, their musical and physical characteristics and their place in the orchestra.

Lent term: **Pictures at an Exhibition** – Mussorgsky. Listening activities to introduce the distinct timbres of different families of instruments and how these can be used in conjunction with musical elements to represent certain moods or emotions.

Summer term: **The Sorcerer's Apprentice** by Dukas. Listening activities explore the use of a symphony orchestra as an ensemble to portray a narrative with particular focus upon how they use music elements such as pitch, tone, instrumental techniques, dynamics etc. to achieve this.

## Physical Education

Throughout the school all children follow a syllabus that offers breadth of activity whilst focusing on the main sport of the term. The focus in the younger years is on technical development and skill acquisition. Children are taught the core skills in the relevant activity and shown how to apply these skills in game situations. They are also encouraged to develop their understanding of some tactical aspects of each sport.

Pupils follow the same programme of activity within their PE programme. Each lesson is delivered by specialist, qualified physical educationalists. The programme in the Michaelmas and Lent term follows a block of swimming and gym. This is followed by athletics in the summer term. Within all PE and games lessons the pupils are taught the importance of health and fitness; the need to warm up and cool down, as well as how to exercise safely.

In the Lower School, considerable emphasis is placed on the development of independence and personal organisation skills. This is encouraged through the children taking responsibility for their own kit, dressing themselves and maintaining the tidiness of their pegs.

During the course of each term some children are selected for representative teams. Children who are selected for sports squads are expected to commit to their team and be available for all published matches on Saturday mornings or Monday afternoons. The criteria for selection are based on the pupils' effort and ability in the sport of the term. Team coaches will always select the team that they believe has the best chance of winning the fixture. In the Lower School a rotation policy may apply for fringe players in order to involve as many children as possible. All children experience sporting competition through the House system irrespective of ability. Each pupil is given the opportunity to compete in year group House events in Football, Hockey, Swimming, Netball, Rounders, Cricket and Athletics. Sport also forms a part of the school's activity programme with sessions taking place in many games.

Main activity of the term figured in bold (*girls' sport in italics*)

<b>Michaelmas Term</b>	<b>Hockey / Football</b> Swimming/ Gymnastics
<b>Lent Term</b>	<b>Netball / Hockey</b> Swimming/ Gymnastics
<b>Summer Term</b>	<b>Rounders / Cricket</b> Athletics

# ICT

## Aims and Objectives-

It is the aim of the ICT department to encourage confident and competent users of ICT who can use their common sense when assessing ICT solutions.

Through a variety of experiences we aim for each child to develop skills in the following areas:

- Communicating ideas through words, pictures, and sounds.
- Entering, storing and classifying information.
- Accessing and obtaining information
- Giving signals and commands

<b>Michaelmas Term</b>	
	<b>Text and Graphics</b>
	<b>2Animate</b>
<b>Lent Term</b>	
	<b>Email</b>
	<b>Crystal Rainforest</b>
<b>Summer Term</b>	
	<b>Music Box</b>
	<b>Nessy Fingers</b>