

At West Lodge each child finds the spark within them. The light continues to grow, igniting the spark in others -creating ripples throughout the world. It all starts with understanding and acceptance....



Welcome to Year 3 Curriculum Evening

Year 3 Staff



Lilac – Mrs Kambo, Mr Long

Turquoise – Miss Rajani

Maroon – Ms Zara, Mr Khalfi

Year Group Leader – Mrs Kambo

Phase Leader – Mrs Kambo

Assistant Headteacher of Lower School-
Mrs Cooper



Adults in the Year Group

Additional Adults

- Mrs Khaneja
- Mrs Wani
- Mrs Richardson
- Mrs Nanda
- Mrs Somaiya
- Mrs Berfela
- Ms Islami
- Mr Jefferson
- Mrs Chandarana
- Mr Irwin
- Miss Nesbitt

Different adults might work with different children at different times to support or challenge them with their learning.

Special Education Needs and Disabilities Team (SEND)



What is the SEND Team?

Members of staff whose role is to support children and their families with SEND (Special Education Needs or Disabilities).

Who are the SEND Team?

Hilary Haines: SENCo

Michelle Richmond: EYFS/KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader

Mrs Somaiya & Mrs Dabral: Pastoral Assistants

Mr Beckwith: Designated Safeguarding Lead

Ms Stander and Mrs Duggan: Kaleidoscope Leaders

If you have any SEND related concerns about your child, please speak to your child's class teacher and they might recommend you get in touch with a member of the SEND team by emailing them at send@westlodge.harrow.sch.uk.

Routines in Year 3



- Soft start between 8.40- 8.50am
- Opportunity for children to come in and settle themselves ready for the day ahead in a positive and calm way
- Soft Start activities – reading, finishing work off, consolidating learning or intervention activities
- Rotation of school adults outside to greet children speak to parents (they can pass on messages to class teachers)
- School lunches are free for all children, however a snack of fruit or veg still needs to be provided
- School finishes at 3.30 (if your child has an after school club please remind them in the morning)



Bee Values



These are the core values of our school. We focus on one of these values each half term.

This half term we are focusing on
‘Be United’

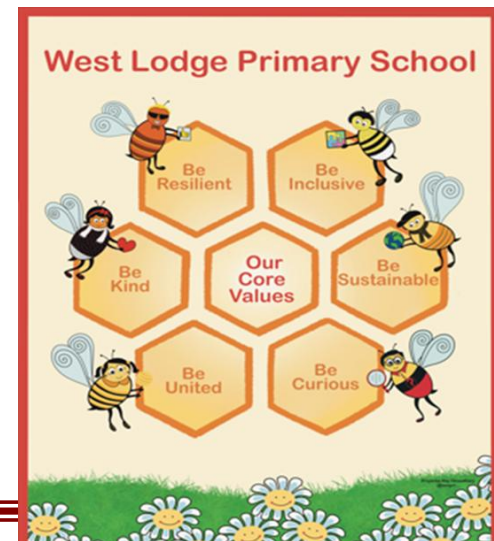
Ripple Mission



This year, we are introducing a weekly Ripple Mission to help bring our West Lodge values to life. Each week, our assembly theme will link to our half-term value and an overarching Big Question. These will be shared in the weekly Bulletin

For Autumn 1, our value is Be United and our Big Question is:

How do we build a community where everyone belongs?



We are a Rights Respecting School



- Each class creates a charter to reflect the rights of all children and adults, and the responsibilities that come with these.
- READY, RESPECTFUL and SAFE





What is a growth mindset?



- the belief that the brain is a muscle and it will get stronger the more we use it
- when we face challenges, our brain gets stronger and we get better at whatever we find challenging
- we encourage the children to choose a level of work that challenges them (mild, spicy, hot)

Active Independent Learners



We want children to:

- Be **in charge of their learning journey** and to take responsibility for it
- Be **active** when learning by asking and answering questions, completing challenging tasks
- Be **independent learners** and to be aware of what they need to help them learn. E.g. resources, math trays, and Bee Line – Brain, Book, Board, Buddy, Boss

We praise the effort not just the end product:

We would prefer children to choose work that is challenging, takes longer to complete and even make mistakes rather than producing work that is “perfect” and all correct on the first try.

Year 3 Curriculum Map

West Lodge Primary School Curriculum Overview



Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Topic	Stone Age to the Iron Age				Romans	
English	Letter Writing (France/England) The Magic Paintbrush (Fiction)	Performance Poetry (Roger McGough) 'My Neolithic Diary' Historical Diary Entry	Legend of Spud Murphy (Fiction) Earnest Shackleton (historical diary entry)	The Iron Man Playing with Words Poetry	Ottoline and the Yellow Cat (Fiction) Romans Non-chronological Reports (General/Army)	Traditional Tales (playscript) Gordon Brown Activity Centre (non-fiction – recount) (Podcast) Letters to Year 4 teachers
Science	Animals (including humans)	Animals (including humans)	Materials: Rocks and Soils	Forces: Magnets	Plants - Helping Plants Grow Well	Light & Shadows
History	Changes in Britain from the Stone Age to the Iron Age		Local History		Roman Empire and its impact on Britain	
Geography	Weather & Climate		Life in the Freezer		Mapping Skills	
RE	What are rules?	Festival of Light What do people believe about God?	What can we learn from the life of Buddha about being happy?	That's not fair or is it?	What makes some places sacred?	Should holy books be treated differently to other books?
MFL	Greetings, Teacher's Instructions, Alphabet	Colours, Days of the Week	Weather, Seasons	Counting to 30, Classroom objects	Nouns and proper nouns linked to France and the UK	Life in France
Music	Food & Drink	Human Body	Environment Ukulele	French Songs Ukulele	In the Past	Building
PE	Indoor: Dance Outdoor: Tag Rugby	Indoor: Gymnastics Outdoor: Hockey	Indoor: SMC Outdoor: Basketball	Indoor: Dodgeball Outdoor: Golf	Indoor: Athletics Outdoor: Football	Outdoor: Cricket Outdoor: Rounders
Art	Drawing		Painting		Craft	
DT		Food – a healthy and varied diet		2D shape to 3D product (Textiles)		Shell Structures using CAD
PSHE/Mind Up/No Outsiders Fresh Arts: Bounce Workshop	Being Me in My World Mind Up – 1. The Brain 2. Mindful Awareness 3. Focussed awareness	Celebrating Differences Mind Up – 4. Mindful listening 5. Mindful seeing	Dreams and Goals Mind Up – 6. Mindful smelling 7. Mindful tasting	Healthy Me Mind Up – 8. Mindful movement 1 9. Mindful movement 2	Relationships Mind Up – 10. Perspective Taking, 11. Choosing Optimism 12. Appreciating happy experiences	Changing Me Mind Up – 13. Expressing gratitude 14. Performing acts of kindness 15. Taking mindful action in the world
Computing	Programming: Sequencing Sounds	Emails	Programming: Events and Actions	Branching Databases/Touch Typing	Creating Media – Desktop Publishing	Computing Systems and Networks
Enrichment Opportunities	Stone Age Extravaganza: Workshop	Christmas Sing Along	Ukulele Concert	Gordon Brown Activity Centre	Visit to St Albans - Verulamium	Visit Hindu Temple

Overview of the Year 3 Curriculum, available on the school website.

Termly Curriculum Overview



Year 3 Curriculum Map 2025-2026

English

Writing:

This term in English, we will write informal letters, imagining we are on holiday in London and Paris. We will also use our learning from history and the book, 'My Neolithic Diary' by Charlotte Guillain to write diary entries. We will be using the story of 'The Magic Paintbrush' to write our own stories. We will also explore poetry by Roger McGough, employing some of the techniques used by him.

Grammar, Punctuation and Spelling:

We will continue to focus on reading and comprehension skills through Guided Reading, and the use of vocabulary, spelling, handwriting, through our writing. We will also be focusing on prefixes, suffixes and contractions.

Autumn Term



Maths

Maths:

These are the key objectives we will be focusing on this term:
Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 timetables and the corresponding division facts; recognise multiples of 2, 5 or 10.

To understand the place value of digits within a number with a focus on 3 digit numbers. To tell the time to the nearest 5 minute interval; using digital and analogue time. To name, identify and describe the properties of 2-D shapes and 3-D shapes. To be able to recognise the nets of different shapes. To apply knowledge of all four number operations to calculate real life problems using a range of strategies. To understand what a fraction is and to understand that a fraction is part of a whole.

Art & Design

This term in Art, we will be developing our drawing skills. We will learn about line, tone and shade and create patterns and textures using a sketching pencil. The children will then use their observational skills to draw animals using tone and shade.

Computing

This term in Computing, children will learn programming sequencing. Using Scratch, we will create programs using motion, sound, and event blocks, ending with a piano project. The unit builds skills step-by-step and covers key stages of program design.

Design & Technology

This term in Design & Technology, we will be thinking about the importance of having a healthy and varied diet. We will be carrying out market research about healthy sandwiches and then we will be designing and making a healthy sandwich.

Geography

This term in Geography, we will learn about the difference between weather and climate and how these differ across the world. Using maps, we will identify different climate zones and explore the impact of climate and climate change.

History

This term in History, we will explore changes to Britain from The Stone Age to the Iron Age. Children will learn that people have been living in Britain for a very long time and explore the significant changes that occurred over this pre-historic period.

Languages

This year we will begin to learn French! We will learn to greet each other. We will also begin to learn colours, days of the week and counting. The children will be introduced to the fact that some French words are masculine and some are feminine.

Music

This term in Music, using the themes of 'Food and Drink' and 'The Human Body', children will be describing music, understanding the layers of it and its effect on mood and feelings. Children will also be representing simple compositions using symbols.

PE & Sport

This term in Dance, we will be working on agility, balance and coordination as well as our ability to link phases of movement to create sequences. In Games, we will be developing our accuracy, ball skills and team work in Tag-Rugby and Hockey

PSHE

Our PSHE will delivered by Fresh Arts, they will focus on 'Dreams and Goals' and 'Celebrating Differences' We will continue to develop our understanding of the school's core values and use 'Mind-Up' to continue learning about mindfulness.

Religious Education

This term in RE, we will be considering ways in which communities live together. We will be thinking about what groups of people believe about God in their religions. We will also be looking at different symbols and exploring the idea of rules.

Science

This term in Science, we will be learning about Nutrition and the Skeleton. We will find out about food groups and healthy balanced diets. We will be investigating skeletons, bones, joints and muscles. We will discover the importance of exercise.

Trips & Workshops

Curriculum Evening:
24th September 2025
Stone Age Workshop:
7th October 2025
(In school)
Year 3 Christmas Sing Along
15th December 2025

Knowledge Organisers



**Knowledge
Organiser**

Year 3 - Autumn 2: Changes in Britain from the Stone Age to the Iron Age

Key Vocabulary	
Word	Meaning
BC (Before Christ) AD (Anno Domini)	BC - Is used to refer to the years before the birth of Jesus AD - Is used to refer to the years after the birth of Jesus
Chronology	The arrangement of dates or events in the order that they happened
Pre-history/ Pre-historic	A time before information was written down and recorded
Palaeolithic Mesolithic Neolithic	The Stone Age is divided into these three parts Palaeolithic – Old Stone Age Mesolithic – Middle Stone Age Neolithic – New Stone Age
Crops	Plants such as wheat or potatoes grown in large quantities for food
Settlement	A place where people live and build their homes
Agriculture	Farming and the methods used to raise and look after crops and animals
Flint	A very hard stone used to make tools
Hunter-Gatherer	A hunter-gatherer is one who lives from edible plants and animals from the wild, by foraging and hunting.
Archaeologist	Is somebody who looks at ancient sites and objects to learn about the past. They are looking for clues or evidence about how people like us used to live a long time ago.

Key dates in chronological order

Stone Age	
450,000 BC	Palaeolithic period
10,000 BC	Mesolithic period
4000 BC	Neolithic period
3000 BC	Stonehenge started
3000 BC	Skara Brae built
Bronze Age	
2300 BC	Bronze working introduced
1600 BC	Stonehenge abandoned
1200 BC	First hillforts
Iron Age	
800 BC	Iron working introduced
54 BC	1 st Roman invasion
AD 43	2 nd Roman invasion

Early Stone Age (Palaeolithic)

Middle Stone Age (Mesolithic)

Late Stone Age (Neolithic)

Ignite ♦ Grow ♦ Inspire

**Knowledge
Organiser**

Year 3 - Autumn 2: Changes in Britain from the Stone Age to the Iron Age

Stonehenge is a famous monument located in Wiltshire, England.

It is a circle of very large stones standing upright. It was built in the Stone Age, constructed roughly between 3000BC – 1600BC.

Skara Brae is an archaeological site in Orkney, Scotland. It is a Stone Age village, which was uncovered during a storm in 1850. There are 8 houses made of stone. There is only one room in each house. It is famous because it has been well preserved and has taught us a lot about life in the Stone Age.

Timeline of key events:

Palaeolithic Era (Old Stone)	Mesolithic Era (Middle Stone)	Neolithic Era (New Stone)
2-3 million years ago – 10,000BC	10,000BC – 4,000BC	4,000BC – 2,300BC
800,000 BC – Earliest footprints found 400,000 BC – Fire was created 37,000 BC – Cave paintings began to appear 11,000 BC – The ice age returned and drove everybody away	9,000 BC – Oldest complete skeleton found 8,000 BC – Mammoths became extinct 6,000 BC – Sea levels started to rise due to melting ice caps and a huge tsunami caused Britain to separate from the mainland	4,000 BC – People start to become farmers 3,100 BC – Skara Brae was built 3,500 BC – Creation of pottery

Extending your learning:

1. Visit Stonehenge in Wiltshire
2. Visit the British Museum – look at their pre-history collections
3. [Prehistoric - KS2 History - BBC Bitesize](#)
4. [Timeline - Stone Age to Iron Age | Historic England](#)

Ignite ♦ Grow ♦ Inspire

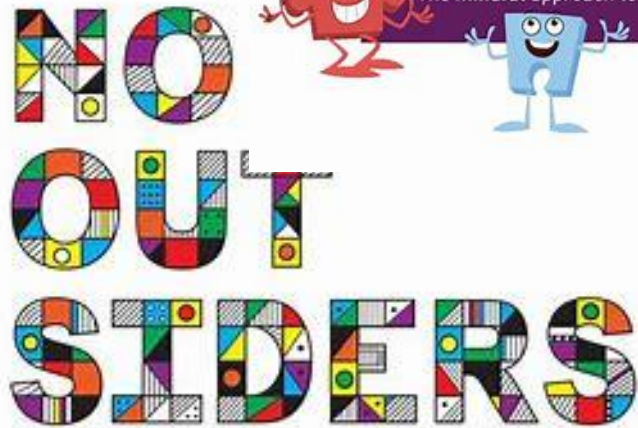
These will be uploaded to TEAMS each half term and will be available on the website.

PSHE in Year 3



THE MINDUP CURRICULUM

MindUP Curriculum Comprehensive guides to help all learners focus and reach their potential through brain-centered management and teaching strategies.



EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.

FRESH ARTS BOUNCE DRAMA PROJECT

The Bounce Drama Project funded by the Paul Hamlyn Foundation aims to boost children's knowledge around mental wellbeing through drama and the arts.

Presentation:

We encourage children to take great pride in all their written work.



- Encourage correct sitting posture and pencil grip
- Sit words on the lines or 1 digit in each box
- Include the date and learning intention
- All work is recorded in pencil
- Work can be edited with the use of a rubber or the Black Biro of Brilliance
- Use Nelson handwriting script with the expectation that children continue to learn to join their writing.
- In the Spring term children will be practising handwriting using a handwriting pen.

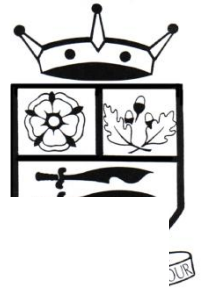


Marking and Feedback

Writing:

- Steps to Success
- Highlighting is used when marking a piece of writing to draw children's attention to specific **WWW (green)**
- **EBI (pink highlighter)** – this is only used where necessary.
- Children will use the 'Black Biro of Brilliance' to edit and improve their work.

Marking and Feedback



Maths:

- Self Mark or adults tick in **Green (WWW)**
- Steps to Success
- Using and Applying Tasks
- Children will use the 'Black Biro of Brilliance' to make corrections

Reading in Year 3



Guided Reading:

- One session every week.
- Children read in groups with an adult.
- Each group will be working on a book over a number of weeks
- Some children will take GR books home
- New reading/homework records
- Daily reading recorded in Reading Records
- Reading Record/Homework Diary to be brought to school everyday.

Reading in Year 3



Basket Books:

- Children will continue to get basket books
- These can be changed as and when required
- These can be recorded in the Reading Diaries



Library Books:

- Children will change their library books weekly if they have returned previous loans
- Please ensure children return their books on time so they can get a new one
- Your children should know their library day.

Recommended Books



FANTASTIC FORTY YEAR 3



Homework



- Homework is given out every Friday.
- There will be a weekly Maths homework
- Topic homework will either be a project or a weekly topic challenge. This half term it is a project.
- Homework will be due; the following Wednesday, although a longer time frame will be given for a project. The children will be expected to spend around 20 minutes each week on their project.
- English homework – pages from the CGP book



Homework



- Each child has a reading/homework diary. The children will write a brief explanation of the homework on Friday.
- Maths homework will either be set via one of our online platforms or on Teams. This will be indicated in the homework diary
- Parents need to sign the diary each week to acknowledge they have seen their child's homework and can write a comment to show how their child got on.
- Class teachers will also check the diaries every week.



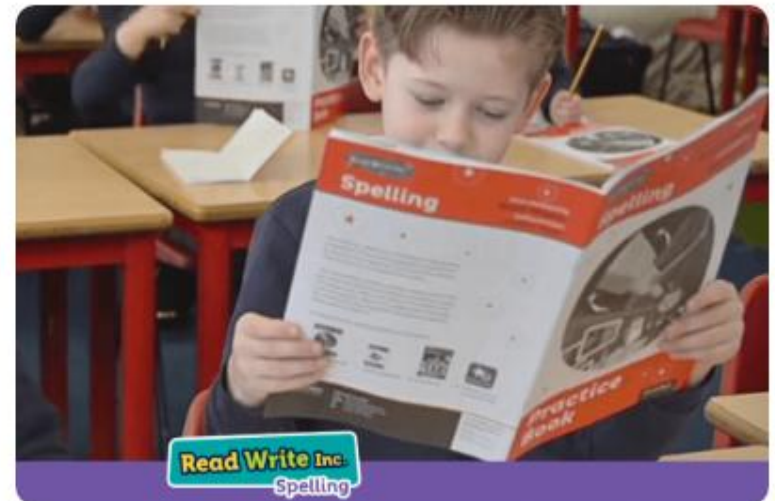
Spelling at School:



The children will continue with RWI Spelling programme that they started in Year 2.

This follows on from the RWI Phonics programme used in EYFS and KS1.

- It is taught 3 times a week and is systematic, with deliberate, focused practice and constant revision.
- It teaches children different spelling rules and how to apply these.
- There are two different types of words – green/Fred words that can be sounded out and red/orange/tricky words that can not.



Spelling at Home:



Green words:

Use Fred fingers and sound charts to sound out these.

Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz se	sh ti ci	th nk	ng	
b	c ck ch	d dd	g gg	h	j g ge de e	p pp	qu	t tt	w wh	x y	ch tc h

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i y	ow o-e oa o
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oo	oo	ar	or oor	air are	ir ur er	ou ow	oy oi	ire	ear	ure
u-e ue ew			ore aw au							

Red/Orange words:

- look, say, cover, write check

- Mnemonics
- Say it as it looks
- Word in a word
- A tricky letter
- Rap it

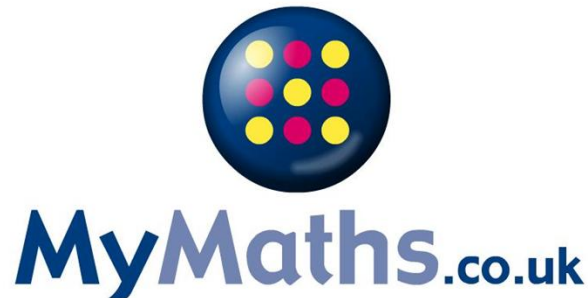


A copy of the sound chart and red words can be found in your child's diary.

Home learning platform



Passwords will be stuck into their homework diaries.
Please also write these down somewhere safe.

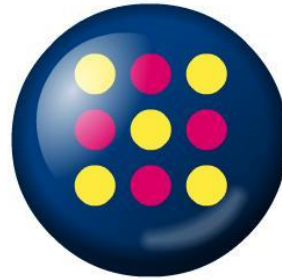


Home learning platform



- The main learning platform this year is Teams. The children have begun to learn how to use this in their Computing lessons.
- Some homework will be set on Teams and children can submit their homework via Teams too.
- Knowledge Organisers will be posted on Teams.

Home learning platform



MyMaths.co.uk

- All children have access to My Maths at any time.
- Each activity has a lesson and a homework activity.
- Generic login

Username: westlodge Password: Addition

- Login using their personal login

Home learning platform



- All children have access to TT Rockstars at any time
- Please encourage your child to ignore the time until they build up their confidence
- Practise their timetables
- Children will have their own log in



Visits and Workshops:

Some of this year's trips are still to be confirmed.
Some visits which have taken place in previous years
are:

- Pre-history Workshop: 26th November 2026
- St Albans: Verulamium: Links to the Romans topic
- Hindu Temple
- Gordon Brown Centre:
(day trip)

Setting Boundaries with Technology



- Create screen-free zones: bedrooms, mealtimes.
- Set time limits for device use (e.g., 30 minutes of entertainment time).
- Use a shared family calendar to track online activities.
- Create a family charter



Fostering Real-World Engagement

- Prioritise outdoor play, reading, and creative activities over screen time.
- Enrol children in sports, art classes, or community activities.
- Model smartphone-free behaviours as parents.
- Set up screen free challenges



Guide Children on Responsible Technology Use

- Teach digital literacy and online safety.
- Help them understand the importance of balance: technology as a tool, not a distraction.
- Encourage the use of educational apps over mindless scrolling or games.





What are the age restrictions on social media?



13

Facebook
Twitter
Instagram
Snapchat
TikTok
Kik
Ask.fm
Houseparty
Periscope
Tumblr
Reddit
Pinterest



13+

Whatsapp
YouTube
WeChat
Whisper
Yubo



(13+ means with parental consent)

16

LinkedIn



18

Tinder
Bumble



From Spring 2027, under-16s will no longer be able to use certain social media.

Children will still be able to go online safely, for learning, news, games and staying in touch with friends and family.

This is about reducing harm, improving wellbeing and giving young people more time for a healthier childhood.

Using year group emails

A quick route for routine questions and updates



PLEASE USE THE YEAR GROUP EMAIL FOR

- ✓ Questions about homework, spellings or reading books
- ✓ Non-urgent changes to collection arrangements
- ✓ Clarification about class information or routines

PLEASE CONTACT THE SCHOOL OFFICE FOR

- Concerns or complaints
- Individual pupil progress
- Sensitive or confidential matters

The office will direct your enquiry to the appropriate member of staff so it receives the care and attention it needs.

RESPONSE TIMES

Year group inboxes are not monitored continuously.

Teachers aim to respond to appropriate emails within 3 working days.

For urgent matters or anything needing a quicker response, please telephone the school office.



Thank you!



Contacting Year 3 staff:

Speak to us at the end of the day or
leave a message with the adults at
the door in the mornings

or

Email us at:

3@westlodge.harrow.sch.uk