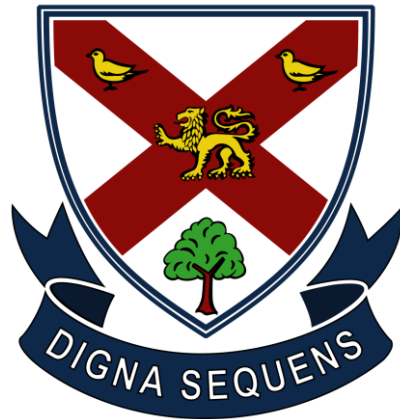


Widford Lodge

Preparatory School



Form 3 Curriculum Information Booklet

INTRODUCTION

This booklet contains curriculum information relevant to your child for this academic year. Each subject is referred to and we hope that it gives you a useful insight into what your child is likely to experience at school this year. However, please note that there has to be a degree of flexibility within this curriculum, depending on the individual needs of each child.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly. There is also a breakdown of the subjects and homework.

If you have any queries about anything in this booklet, or any other issues, please see either myself or the relevant teacher.

Simon Trowell
September 2017

Allocation of lessons in Form 3

There are 50 lessons per week, each of 30 minutes duration. In addition to this, children spend 15 minutes three times a week reading, either in silence or aloud to a teacher. On Tuesday afternoons, all children in the Prep school take part in 45 minute activities sessions on a rota basis, grouped with children from other classes and year groups. Activities include cooking, gardening, drama, philosophy, team games and current news stories. The allocation of lessons in Form 3 is as follows:

Subject	Allocation	Subject	Allocation
Maths	10	R.E	2
English	10	Music	2
Science	4	MFL	2
Art/DT	4	Thinking Skills	2
Computer Science	2	P.E & Games	7
History	2	PSHEE	1
Geography	2		

Homework in Form 3

Pupils are expected to read daily, to practise spellings for the weekly tests and to revise times tables regularly.

They will receive Maths homework twice a week and English homework twice a week. Pupils are expected to spend around 30 minutes on each homework task. One Maths task is usually non-written, for example activelearn tasks or practising times tables.

WHAT DO WE EXPECT FROM WIDFORD LODGE PREP SCHOOL PUPILS?

- **That they will line up quietly**

This is especially important when waiting to go into assembly and at the end of break times. When waiting outside a classroom you may talk quietly but as soon as the teacher arrives you must stop talking and ensure you are in an orderly line, ready to enter the classroom.

- **That they will enter the classroom, ready for the lesson to start**

When entering the classroom you should go straight to your seat with minimal fuss and noise. You should stand behind your chair in silence, ready to greet the teacher. After saying Good Morning/Afternoon you should sit down in silence, ready to listen to instructions.

- **That they will be prepared for lessons**

It is important that you bring your pencil case, prep diary, folder and any homework to lessons. Make sure you have your book and diary for reading sessions. Think ahead and when possible put your pencil case and folder in the classroom ready for your next lesson. You should have the right kit and equipment for PE/Games lessons.

- **That they will use their Prep Diary**

Do make a note of homework tasks each day so you don't forget what needs to be completed. You may also use your diary to remind you of important events, matches etc. Do not doodle or scribble in your diary. Only write in pencil or black pen. Make sure you have a Star Sheet clipped inside the cover of your Prep Diary.

- **That they will work hard and not distract others**

Try your best. Complete work neatly. Concentrate, listen to information, ask questions if you don't understand. Do not start chatting just because the teacher is busy working with a group or writing on the board.

- **That they will look after equipment and leave classrooms tidy at the end of each lesson**

Tidying up is not the start of break time – it is an important part of the lesson. Listen to instructions from the teacher. Work with other people on your table to hand in books and clear away equipment in the most efficient way. When you think you are ready, sit quietly in your seat and wait to be dismissed by the teacher.

- **That they will wear their uniform with pride**

Wear the correct uniform every day. Remember to wear your cap/hat. Be smart - tuck your shirt in. If you have lost or forgotten an item of clothing then explain/apologise to a teacher and be proactive in trying to find lost items. Tie long hair back with plain hairbands in black/brown/school colours. Nail varnish should be removed. Only school badges should be worn on blazer lapels.

- **That they will plan 'comfort breaks' so they do not need to miss lessons**

Wherever possible, go to the toilet and have a drink during break times or between lessons. At break time, do not wait until the bell has gone to line up at the water fountain. You may bring your own drink to lessons but it should be water not juice.

- **That they will move around the school in a purposeful manner**

For safety reasons, you should not run around the school unless you are in the playground. When moving from lesson to lesson you should walk quickly without chatting too much. Keep to the paths – avoid walking on the grass. Take care down the back alley and be prepared to give way to others. Do not loiter in the classrooms/changing rooms when you are supposed to be in the playground.

Mathematics in Form 3

Throughout the year, your child will receive homework and may also require support when revising for tests and exams. You may find it helpful to look at the following explanations of the methods and concepts they will be studying in Form 3. This is only a guide for you as parents; you are not required to use it to carry out additional work at home. Please remember that each child is different and while some may cope with these topics easily and move beyond them, others may find aspects challenging: this is a general guide only.

Please refer also to the calculations policy available on our website for details of the mental and written strategies used in Form 3.

Your child will continue to learn about place value – this means what each digit in a number represents. For example, 537 is 500 and 30 and 7. Pupils will read and write numbers up to 1000 in numerals and words.

They will use this knowledge to extend number sequences and counting in steps as well as extending their odd and even number understanding. They will count in multiples of 50 and 100 and find 10 or 100 more or less than a given number.

Your child will learn about multiples, for example that multiples of 5 end in 5 or 0. They will round numbers to the nearest ten or hundred.

Children will be encouraged to add and subtract mentally and in writing using methods such as:

- Using number bonds eg pairs of numbers making 10, 20, 100
- Looking for pairs making 10 or near 10
- Starting with the highest number
- Partitioning into tens and ones e.g.

$$\begin{aligned} 36 + 53 &= 36 + 50 + 3 \\ &= 86 + 3 = 89 \quad \text{or} \end{aligned}$$

$$\begin{aligned} 67 + 24 &= (60 + 20) + (7 + 4) \\ &= 80 + 11 = 91 \end{aligned}$$

Children will start to add and subtract by writing numbers underneath each other in column format, but may not always use this format for subtraction. They will be encouraged to estimate answers and to check them using inverse operations eg addition for subtraction sums.

Multiplication facts should be learned by heart and children should understand, for example, that 5×4 is the same as 4×5 . Tables learned should include 2, 3, 4, 5, 8 and 10 with corresponding division facts, for example divide 32 by 4; what is 6 multiplied by 3. They may, of course, learn other times tables once these are secure! They start to use multiplication and division facts to derive related facts eg $3 \times 2 = 6$, so $30 \times 2 = 60$.

Children will understand that division sums may have remainders and will start thinking about rounding answers up or down when solving worded division problems.

Fractions will be extended to thirds and tenths of shapes and numbers. Children will start to find, for example, $\frac{2}{3}$ of a number. They will add and subtract fractions with the same denominator within one whole, eg $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$. Children will compare and order unit fractions and fractions with the same denominators.

There are everyday situations involving time, measures and money where you can reinforce your child's understanding, for example:

- Recognising coins and notes, using decimal notation, finding totals and giving change
- Using vocabulary such as cm, m, km, g, kg, ml, l and °C and knowing the equivalents of g to kg etc, as well as encouraging measurement, estimating and problem solving using rulers, scales, jugs etc.
- Finding the perimeter of simple 2D shapes
- Time facts involving seconds, minutes, hours, days, weeks, months and years as well as telling the time to 5 minutes on digital and analogue clocks; using Roman numerals from I to XII and using 12 and 24 hour clocks. Finding the duration of events.

Other concepts covered include: lines of symmetry, co-ordinates on a grid, compass directions, right angles as quarter/half/three quarters/four quarters of a turn, Carroll and Venn diagrams, pictograms, tables and bar charts.

Your child will extend their 2D and 3D shape knowledge to include: quadrilateral, semi circle, prism and hemisphere. They will draw and make shapes and will identify horizontal, vertical, parallel and perpendicular lines. They will use the language of acute and obtuse angles.

Children will carry out a great deal of mental maths work, using informal jottings if required. They will have regular timed mental maths tests and times table tests.

English

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, writing, handwriting, grammar and comprehension work. Speaking and listening skills are embedded throughout these areas.

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building contributions of others.

Spelling:

We will be covering the words and spelling rules as suggested in the New National Curriculum. This year we are introducing the 'Schofield and Sims' workbooks and CGP workbooks for further exercises to reinforce what is suggested in the N.C.

The children will learn to spell by:

- using prefixes and suffixes and understand how to add them
- spell common homophones
- spell words that are often misspelt
- spell words with regular plurals and words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- learning the words as suggested by the New National Curriculum.

Handwriting:

We follow the Nelson Handwriting Scheme and will continue to practise letter formations in cursive writing. The children learn to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

The children will increase the legibility, consistency and quality of their handwriting.

Children are encouraged to use the correct pencil grip and cursive writing form throughout Form 3. We always encourage the children to present their work to the highest standard. The children have formal lessons in class on letter formations and joins.

Writing:

Children are encouraged to write during group work and independently, usually on a daily basis. Children will be taught to use punctuation and grammar correctly. They will learn the techniques and layout of story writing, factual report writing and letter writing. They will write on themes that arise from the novels, poetry and short stories studied in class.

Children will be taught to develop positive attitudes towards and stamina for writing by:

- planning their writing
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar:

Pupils should be taught to develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 in N.C
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

Reading:

Children will be heard on a regular basis and are encouraged to read regularly at home. We have a wide variety of reading books and in Form 3 a lot of the children will be using the 'Book Bag Scheme'. As the children become more confident readers they will progress to books from the library and from several schemes that we have in school.

In reading lessons the children will develop positive attitudes to reading and understanding of what they read by:

Word Recognition:

- continue to apply phonic knowledge and skills until reading is fluent
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words
- read most words quickly and accurately
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read books to build up their fluency and confidence in word reading
- apply their growing knowledge of root words, prefixes and suffixes
- read aloud and understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:

The children will develop positive attitudes to reading and understanding of what they read by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Comprehension Exercises:

This will be completed during class lessons in preparation for exams and as homework. We have several text books that are used as part of the children's comprehension work. 'Galore Park' is a text book that we have recently purchased; it has been written for Independent Schools and is used to challenge the children to think laterally in their reading comprehension exercises.

Children will be encouraged to read the questions carefully, understanding what is required for an answer, either factual information from the text or their personal opinion. The children will be taught the layout required and technique of answering in full sentences and using the text for the answers; this is to ensure they have a solid understanding of the text read and the vocabulary used.

Fiction Studies:

At some stage during the year the children will study the following authors and genres:

- Author study:
 - Ann Jungman- 'The Troll at the Top of the Tip'.

- Anne Fine – ‘The Killer Cat’
- Anne Fine – ‘Bill’s New Frock’
- Roald Dahl – ‘Fantastic Mr Fox’

- Traditional tales
- Myths, fables and parables
- Aesop’s Fables

- Poetry:
 - Shape poems
 - Poetry: Observation
 - Michael Rosen – Poetry
- Plays

Non-Fiction Studies:

- Comparing fact and fiction
- Non-chronological Reports
- Instructions
- Note-making and Dictionaries
- Writing Letters
- Alphabetical Order

Science in Form 3

In the Prep School children will have 2 hours of Science a week. They have a brief test at the end of each topic, then an exam set in the mid and end of year exams.

Safety in the Laboratory

Children will learn the Widford Lodge Laboratory Rules. They will relate safety in the laboratory to safety in the home. They will become familiar with and learn about different types of laboratory apparatus and begin to recognise and identify different hazard symbols.

Working Scientifically

Please find below the scientific skills and topics, with a brief description of what we hope each child will attain. They will develop scientific skills by:

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Using straightforward scientific evidence to answer questions or to support their findings.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Identifying differences, similarities or changes related to simple scientific ideas and processes

Movement and Feeding

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Light and Shadows

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Find patterns in the way that the size of shadows changes.

What Plants Need

- 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

Parts of Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- 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.

Rocks and Soils

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Magnets and Forces

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Observe how magnets attract or repel each other and attract some materials and not others.
- 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.

Geography in Form 3

Children will develop their mapping skills, including the use of four figure grid references. They will use appropriate geographical vocabulary and will further their knowledge and understanding of places, patterns and processes while studying the following topics:

Kenya

- Identify the main physical features of Africa and the location of some countries.
- Use an atlas to find information on Kenya.
- How is Kenya similar/different to where we live?
- Learn about Kenyan life.
- Compare daily timetables.
- Research Kenyan climate and landscapes.
- Look at leisure and tourism in Kenya.
- Learn about life in a shanty town.

Weather

- What is weather?
- How can we record what weather is?
- Holiday weather
- Hot and cold places around the world
- Climate patterns.
- Holidays around the world
- What do we need to take with us?
- Holiday location research project.

Investigating the Local Area

- Where is our locality in relation to other places?
- How can we reach other places?
- What is our locality like?
- What jobs do people do?
- Services
- Industry
- Residential
- Leisure Activities

History in Form 3

These are the History topics that the children will be learning about in Year 3. As well as studying these key questions, the children will be also be working towards a better sense of chronology, to know when these events occurred and the dates of important events. Children will also be introduced to different sources of evidence: primary and secondary. They will learn that we only understand the past by looking at and studying different types of evidence. The children will be given opportunities to study and interpret different types of evidence for themselves.

Stone Age to Iron Age Britain

- How did Britain change during The Stone Age, Bronze Age and Iron Age?
- What evidence do we still have of these people?
- How did these people live?
- Which tools were developed and why?
- What changes occurred in: travel, art and religion over these three time periods?
- Where is Stonehenge and why is it so important?
- What is a hill fort and why did people live on them?
- How did society change over these periods of time?
- Why did people start to farm?

Ancient Egypt

- When was Ancient Egypt?
- How was their society organised?
- How did ordinary Ancient Egyptians live?
- What were the homes like in Ancient Egypt?
- Who was Howard Carter and what important discovery did he make?
- Who did the Ancient Egyptians worship?
- What was mummification and why did The Ancient Egyptians practice this?
- Why did they build the pyramids?
- What is The Rosetta Stone? Why was it such an important discovery?
- What was their writing system called?

Ancient Greece

- Where and when was Ancient Greece?
- What were city-states?
- Who did the Ancient Greeks worship and why?
- What made Ancient Greek fighters so powerful?
- What happened at The Battle of Marathon?
- What influences do The Ancient Greeks still have over us today? – i.e. buildings, language or Olympics

Local History

- How has the area of Widford changed?
- What can old photographs and maps tell us about the past?
- What was Widford like when Widford Lodge was built?
- Which buildings are no longer here?
- How has Hylands House changed since it was built and why?

Art, Design & Technology in Form 3

Introduction

The Art Design and Technology curriculum has been divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to compliment topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and at least two of the Design and Technology units

Drawing & Painting

Investigating mark-making, pattern, line and shape, shading techniques, light/medium/dark tone. Working from the imagination and exploring ideas using story as a starting point. Mixing colour tints using primary and secondary colours + white. Making a practical response to the work of Vincent Van Gogh and other artists, focusing on mark-making and use of thick paint and short brush strokes. Experimenting with the techniques of 'tonking' and 'sgraffito'.

3D

Using brown, gummed tape to produce a 3D form. Rolling and forming clay slabs and inlay different coloured clays. Using paper forms to produce a 3D relief surface.

Collage

Investigating and responding to the work of artists Paul Klee, Victor Vasarely and Henri Matisse. Developing cutting and sticking skills. Investigating the use of complementary colours, positive and negative images.

Printmaking

Experimenting with mark making using a roller and printing ink. Developing the use of tools and techniques associated by experimenting with monoprinting. Respond to animal markings and use ideas as a starting point for creating coloured, repeated patterns onto selected surfaces.

Packaging

Investigating and exploring a range of existing packaging and gaining knowledge about how complex 3D shapes can be made by using a net. Strengthening sheet material to make a strong shell structure and learning simple graphical communication techniques.

Moving Monsters

Developing an understanding of control through investigating simple pneumatic systems and designing and making a model of a monster that has moving parts controlled by pneumatics.

Photograph Frames

Learning about stiffening materials and making stable structures through the context of free-standing photograph frames. Using readily available materials, designing a product for own use or as a gift for a particular user.

Computer Science in Form 3

Digital literacy

Introduction to the Internet: history of the Internet; comparing web browsers and search engines; Internet safety; smart searching tools; locating specific information on websites using navigable menus, indexes and keyword searches; typing a URL to locate a web page; using appropriate search techniques to find information on pre-selected websites; using straight-forward lines of enquiry

Digital communication: history/types of; receiving/sending/replying to a message, opening/adding attachments; address books; safe use of digital communications.

Edmodo: virtual learning environment (VLE); logging in, joining groups and changing profile settings; completing tasks and assignments and uploading to their 'backpack'

Information technology

Using font-size, type and colour to produce different effects; typing special characters, highlighting text, overtyping and saving changes; inserting graphics from different sources, moving and resizing graphics.

Branching databases: dividing sets of objects with yes/no questions; searching a branching database; using a branching database to organise, reorganise and analyse information.

Taking digital photographs, selecting appropriate camera settings, reviewing images, downloading, simple editing and publishing

Creating linear presentations, interactive games and activities

Computing and programming

Algorithms: definition, writing & flow-charting

Control & modelling: exploring simulations and the effects of changing variables

Writing simple programmed sequences, including repeat loops.

Physical Education and Games in Form 3

Games

Traditionally, girls play rounders, hockey and netball and boys play tag rugby, football and cricket. There is the option for girls and boys to change between these if they wish.

<u>Term</u>	<u>Autumn</u> <u>1st</u>	<u>Autumn</u> <u>2nd</u>	<u>Spring</u> <u>1st</u>	<u>Spring</u> <u>2nd</u>	<u>Summer</u> <u>1st</u>	<u>Summer</u> <u>2nd</u>
Sport	Orienteering and Adventurous Activities	Gymnastics	Dance	Racket sports	Athletics & Swimming	Athletics & Swimming
Details	Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They take part in team building challenges that really test their physical, mental and co-operative skills.	Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child. We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.	Children learn and perform increasingly complex sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.	Children continue to work on forehand, backhand and volleying skills. They also practise serving. They play doubles and singles games, keeping score themselves. They are also introduced to other net games such as table tennis and badminton.	Children not only participate in sprints, long distance running, relays, high jump, long jump and throwing activities but are also expected to judge and measure performances. Much credit is given to any child who beats their 'personal best' and the children really do encourage each other. Standards are recorded which go towards the House Sports day competition.	We continue to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.
Kit needed	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts, white polo tops and a blue sunhat. A drinks bottle.	Girls should wear a navy one piece costume. Boys should wear navy trunks (no baggy shorts please). Swimming Hat.

General fitness is completed at the beginning of the lesson in the warm up and throughout the lesson.

Personal, Social, Health and Economic Education in Form 3

At Widford Lodge we promote wellbeing alongside academic achievement. Where the relationships between wellbeing and learning are recognised and developed, children thrive. PSHEE makes an invaluable contribution to our Form Three's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour

Myself and My Relationships

What does it feel like to be new or to start something new?

- Ground rules / class charters, responsibilities
- Belonging, new situations, meeting new people
- Managing feelings, calming down, making choices, problem solving
- Asking for help, networks of support

What does a good friend do?

- Special people and networks
- Understanding and valuing difference, other points of view, compromise
- Emotions in relationships, conflict resolution
- Family patterns

What are the key characteristics and forms of bullying?

- Types of bullying including prejudice driven bullying, bullying related to race, religion or culture
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Networks of support
- Bystanders

What changes have I already experienced and might I experience in the future?

- Range of experiences of change, emotions involved in loss and change
- People I see, people I don't see
- Taking responsibility for choices, making amends, confidence in new situations
- Bereavement

Citizenship

What makes me 'me'?

- Identity, similarities and differences
- People in the community, people with different backgrounds
- Stereotypes
- Community cohesion, roles in the community, local and wider environment
- Basic animal welfare, pet care
- Role of the media

Healthy and Safer Lifestyles

- Difference between males and females
- Valuing the body's uniqueness and capabilities
- Responsibilities for hygiene

How can I be responsible for my own personal safety?

- Personal safety, responsibility for safety
- Secrets, promises and tricks, assertiveness, telling
- E-safety
- Networks of support

Year 3 Sex and Relationship Education: Valuing differences & keeping clean

- * Discussing the differences and similarities between males and females and name the body parts using agreed words
- * Considering what the body can do and how it is special
- * Talking about ways to keep clean and how this will change in the future
- * Understanding how different illnesses and diseases are spread and how these can be prevented
- * Learning that there are lots of different types of families and they have different family members

Religious Education in Form 3

At the beginning of each term, the children will focus on looking at the life of a significant person. They will enquire and discuss how they feel that this person has had an impact on society and the way we live our lives today.

Autumn

Islam

We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray five times a day.

- Does praying at regular intervals everyday help a Muslim in his/her everyday life?
- How does prayer help a Muslim to focus on Allah?
- Where, why and how does a Muslim pray?
- What impact might praying five times a day have on a Muslim's daily life?

Christianity

We are learning to find out what the true meaning of Christmas is to Christians and compare what Christmas means to us.

- Has Christmas lost its true meaning?
- What is the true meaning of Christmas?
- What is the true meaning of Christmas to Christians?
- If I could give the world one gift at Christmas what would it be?

Spring

Judaism

We are learning to understand how Jews show their commitment to God.

- What is the best way for a Jew to show their commitment?
- What do 'Shabbat' and 'Sedar' mean?
- What is Bar and Bar Mitzvah?
- How are ceremonies important to young Jews?

Christianity

We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.

- What is good about Good Friday?
- What happened in the Easter story?
- What does the bread and wine represent?
- What is Palm Sunday and Maundy Thursday?
- Who was Good Friday good for; do Christians today think it was good for them?

Summer

Sikhism

We are learning to understand the reasons why a Sikh may choose to join the Khalsa.

- Does joining the Khalsa make a person a better Sikh?
- What happens during an Amrit ceremony?
- Would wearing the 5K's make someone a better Sikh?
- What makes someone a good Sikh?
- Does participating in worship help people to feel closer to their faith?
- Why would it matter to a Sikh to be a part of the Khalsa?
- Is religion the most important influence and inspiration in everyone's life?

Hinduism

We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.

- Would visiting the River Ganges feel special to a non-Hindu?
- Is water important? Why?
- Why might a non-Hindu want to go to the Ganges?
- Would two people gain the same experience if they visited the Ganges?

MFL (French) in Form 3

All pupils learn French for one hour per week (2 x 30 minute lessons). Some topics are a revision of vocabulary learned in Pre-Prep but there is more emphasis in Form 3 on reading/writing the words and being able to spot patterns of pronunciation and grammar. We move from using single words to short phrases and sentences. Pupils will begin to discover a little grammar of the French language and identify differences and similarities with English. Pupils are encouraged to become “language detectives” as they begin to build language-learning skills.

Autumn term:

- Revise greetings and courtesies.
- Saying how I feel and asking someone else how he/she feels.
- Pronunciation of the French alphabet. Spelling my name in French.
- Numbers 1-31 in the written form.
- Saying my age in French and asking someone else’s age.
- Days of the week.

*Intercultural understanding: European Day of Languages
All Saints’ Day and Christmas in France.*

Spring term:

- Months of the year.
- Saying when my birthday is and asking someone else’s birthday.
- Saying where I live.
- Saying what the weather is like.
- Talking about seasons.

Intercultural understanding: Looking at map of France and French towns; climate in France; Mardi Gras and Easter in France.

Summer term:

- Classroom nouns + un/une/des – the discovery of masculine and feminine.
- Saying what I have in my school bag.
- Saying what I don’t have in my school bag.
- Describing items in my school bag (size/colour).
- Revision of questions for speaking assessment.
- Shapes and descriptions.
- Design and describe a flag in French.

Intercultural understanding: Looking at flags of different countries.

Language structures: masculine/feminine nouns, plural nouns, word order, writing in short sentences.

Music in Form 3

ONGOING SKILL DEVELOPMENT

- **Listening and appraising:** Children will be encouraged to focus on the instrumentation and interrelated elements of music and describe what they hear using an ever increasing range of technical vocabulary e.g. pitch, rhythm etc.
- **Performing and recognising rhythm, pulse and pitch in music**
- **Developing good singing technique and singing songs with increasing level of complexity:** The children will learn a number of songs that may have a topical or seasonal relevance or as part of preparation for a school concert or production.

Recorder: Children in Form 3 will learn to play a number of notes on the descant recorder and continue learning to read and write conventional notation.

CHRISTMAS TERM

Carnival of the Animals

- Learning about the orchestra through a piece of classical music Saint-Saens – Carnival of the Animals
- Learning to recognise how music is characterised

Learning to play the Glockenspiel

- To learn to play glockenspiel following conventional notation for guidance
- Exploring composition and improvisation

EASTER TERM

Exploring western classical music

- Listening and appraising a range of classical music
- Exploring context and meaning in music
- Learning about the historical context of music
- Learning to recognise elements and structure in music

Exploring Reggae

- Listening and appraising reggae songs
- Learning about historical context of different styles of music

SUMMER TERM

Painting with sound

- Recognising how music can create a mood or image
- Combining sounds to create a mood or image

Exploring singing Games

- Listening to and appraising singing games and playground songs
- Performing singing games with actions
- Creating singing games



A GUIDE FOR PARENTS

What is Edmodo?

Edmodo is a free, online learning space designed specifically for schools.

What can my child do on Edmodo?

Using *Edmodo* will help pupils to learn about the benefits of using the Internet for digital communication in a safe environment. They can:

- share information and send messages to their year/class group page for all their peers to look at and reply to;
- upload and share: files, pictures or website links with their friends;
- hand in work to be marked online by a teacher, such as a piece of writing or their answer to a maths puzzle;
- take part in polls;
- earn badges to display on their profile page, such as for writing an interesting post for others to read or for using correct spellings.

How safe is Edmodo?

Whilst *Edmodo* may look like *Facebook*, it is designed specifically for schools. Pupils' accounts are created by the school using a unique code. It is not possible for a member of the public to access the school community. Strangers cannot 'friend' them. Pupils can only access and send messages to their whole year/class group - they cannot send private messages between themselves and their profiles are only visible to those within the school community.


Messages appear online instantly to allow for real-time discussions to take place. Staff at Widford Lodge can see everyone's messages and regularly monitor them. Children are taught about the importance of only writing nice, sensible messages during e-safety lessons in school, however staff can respond to any unsuitable messages by editing or deleting them. Repeat offenders can also be stopped from writing any messages - gaining just 'read-only' access instead.

Can a parent have a login for Edmodo?



Parents are welcome to join *Edmodo* to monitor what your child is doing. Parent accounts let you:

- view some messages from your child's year group that we select as being interesting;
- view homework 'assignments' put onto *Edmodo* and what your child has handed in for them;
- view any messages sent between a teacher and your child (e.g. feedback on their work/their marks).

What to expect from pupils who use Edmodo?



When sending messages we:

-  **use Standard English**
- no text talk (e.g. gr8, 2nite)
-  **write in good English**
- including grammar and punctuation
-  **are polite**
- using only nice words
-  **keep safe**
- by not revealing personal information

Messages may be edited or deleted if they don't follow these rules.
Repeat offenders may be stopped from writing any more messages.

What our Widford Lodge 'Test Pilots' think of Edmodo?

- "I can talk to all of my friends from class."
- "I like it because you can do homework on it instead of on paper and your writing isn't scruffy and is better."
- "I like *Edmodo* because you can share things with one another."

If you have any queries or concerns regarding *Edmodo*, please contact Mr Blundell.