

# Year 3

# Curriculum Guide

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2022 - 2023



James Allen's Junior School

# CURRICULUM INFORMATION

## ENGLISH

The English curriculum in the Preparatory School is based on the Key Stage 2 National Curriculum requirements and on the 11+ entry requirements. The curriculum is presented in a lively and stimulating way and our aim is to extend each child's potential in all areas of the subject.

Year 3 pupils cover the content of the National Curriculum for their age group. By the end of the year, they should be able to:

### **Speaking and listening**

- join in class discussion and listen carefully to stories and poems
- work in pairs and small groups, sharing and explaining opinions and listening to the views of others
- perform a short poem to the class

### **Reading**

- read a range of fiction, non-fiction and poetry chosen from the school or class library or from home, both aloud and independently
- read aloud with expression and intonation from books and poems
- read silently, with sustained concentration during Reading periods and ERIC
- show understanding of a text through discussion
- analyse a text by locating information, reading between the lines and justifying a point of view
- understand and distinguish between fiction and non-fiction and use the terms appropriately
- use a library to access books and information
- locate information using contents, index, headings, etc.
- write book reviews, summarising a plot and giving opinions and recommendations
- explain the reasons for different layout and styles of print

### **Writing**

- produce writing for a range of purposes including stories, instructions, letters, information leaflets and poems
- structure short stories with a clear beginning, middle and end
- begin to use paragraphs
- add descriptive language, powerful verbs, adjectives and adverbs to improve writing
- begin to recognise and use similes and metaphors
- make simple notes and plan, edit and re-draft their work
- learn weekly spellings using the 'look, say, cover, write, check' method
- learn common spelling patterns and the rules for spelling plurals and words ending in 'ed' and 'ing'
- identify mis-spelt words in own writing
- use dictionaries, a thesaurus and other standard reference books
- write in joined-up handwriting
- write in fountain pen when the class teacher thinks the pupil is ready.

## DRAMA

All girls have a weekly drama lesson. The lessons are designed to enhance the girls' confidence throughout their four years in the preparatory school and teach them acting skills which culminate in a Year 4 and a Year 6 play. The lessons are designed to be practical and fun.

Topics covered include:

- Drama strategies and games: unite pupils and foster positive group dynamics
- Team games: promoting group work
- Observational skills
- Memory work: using poems and scripts
- Mime: developing facial expression and physical gesture as a form of communication
- Character work: exploring a variety of ways to create characters, including inventing character histories



# SPEECH & DRAMA

(Paid Optional Extra)

- To encourage self-confidence in the use of the spoken word.
- Girls are taught in a small group by a drama specialist.
- Speech and projection exercises.
- Oral presentations: solo. Children are encouraged to speak freely in an unscripted manner, always with the help of visual aids.
- Rhythmic speech and vocal freedom explored through poetry.
- Discussion of vocabulary and verbal dynamics practised in poetry and drama.
- Improvisation to promote imaginative ideas and vocal freedom.
- Character development using short scripted scenes.
- Pupils read aloud from a favourite book and learn the skills of timing, expression and fluency. They are also encouraged to develop their use of sustained eye contact so that they share fully with their listeners.
- All pupils are entered for the Entry Level Entry 1 English Speaking Board examination in June. Preparation for this examination takes place in the Spring and Summer Terms.

# MATHEMATICS

The Mathematics Curriculum is in alignment with Key Stage 2 National Curriculum requirements. Throughout our learning we use concrete resources and pictorial examples to build a deeper understanding of the concepts for all pupils, which they can then relate to the abstract formal methods. We aim to provide girls with a sound foundation of the concepts taught, from which we use problem-solving and investigations to develop and extend their skills and understanding.

## Place Value

- understand place-value of up to and including 4-digit numbers
- compare and order numbers up to and including 4-digit numbers
- understand how to use partitioning
- count in steps of a given number (e.g. 100's, 1000's, 50's, 25's)
- understand and begin to use negative numbers e.g. for temperature
- be aware of other systems of notation; know Roman numerals to 100
- understand and use terms 'greater/less than', 'odd/even', 'multiple'
- round numbers to the nearest 10, 100 or 1000
- begin to use negative numbers

## Mental Skills

- add 2-digit numbers mentally
- know pairs of numbers that total 100
- subtract 1- or 2-digit numbers from 2-digit numbers
- recall basic multiplication/division facts based on tables up to 12 x 12
- multiply and divide numbers by 10 and 100

## 4 Operations

- add and subtract 1s, 10s, 100s and 1000s
- use partitioning and column method to add two 2-, 3- or 4-digit numbers
- use a number line to find the difference between 2 numbers
- use column method to subtract 2-, 3- and 4-digit numbers
- know/use basic multiplication facts ('tables') up to 12 x 12 to multiply and divide
- multiply any number by 1 and 0
- multiply and divide numbers by 10 and 100
- multiply 2-digit and 3-digit numbers by a 1-digit number using partitioning and short multiplication
- multiply 3 numbers
- factor pairs
- divide 2-digit and 3-digit numbers by 1-digit numbers (with or without remainders)
- begin to use short division to divide 2 and 3-digit numbers by 1-digit numbers
- know divisibility tests for 2, 5, 10
- estimate answers
- checking strategies

## Money

- Convert between pounds and pence and vice versa
- Add money
- Subtract money
- Give change

## Fractions and Decimals

- Unit and non-unit fractions
- Making the whole

- Count in tenths
- Tenths as decimals
- Fractions on a number line
- Fractions of a set of objects
- Equivalent fractions
- Compare and order fractions
- Add fractions
- Subtract fractions

### **Shape and Space**

- Turns and angles
- Right angles in shapes
- Compare angles
- Draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2-D and 3-D shapes
- Make 3-D shapes

### **Measurement**

- Measure and compare lengths, mass and capacity
- Add and subtract lengths, mass and capacity
- Equivalent lengths – m & cm; mm & cm
- Measure and calculate perimeter
- Months and years
- Hours in a day
- Telling the time to the minute
- Using a.m. and p.m.
- 24-hour clock
- Finding and comparing durations
- Start and end times
- Measuring time in seconds

### **Statistics**

- understanding use of pictograms for representing data in simple cases
- collect simple data and record in tally charts or tables
- interpret and construct simple bar graphs

# SCIENCE

The Science Curriculum covers the three disciplines of biology, chemistry and physics, as well as including many opportunities to develop practical and enquiry skills. Lessons take place in a fully equipped science classroom, where pupils are able to gain plenty of hands-on experience with a range of scientific equipment. The Year 3 girls have two one-hour lessons each week.

The following topics will be taught during Year 3:

## **Working Scientifically**

Working scientifically is a set of ongoing skills that are taught throughout the topics listed below.

- Asking relevant questions and answering them through scientific enquiry
- Making observations and taking measurements
- Recording and presenting data
- Presenting scientific information as drawings, diagrams, keys, bar charts and tables
- Reporting on findings from enquiries verbally and in writing
- Using results to draw simple conclusions, make predictions, suggest improvements and further questions
- Identifying differences, similarities or changes related to scientific ideas and processes
- Using scientific evidence to answer questions or support findings

## **Rocks**

- Observe and compare different rocks
- Test the hardness and permeability of rocks
- Group rocks together based on their properties
- Use a key to identify rocks
- Describe how fossils are formed
- Recognise what soil is made from

## **Animals**

- Classify food into groups
- Describe a balanced diet
- Describe what different nutrients are needed for and give examples of where to find them
- Identify the main organs in the human body
- Describe the functions of the skeleton and muscles
- Identify some animals that are vertebrates and invertebrates

## **Forces and magnets**

- What a force is
- How some forces need contact, but magnets can act at a distance
- Observe how magnets attract and repel
- Investigate magnetic materials
- Investigate the strength of a magnet
- Investigate the effects of friction on moving objects

## **Light**

- Identify light sources
- Recognise that light is needed in order to see
- Notice that light is reflected from surfaces
- Identify opaque, translucent and transparent materials

- Describe how a shadow is formed
- Investigate how to change the size of a shadow
- Recognise that light from the sun can be dangerous and describe how to protect ourselves

### Plants

- Recognise the main parts of a plant and describe their functions
- Investigate the conditions required for plants to grow well
- Recognise that different plants have different requirements
- Recognise the main parts of the flower and describe their functions
- Describe pollination and seed formation
- Describe how seeds can be dispersed
- Describe the life cycle of a plant





## COMPUTING

Computing is taught in our state-of-the-art Computing Suite. The Year 3 girls have a one-hour lesson per week, taught in groups of twelve. There are opportunities to use a variety of educational software as well as digital cameras, voice recorders, Makey Makeys, Raspberry Pi, floor robots, programmable Lego, VR headsets and the 3D printer. Since Computing is a cross-curricular subject, some of the skills will be used and/or taught within other subjects through the use of LearnPads, iPads and laptops.

- General Basic Computing Skills.
- All About Me/Aesop's Fables
- How to Train your Robot
- Maze Explorers
- Hardware Instructors
- Data Handlers
- Code Kingdoms
- Digital Artists
- Online Safety



# HISTORY AND GEOGRAPHY

In Year 3 we take a topic-based approach to History and Geography. We aim to make relevant cross-curricular links where possible whilst ensuring the key skills of both subjects are embedded. The girls have two double lessons a week of their topic.

## History - Key Skills

- Develop an understanding of chronology and place the periods studied on a timeline
- Understand and use BC and AD
- Use a variety of information sources to research a topic of interest
- Use artefacts and other sources of evidence to make deductions about life in the past

## Geography – Key Skills

- Use maps, digital maps, atlases and globes to locate places.
- Know the names and location of the continents and oceans.
- Make their own simple maps and plans.
- Use the eight points of a compass.
- Begin to use grid references, symbols and keys



## FRENCH

French is taught in half classes throughout the school and each class has two lessons per week.

We follow the course Les Loustics, which prepare for the DELF Prim (Diplôme d'études en langue française or Diploma in French Studies). This is supplemented by a wide range of graded readers, interactive software, audio and video materials. The French classroom is equipped with an interactive white board.

An extensive range of topics is covered during the year and French is used as the medium of communication during lessons.

The main emphasis will be on developing confidence and on the acquisition of new vocabulary and structures, as well as enjoyment of the language through the use of the computer, interactive whiteboard, games, songs, stories, poems, videos, hands-on activities and role play.

# MUSIC

Music is taught very much as a practical subject, with activities consisting of performing, composing, listening and appraising. Each pupil has two lessons per week, one with the whole class and one as part of a half-group.

## Topics:

### Autumn Term

- Campfire Songs and Music Theory
- Harvest and Christmas Songs

### Spring Term

- Learning recorder
- Playing in ensembles, duos
- Reading notation

### Summer Term

- Composing
- Developing pulse

# PHYSICAL EDUCATION

Pupils have two double period lessons a week using the facilities at the Prep and JAGS Sports Club. There are many further opportunities for the pupils to take part in extra sport through lunchtime and afterschool clubs.

All pupils at the Prep take part in Inter-House Sporting Events across the year and these include:

- Football (Autumn Term)
- Netball (Spring Term)
- Swimming (Spring Term or Summer Term)
- Cricket (Summer Term)
- Sports Day (Summer Term)

## **Autumn/Spring Terms**

- Football/Netball/Hockey
- Gymnastics/Dance
- Health Related Fitness/Cross country
- Swimming

## **Summer Term**

- Cricket
- Athletics
- Swimming
- Games (Hockey, Netball, Football, Cricket)
- Gymnastics
- Dance
- Health Related Fitness/Cross Country
- Athletics
- Swimming (All Year)

All pupils swim at the pool at JAGS and they have one swimming lesson every two weeks for one double period. There are further opportunities for pupils to swim at other times in the week by attending swim clubs.

## ART

All girls have one double lesson a week, in half classes, in the specialist Art room. They work through a series of linked activities within larger projects, carefully designed to stimulate and ensure success and enjoyment. Some activities respond to current events or exhibitions and some repeat from year to year. However, they all fall within a rolling annual framework which targets specific fields of Art, Craft and Design, and builds progressively upon skills and techniques. The girls make regular use of a sketchbook in which to record and evaluate their work and to appreciate and comment on the work of artists, craftspeople and designers. They will continue to use the same sketchbook in Year 4 to show their development and progression over the two years.



## DESIGN & TECHNOLOGY

All girls have one double lesson per week within a specialist DT workshop. Design and Technology lessons are geared towards providing stimulating and challenging tasks that will prepare the student for a lifetime of learning, exploring and problem solving. Pupils learn to think and intervene creatively to improve quality of life. They learn to explore values and attitudes to their made world; critically analyzing how we live, work and interact within it. This process encourages them to become independent and creative problem solvers, as individuals and members of a team.

The formative years of Design and Technology emphasizes developing practical design and make skills, helping students gain confidence in their own creativity. Students develop knowledge and understanding of materials and components; systems and control; and structures. They learn to combine practical skills with an understanding of aesthetics, function, industrial practices and social and environmental issues. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through this all students can become discriminating and informed users and innovators of products.

As they progress, they will then able to tackle increasingly complex problems and tasks involving a variety of media and processes from the more traditional materials through to electronics and computer-aided design and manufacture. Pupils learn to look for needs, wants and opportunities and then respond to them by developing a range of ideas and making products and systems. They develop a critical understanding of technological processes, products and their manufacture, and how they contribute to our society. Involvement with industry and participation in competitions is strongly encouraged, all in endeavour to prepare pupils for making significant and worthwhile contribution to life and work in a technological society.

# PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION)

This year JAGS Pre-Prep and Prep school are excited to be using a new Scheme of Work titled 'Jigsaw' for PSHCE lessons, Form times and to support pastoral provision. Jigsaw is a whole-school PSHCE and Wellbeing approach that provides children with relevant learning experiences for their age group to help them with life experiences and to develop positive relationships with themselves and others.

The RSE statutory curriculum guidance is embedded into the scheme and more information about Jigsaw can be found at: [https://f.hubspotusercontent20.net/hubfs/20064624/UK-3-11-Snapshot-Overview-Map%20\(1\).pdf?\\_hstc=&\\_hssc=&hsCtaTracking=3c57054b-6cff-40b3-8949-ddbdf3675df%7Cedb4b90b-1f85-42b3-b8ed-7b3d93f42c43](https://f.hubspotusercontent20.net/hubfs/20064624/UK-3-11-Snapshot-Overview-Map%20(1).pdf?_hstc=&_hssc=&hsCtaTracking=3c57054b-6cff-40b3-8949-ddbdf3675df%7Cedb4b90b-1f85-42b3-b8ed-7b3d93f42c43)

The half-termly modules are the same for all year groups, although each cohort has specific objectives catered for their age group. Year 3 will be covering the following topics:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me
- Social Skills & Confidence in a Group (Circle Time)

As part of the Year 3 Autumn Wellbeing programme girls will be introduced to the concept of the School Council which meets half termly or more to discuss issues raised by the boys. Each form class has their own nominated representative who presents the views and opinions of his peers and is then responsible for feeding back any developments that have occurred.

## RELIGIOUS EDUCATION

Religious Education is the study of Christianity and other world religions to develop a greater understanding and affinity for the spiritual, moral and cultural knowledge of the pupils. Religious Education helps the children to develop an understanding and an openness towards others. Throughout the year the pupils will acknowledge various Christian festivals and other notable events, for example Remembrance Sunday and making New Year resolutions.

### **Autumn Term**

Early Old Testament Stories and Christmas

### **Spring Term**

The Life of Jesus

### **Summer Term**

Christianity







## James Allen's Girls' School

Ages 4-18

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