

# Year 3 Curriculum Guide

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2025-2026



James Allen's Junior School

# INTRODUCTION

We would like to take this opportunity to welcome you and your daughter to a new academic year at JAGS Junior School. We very much look forward to working in close partnership with you to ensure your daughter settles happily, enjoys school life and fulfils her potential in Year 3. This booklet has been produced to give you an overview of the curriculum that your daughter will follow over the course of this year.

The children in Year 3 follow a broad curriculum which consists of English, Mathematics, Science, French, History, Geography, Music, Art, Design and Technology, Computing, Religious Education, Physical Education, Swimming and Games.

We believe that young children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is fun.

We provide a broad curriculum so that the children develop a wide appreciation and understanding of the world. The academic subjects and class work are enhanced by school trips, enrichment activities, visitors to the classes along with events and activities designed to extend and offer learning beyond the traditional subjects.

It is our role as educators to foster in our pupils; growing responsibility, caring attitudes, eagerness to learn, physical, mental and emotional fitness and the ability to cope in tomorrow's competitive and changing world.

It is for these reasons that the education offered, both within the classroom and beyond, has the following aims:

Both in and out of the classroom:

- To celebrate our diverse and inclusive community.
- To champion social awareness and sustainability.
- To empower courage, creativity and compassion in each student.
- To inspire aspirational and authentic lifelong learners and leaders.
- To nurture respectful, resilient and kind individuals.

As pupils' progress through the Prep School they are encouraged to develop their growing independence so that that they are confident, resilient and ready to embrace the next part of their learning journey.

Please remember that you can contact me or any member of staff if you have questions regarding your daughter's education.

With warm wishes,

**Mr Rhys Johnston Deputy Head Academic**

## CONTACTING TEACHERS

Teachers can be contacted via email using the following format [firstname.surname@jags.org.uk](mailto:firstname.surname@jags.org.uk), a message can be written in your daughter's home learning planner or email the office [prep@jags.org.uk](mailto:prep@jags.org.uk).

## HOME LEARNING

The aim of home learning is to encourage our children to work independently and adopt good working habits when they are out of the classroom. Home learning is intended to reinforce or consolidate what your child has learnt in class or give them the opportunity to attempt something independently. The greatest support that you can give your child is to provide a quiet place to work, free from distraction, with encouragement to do their best.

If your child is getting frustrated or overwhelmed with the task set, then please put a note in her home learning planner and her teacher will follow this up at school.

## HOLIDAY HOME LEARNING

Home Learning tasks are set on a Friday before a half-term break.



## ASSESSMENT

The purpose of assessment is:

To provide staff, children and parents with information about individual progress

- To monitor and evaluate the progress that children make in all subjects
- To identify the strengths and weaknesses in learning

- To inform curriculum planning

Following a formal assessment, your daughter's teacher will provide her with feedback, outlining her strengths and next steps to ensure continued progress. This, along with ongoing discussions through teacher feedback, provides a clear picture of her learning and is more useful than merely a mark or score and will form the basis of her twice-yearly written reports.

During the school year there is also the opportunity for parents to attend Parent's Evenings. You then have the opportunity to meet your child's subject and Form teachers and to discuss your daughter's progress and attainment in greater depth.

## FEEDBACK AND MARKING

We believe that three principles underpin effective feedback and marking; it should be meaningful, manageable and motivating, while providing constructive feedback to every child, focusing on success and improvement against learning objectives, success criteria and ability.

Feedback helps children to become reflective learners and gives them strategies to evaluate and improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and that informs and influences our planning and enhances children's learning.

All work should be marked within a week of completion. On-going work or project work is monitored by the teacher setting the task and children are given clear guidelines about requirements and 'check-in' points so that they are managing their time effectively.

'Assessment for Learning' is used wherever appropriate. Pupils are encouraged to look at the detail of the marking, and the comments made; 'WWW' = what went well, or 'EBI' = even better if.

Challenge or extension activities are indicated with the title 'Challenge' written in the child's book.



## CURRICULUM INFORMATION

### ENGLISH

The English curriculum in the Preparatory School is based on the Key Stage 2 National Curriculum and 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
- use capital letters, full stops, exclamation marks and question marks correctly
- use inverted commas to punctuate dialogue
- 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 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
- 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

(£ 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 and is based around the White Rose schemes of learning. We cover the Y4 topics on Place Value and Four Operations and the rest of the topics are taught at Y3 level, with extension provided as appropriate. 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

## Four 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.

Working Scientifically (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

The Human Body

- 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 each week, taught in whole classes. There are opportunities to use a variety of educational software as well floor robots, Crumbles, VR headsets, iPads, and Scratch. With the introduction of the new digital strategy some of the ICT/Computing skills will be used and taught within other subjects using pupil assigned iPads and laptops.

#### Topics

- Creating word documents
- Creating presentations
- Algorithms including flowcharts
- Coding with Scratch, and Crumble
- Exploring virtual reality
- Understanding AI
- Graphic creation
- Internet Safety

#### Key skills

- General ICT Skills
- Digital literacy



- Planning and design
- Creating and debugging algorithms
- Coding, sensing and logging
- Graphics design
- Games Makers



## 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

### History Topics

- Stone Age to Iron Age Britain
- The Ancient Egyptians

### Geography – Key Skills

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

### Geography Topics

- Countries and Counties of the United Kingdom
- Weather and Climate Around the World
- Egypt and the River Nile

# FRENCH

French immersion carries on at the Prep in Year 3, following the teaching and learning style of Year 2. It is taught in half classes throughout the school and each class attends two lessons per week.

We follow the course *Les Loustics*, which prepares for the Diplôme d'études en langue française or Diploma in French Studies – DELF Prim. This is supplemented by a wide range of books, 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 idea is to put the focus on developing confidence and on the acquisition of new vocabulary and structures, and the enjoyment of the language through the use of the computer, interactive whiteboard, games, songs, stories, poems, videos, hands-on activities and role play via immersive French.

# 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

- Reading and composing on the stave using xylophones and metallophones
- Harvest and Christmas Songs

Spring Term

- Learning recorder
- Playing in ensembles
- Reading notation

Summer Term

- Instruments of the Orchestra
- Instrument Demonstrations
- Introduction to Programme Music



## SPORT

Each week the pupils enjoy one 60-minute lesson of Physical Education (PE) and one 60-minute lesson of Games using the extensive facilities at the Prep and JAGS Sports Club. For swimming they have a 60-minute lesson every two weeks at the JAGS Sports Club pool. There are many further opportunities for pupils to take part in sport at the Prep through the squads, clubs and fixtures programme.

### **PE Lessons**

In PE lessons the pupils are challenged to develop their Fundamental Movement Skills (FMS) which can be grouped into three main areas; locomotion, stability and object control and these form the basis for all sports and physical activities. They learn about how the body works in relation to physical activity and learn leadership skills and apply them in small group situations. The pupils will experience a variety of racquet sports such as short tennis, badminton and tennis; ball sports and other activities which aim to diversify their skills across a range of physical activities. It is also in these PE lessons where the pupils experience gymnastics and dance and in the Summer Term they participate in a variety of disciplines in athletics in preparation for Sports Day. In addition to FMS these activities develop the pupils' coordination, body control, flexibility, creativity, striving for personal bests and confidence to perform in front of their peers.

### **Games Lessons**

In their Games lessons pupils learn traditional sports of football and netball in the Autumn Term and hockey in the Spring Term. In the Summer Term pupils take part in cricket. There are many competitive opportunities in these sports, such as open events, Interhouse, collaborative sessions and fixtures with other schools. Games lessons develop the pupils' understanding of rules, teamwork, communication and collaboration skills.

### **Swimming**

Pupils swim every term and develop general water confidence and safety, techniques for front crawl, backstroke, breaststroke and experience an introduction to diving. They will also work towards swimming awards.

### **Clubs & Squads**

Information for these can be found in the Sport at JAGS Junior document

### **InterHouse Events**

All pupils in the Prep participate in InterHouse Events across the year. These include:

Autumn Term: Netball & Football

Spring Term: Swimming

Summer Term: Cricket & Sports Day

## **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 we have further developed our PSHCE curriculum to make it bespoke to our school community and pupils. Largely, we work from PSHE Association's Programme of Study. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; relationships; and living in the Wider World) across the school year, with three topics per half-term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. It also strengthens our links with the Senior School who also work with the PSHE Association curriculum.

PSHCE is taught by form teachers in Years 3, 4 and 5, and by the Deputy Head Pastoral in Year 6. Our PSHE curriculum is further enriched through teaching and learning centred around our Bee Brilliant pastoral programme, our assembly programme, an abundance of leadership opportunities, a wide range of pupil workshops and two form times each week.

## 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

- Signs and Symbols in Religion

### Spring Term

- Identity, Belonging and Ideas of God

### Summer Term

- Christianity



# James Allen's Girls' School

Ages 4-18

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