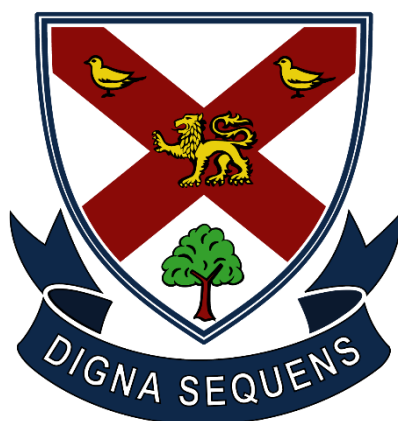


# Widford Lodge

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 recognise the potential impact that the covid 19 pandemic and the national lockdowns and school closures had on pupils' learning, emotional wellbeing and social interactions. We will therefore be continuing with our enhanced pastoral and wellbeing programme this year, including a new PSHEE curriculum and scheme of work. While due consideration has been given to this while compiling the curriculum plans for this year, we recognise that there may need to be adaptations as the year progresses and therefore cannot guarantee that every topic or theme detailed will be covered as described. Please be assured, however, that we will continue to monitor the curriculum and children's progress and will make any changes with their learning and wellbeing at the heart of decisions.

We are proud to be a Forest School: every pupil in the school will take part in a one hour on-site Forest School session each half term.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly, along with details of homework.

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

Michelle Cole  
September 2021

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**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. In the autumn term, Form 3 travel to Riverside every Tuesday afternoon for a 30 minute swimming lesson which replaces the activities session for that term. There are also two form periods each week, which this year are prioritised for wellbeing and mindfulness. The allocation of lessons in Form 3 is as follows:

<b>Subject</b>	<b>Allocation</b>	<b>Subject</b>	<b>Allocation</b>
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?**

- **Pupils 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.*

- **Pupils 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.*

- **Pupils will be prepared for lessons**

*It is important that you bring your pencil case, planner, 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.*

- **Pupils will use their planner**

*Do make a note of homework tasks each day so you don't forget what needs to be completed. You may also use your planner to remind you of important events, matches etc. Do not doodle or scribble in your planner. Only write in pencil or black pen. Remember to make sure that a parent signs your planner each weekend.*

- **Pupils 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.*

- **Pupils 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.*

- **Pupils 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.*

- **Pupils 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.*

- **Pupils 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.*

- **Pupils will respect and adhere to the additional processes and restrictions in place during the Covid 19 pandemic, including handwashing, hygiene and keeping within their bubbles**

### **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.

$$36 + 53 = 36 + 50 + 3$$

$$= 86 + 3 = 89 \quad \text{or}$$

$$67 + 24 = (60 + 20) + (7 + 4)$$

$$= 80 + 11 = 91$$

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  $5 \times 4$  is the same as  $4 \times 5$ . 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. The children will also have a weekly times table test. 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: mathematical investigations, 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 National Curriculum. We use CGP workbooks for further exercises to reinforce what is suggested. The children have lists to learn each week, which are differentiated. The children will be using the scheme, 'Spelling Frame' - [spellingframe.co.uk](http://spellingframe.co.uk). They can learn their list of words from online exercises and games. The teacher will set the lists to be learned weekly. They will be tested weekly on their spellings in class as well.

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 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. Some children may progress to independent reading and will choose short novels, with the guidance of the teachers.

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 try to study the following authors and genres:

- Author study:
  - Ann Jungman- 'The Troll at the Top of the Tip'.
  - Anne Fine – 'Bill's New Frock'
  - Roald Dahl – 'Fantastic Mr Fox'
  - Satoshi Kitamura – 'Stone Age Boy'
- 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 end of year exams. This exam will be testing their ability to work scientifically in order to plan an effective investigation.

### **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

### **Rocks, Fossils 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.

### **Health & Movement**

- 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.
- 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.

#### **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**

The Art Design and Technology curriculum is 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 two of the Design and Technology units. Within the art curriculum, children will have opportunities to study and respond to art and artists from different cultures and backgrounds. All activities are subject to change in response to any COVID19 restrictions.

### **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.
- 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.

### **Technology**

- 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.
- 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.
- 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.

### **Teams:**

- Virtual learning environment (VLE);
- Logging in, accessing groups;
- Completing tasks and assignments

### **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 cricket, 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. It is our aim that later in the autumn term, Form 3 will swim on Tuesday afternoons at Riverside pool. This is dependent on COVID-19 restrictions. They need Widford Lodge swimwear, available from Schoolwear Plus.

<b><u>Term</u></b>	<b><u>Autumn 1st</u></b>	<b><u>Autumn 2nd</u></b>	<b><u>Spring 1st</u></b>	<b><u>Spring 2nd</u></b>	<b><u>Summer 1st</u></b>	<b><u>Summer 2nd</u></b>
<b>Sport</b>	<b>Orienteering and Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Racket sports</b>	<b>Athletics</b>	<b>Athletics</b>
<b>Details</b>	<p>Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities.</p> <p>They take part in team building challenges that really test their physical, mental and co-operative skills</p>	<p>Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child.</p> <p>We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	As for 1 <sup>st</sup> half term
<b>Kit needed</b>	<p>White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.</p>	<p>White shorts and white polo tops No baselayers needed. A drinks bottle.</p>	<p>White shorts and white polo tops No baselayers needed. A drinks bottle.</p>	<p>White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.</p>	<p>White shorts, white polo tops and a blue sunhat. A drinks bottle.</p>	<p>White shorts, white polo tops and a blue sunhat. A drinks bottle.</p>

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. We follow the Jigsaw mindful approach to PSHEE, it is a progressive and spiral scheme of learning. In planning the lessons, the Jigsaw scheme ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The Relationships and sex curriculum is wholly consistent with the National Curriculum (2014) and DfE (2020) guidance. We have planned a progressive curriculum appropriate to each age group. LGBTQ+ is included in the curriculum in a sensitive and age-appropriate manner

### **Being Me in My World**

- Know that the school has a shared set of values
- Know why rules are needed and how these relate to choices and consequences
- Know that actions can affect others' feelings
- Know that others may hold different views
- Understand that they are important
- Know what a personal goal is
- Understanding what a challenge is

### **Celebrating Difference**

- Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
- Know that conflict is a normal part of relationships
- Know that some words are used in hurtful ways and that this can have consequences
- Know why families are important
- Know that everybody's family is different
- Know that sometimes family members don't get along and some reasons for this

### **Dreams and Goals**

- Know that they are responsible for their own learning
- Know what an obstacle is and how they can hinder achievement
- Know how to take steps to overcome obstacles
- Know what dreams and ambitions are important to them
- Know about specific people who have overcome difficult challenges to achieve success
- Know how they can best overcome learning challenges
- Know what their own strengths are as a learner
- Know how to evaluate their own learning progress and identify how it can be better next time

### **Healthy Me**

- Know how exercise affects their bodies
- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
- Know that there are different types of drugs
- Know that there are things, places and people that can be dangerous
- Know when something feels safe or unsafe
- Know why their hearts and lungs are such important organs
- Know a range of strategies to keep themselves safe
- Know that their bodies are complex and need taking care of

### **Relationships**

- Know that different family members carry out different roles or have different responsibilities within the family
- Know some of the skills of friendship, e.g. taking turns, being a good listener
- Know some strategies for keeping themselves safe online
- Know that they and all children have rights (UNCRC)
- Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc
- Know how some of the actions and work of people around the world help and influence my life
- Know the lives of children around the world can be different from their own

### **Changing Me**

- Know that in animals and humans lots of changes happen between conception and growing up
- Know that in nature it is usually the female that carries the baby
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
- Know that babies need love and care from their parents/carers
- Know some of the changes that happen between being a baby and a child
- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
- Know some of the outside body changes that happen during puberty
- Know some of the changes on the inside of a female that happen during puberty

### **Form 3 Relationship and Sex 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**

These are the Religious Education topics that the children will be learning about in Year 3. As well as studying these key questions, the children will be encouraged to develop enquiry-based skills and reflect upon their own beliefs and values.

#### **Autumn**

##### **Christianity - the creation story**

We are learning to find out about the Christian creation story and compare it to other religions.

- How does it feel to create something
- Where do Christians think the world came from?
- Does God want Christians to look after the world?
- Is the Christian creation story similar to Jewish and Muslim creation stories?
- How similar are early Aboriginal and Maori creation stories, to the Christian creation story?
- What do I believe about the how the world was created?

##### **Christianity - the Christmas Story**

We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. We are also learning that stories can be true in different ways.

- What symbols do you know and why have you remembered them?
- What is the symbolic aspect of the Nativity story?
- What is the most significant part of the Christmas story?
- What is Christingle?
- Is the Christmas story true?
- Do sacred texts have to be 'true' to help people to understand them?
- Is the Christmas story told in the same way?
- Was Jesus really born on the 25th December?

#### **Spring**

##### **Judaism**

We are learning to understand how Jews show their commitment to God, the special relationship between Jews and God, and the promises they make to each other.

- What is the best way for a Jew to shown their commitment?
- What do 'Shabbat' and 'Sedar' mean?
- What is Bar and Bar Mitzvah?
- How are ceremonies important to young Jews?
- What is an agreement or contract?
- What promise did the Jewish make to God?
- How special is the relationship Jews have with God?
- Why make an affirmation?
- What is a Mezuzah?
- What is the best way for a Jew to show commitment?
- What ceremonies help the Jewish to be committed to their faith?
- How do the ceremonies, Bar/Bat Mitzvah show commitment to God?
- What are the most effective ways for a Jew to show commitment?

#### **Summer**

##### **Buddhism**

We are learning to understand how Buddhism came about and some of it's key ideas and practises.

- Who was Buddha?

- What were the main events in Buddha's early life?
- What is meant by the Middle Way?
- What are the implications of the Middle way in our own lives?
- What is Enlightenment?
- What does Nirvana mean?
- What issues about enlightenment, wisdom and inner peace can we explore in light of the story of the Buddha's enlightenment?

## **Spanish in Form 3**

From September, all pupils learn Spanish for one hour per week. They are introduced to some Spanish phonics, to help them to identify sounds and letter strings so they are able to spot patterns of pronunciation and grammar. They shall be learning four skills: listening, speaking reading and writing in Spanish (the emphasis will be mainly speaking and listening at the early stage of learning a new language). They will identify similarities between French they learnt in Pre-prep with Spanish. We move from using single words to short phrases and sentences. Pupils will begin to discover a little grammar of the Spanish language and identify differences and similarities with English. Pupils are encouraged to become “language detectives” as they begin to build their language-learning skills.

### **Autumn: Unit 1: Yo Aprendo Español (I’m Learning Spanish)**

- Learn some Spanish phonic sounds (ch/j/ñ/l/rr)
- Understand basic classroom instructions
- Identify Spain on a map of the world.
- Highlight famous Spanish cities.
- Talk about other countries where Spanish is spoken.
- Say their name and how they are feeling in Spanish.
- Count to ten in Spanish.
- **WHOLE PREP FOCUS- 3 KEY QUESTIONS TO USE AND RESPOND REGULARLY IN CLASS**
  - i. ¿Cómo te llamas? Me llamo Elena What are you called? I’m called Elena
  - ii. ¿Cómo estas? Estoy bien ☺ How are you? I’m well
  - iii. ¿Cuántos años tienes? Tengo 8 años How old are you? I’m 8 years old
- *Intercultural understanding: European Day of Languages- Africa, El Día de Los Muertos (Mexico)*
- *Christmas around the world (Spanish-Speaking countries)- learning festive vocabulary and songs*

### **Spring: Unit 2: Los Animales**

- Revise numbers 1-10 in Spanish and recognise numbers when heard out of sequence
- **Review 3 Key Questions for the year in starters/throughout lessons**
- Learn 10 animals with the indefinite article (un=masculine and una= feminine)
- Match picture cards to words for the animals
- Learn how to say Soy + animal, building short phrases (e.g. Soy un león- I am a lion)
- Developing reading and writing skills in Spanish- using new words and phrases.
- *Intercultural understanding: El Carnaval, Semana Santa (Holy Week)*

### **Summer:**

#### **Unit 3 La Fruta**

- Name and recognise up to 10 fruits in Spanish, including learning the gender with the indefinite article- un/una
- Learning the plural form of the fruit, with the plural indefinite article (some), using unos and unas
- **Review 3 Key Questions for the year in starters/throughout lessons and adding new questions in this unit**
- Ask someone if they like a particular fruit
- Say the fruits that they like/dislike, using a model from a song and resources to remind them

#### **Unit 4: Caperucita Roja (Little Red Riding Hood)**

- Sit and listen to a familiar story being told in Spanish
- Learn parts of the body through a familiar story told in Spanish
- **Review 3 Key Questions for the year in starters/throughout lessons and adding new questions in this unit**
- Learn to use picture and word cards to learn and retain new language

- Discussing cognates and how they help us when reading a story in another language
- *Intercultural understanding: Spanish festivals and traditions across the globe: La Tomatina and Pamplona-running with the bulls)*

### **Music in Form 3**

#### **Ongoing skills 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.

**Violin and Cello:** Children in Form 3 will be introduced to the violin and cello and begin to read and write conventional notation.

### **Autumn**

#### **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

### **Spring**

#### **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**

#### **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