

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



Turquoise – Miss Rajani

Lilac – Mrs Kambo, Mr Long

Maroon – Miss Miranda

Year Group Leader – Mrs Kambo

Phase Leader – Mrs Kambo



Adults in the Year Group

Additional Adults

- Mrs Flemming
- Mrs Lockie
- Mrs Shouler
- Mrs Somaiya
- Miss Goodliffe
- Ms Nair
- Ms Konkader
- Mrs Berfela
- Mr Jefferson
- Mrs Shah
- Mrs Rakos
- Mrs Sonecha
- Mrs Abrahams
- Mrs Sufaj
- Mr Wade

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: SENDco

Michelle Richmond: KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader (Maternity Leave)

Caroline Kinsella: Pastoral and Safeguarding Lead

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
- Rotation of school adults outside to greet children and speak to parents (they can pass on messages to class teachers)
- 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 interventions
- School lunches are now 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)





This year, the children will be continuing their journey on the MindUp curriculum during their PSHE lessons.

The purpose of the 15 lessons is to help children develop a better understanding of self and also further develop their abilities to self-regulate. The children will be continuing to take part in a minimum of 3 brain breaks throughout each school day.

The curriculum is based on four key pillars:



Unit I: Getting Focused
Lesson 1 : How Our Brains Work
Lesson 2 : Mindful Awareness
Lesson 3 : Focused Awareness: The Core Practice
Unit II: Sharpening Your Senses
Lesson 4 : Mindful Listening
Lesson 5 : Mindful Seeing
Lesson 6 : Mindful Smelling
Lesson 7 : Mindful Tasting
Lesson 8 : Mindful Movement I
Lesson 9 : Mindful Movement II
Unit III: It's All About Attitude
Lesson 10 : Perspective Taking
Lesson 11 : Choosing Optimism
Lesson 12 : Appreciating Happy Experiences
Unit IV: Taking Action Mindfully
Lesson 13 : Expressing Gratitude
Lesson 14 : Performing Acts of Kindness
Lesson 15 : Taking Mindful Action in the World.

We are a Rights Respecting School



- As a whole school we have created a Charter to reflect the rights of all children and adults, and the responsibilities that come with these.
- **READY, RESPECTFUL and SAFE**



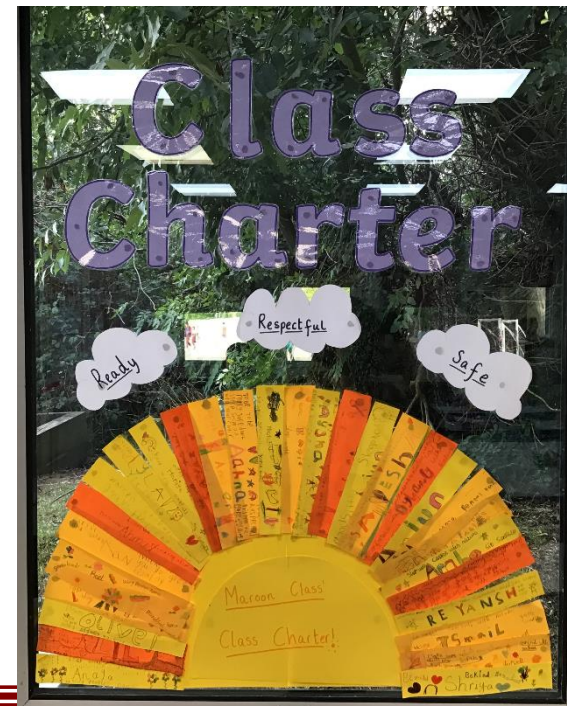
Turquoise Class



Lilac Class



Maroon Class



Bee Values



West Lodge Primary School



In Year 3 we will be ...





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

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) Performance Poetry (Roger McGough) Legend of Spud Murphy (Fiction)	Dragon Slayer (Legends) Storm (Fiction) Historical Diary Entry	Roald Dahl (Fiction) The Twits Climate Zones Report Writing Letter Writing climate change	Shackleton (Non-fiction – Diary entries) Whole School Writing Task: Playing With Words Poetry	Ottoline and the Yellow Cat (Fiction) Playing With Words Poetry	Romans Reports (General/Army) Gordon Brown Activity Centre (non-fiction – recount) (Podcast) Letters to Yr 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/Area		Roman Empire and its impact on Britain	
Geography	Weather & Climate		Life in the Freezer		Reading Maps	
RE	What are rules?	What do people believe about God? AT1 – B & C AT2 – D & F	Buddhism	That's not fair or is it?	Special Places	Holy Books and Writing
MFL	Greetings, introducing myself, numbers to 30, alphabet		Weather, seasons, classroom objects		Pets and animals, pronouns and verbs	
Music	Food & Drink	Human Body	Environment	French Songs	In the Past	Building
PE	Indoor: Gymnastics Outdoor: Tag Rugby	Indoor: Dance Outdoor: Hockey Football	Indoor: Gymnastics Outdoor: Netball	Indoor: Dance Outdoor: Basketball	Indoor: Gymnastics Outdoor: Tennis	Outdoor: Athletics Outdoor: Cricket/Rounders
Art	Drawing, Art from the past (Cave Art, Aboriginal Art)			2D/3D products		Mosaics
DT		Food – a healthy and varied diet	Making sandwiches		Textiles – 2D - 3D project	Textiles – 2D - 3D project
PSHE/Mind Up	Dreams and Goals Mind Up – 1. The Brain 2. Mindful Awareness 3. Focussed awareness	Dreams and Goals Mind Up – 4. Mindful listening 5. Mindful seeing	Healthy Me 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	Transition Mind Up- 13. Expressing gratitude 14. Performing acts of kindness 15. Taking mindful action in the world
Computing	Coding – 3A – Sequence & Animation	3.5 We are Communicators	3.3 We are Presenters	3.6 We are opinion pollsters	Coding – 3B – conditional events (selection)	3.4 We are Network Engineers
Enrichment Opportunities	Visit to Stonehenge	Christmas Production	Visit to Roald Dahl Museum	Celtic Day	Visit to St Albans - Verulamium	Gordon Brown Activity Centre – Roman Day Tube trip – Baker Street/Regents Park Mosque



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

Termly Curriculum Overview



Year 3 Curriculum Map 2023-2024

English

Writing:

This term in English, we will write informal letters, imagining we are on holiday in London or Paris. We will also use our learning from our history topic, 'Stone Age to the Iron Age' to write a diary entry. We will carry out a book study on 'The Legend of Spud Murphy' by Eoin Colfer and 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 pre-fixes, 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 times tables 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 nets. To apply knowledge of all four number operations to calculate real life problems using a range of strategies. To understand what a fraction is, understand that a fraction is part of a whole.

Art & Design

This term in Art, we will be focusing on 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.

Computing

This term in Computing, we will explore the concept of sequencing in programming through Scratch, leading to creating their own programs. The children will use a range of techniques to create a stop frame animation, applying those skills to create a story.

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, 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 Gymnastics, 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 in ball skills, sending and receiving, during a game.

PSHE

In PSHE, through our Jigsaw units of work, we will be exploring 'Dreams and Goals' and 'Celebrating Differences'. We will further 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 different people believe about God and 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:

Wednesday 27th September

Stone Age Workshop:

Thursday 16th November
(in school)

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.

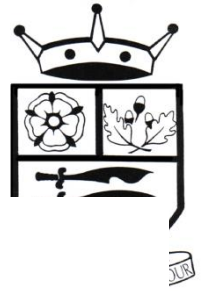
Marking and Feedback



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
- EBI comments – this is only used where necessary.
- 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
- Books do not go home.
- New reading/homework records
- There will either be a comment or stamp to acknowledge that your child has been read with an adult at school in their Reading Record
- Children/adult should be writing in this every day
- It should stay in book bags every day

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 child's library day should be written in the front of their homework diary.

Other Reading:

- Bug Club and Rising Stars – linked to their book band
- Continue comprehension lessons

Developing a love for reading and an improved understanding



- Suggested reading lists are available for each year group so teachers and parents have a bank of 'good reads' to share with children at home or in school
- Reading linked to the Bee Values
- Inviting Book Corners
- Range of diverse books to engage all children and to reflect all abilities and backgrounds
- Regular story times





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: Thursday 16th November
- Roald Dahl Museum
- St Albans Verulamium
- Gordon Brown Centre

Knowledge Organisers



Knowledge Organiser

Year 3- Autumn 1: Weather and Climate

Key Vocabulary

Word	Meaning
Weather	The day to day weather conditions of a place.
Climate	The pattern of weather conditions over a longer period of time of a particular place.
Temperature	The measure of how hot or cold it is. Measured in Degrees Celsius.
Equator	An imaginary line that divides the Earth into 2 halves; the Northern and the Southern hemisphere.
Desert	A large region that gets very little rain each year. Temperatures are often very hot or cold.
Precipitation	The release of water from the atmosphere as a solid or a liquid (snow, hail, rain).
Continent	A large land mass. There are 7 continents.
Polar	Very cold and dry all year.
Temperate	Cold winters and mild summers.
Arid	Dry and hot all year.
Tropical	Hot and wet all year.
Mediterranean	Mild winters, dry hot summers. Mountains very cold all year.

Map showing the 7 continents and 5 oceans

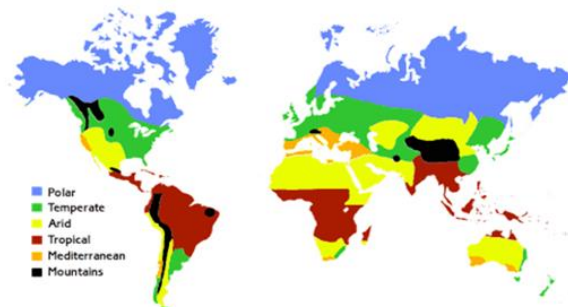


Knowledge Organiser

Year 3- Autumn 1: Weather and Climate



Climate Zones



Extending your learning:

1. <https://kids.britannica.com/kids/article/climate/352972>
2. Espresso discovery
3. Look at maps and Atlases
4. Visit the Science museum in London

Ignite ♦ Grow ♦ Inspire

Ignite ♦ Grow ♦ Inspire

These will be uploaded to TEAMS each half term.

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.
- Homework will be due in the following Wednesday, although a longer time frame will be given for a project and the children will be expected to spend around 20 minutes each week on their project.
- English homework will be added to this next half term.



Homework



- Each child has a reading/homework diary. The children will write a brief explanation of the homework.
- 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 sign the diaries every week.



Spellings



Look



Say



Cover



Write



Check



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

Home learning platform



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

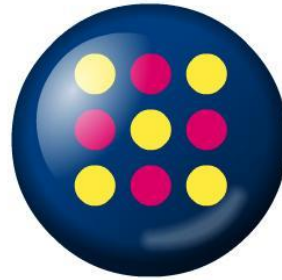


Home learning platform



- 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

Home learning platform



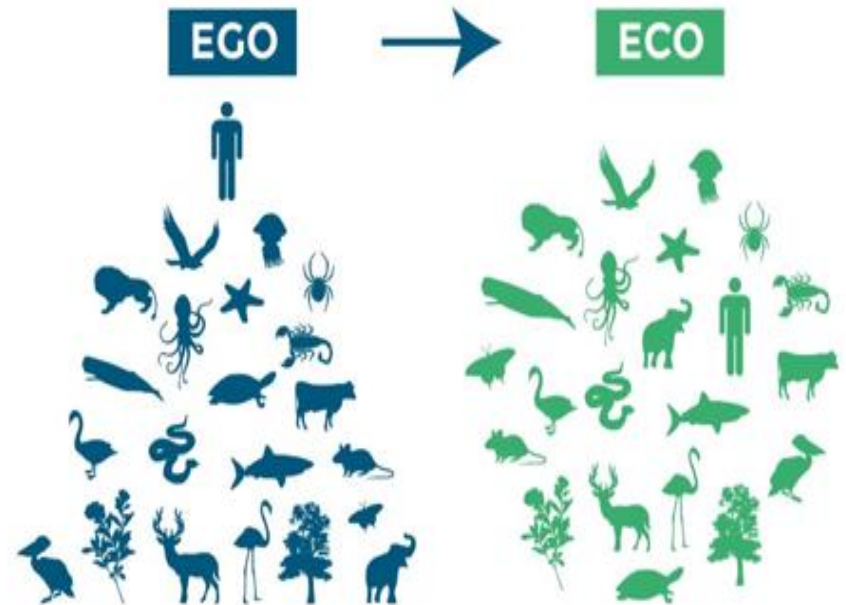
- Online reading programme used by the school to help support the teaching of reading
- ebooks assigned by class teacher
- Fun, interactive books with comprehension questions



Sustainability at West Lodge is an approach to education and the running of a school that meets the needs of the current community without compromising the ability of future communities to meet their own needs. It leads to the creation of a socially-just, sustainable and equitable community that acts in an ethical way towards the ecosphere. An outward looking community which thinks globally and acts locally.

Sustainability education is an overarching framework that:

- links across all areas of the curriculum;
- affects how we view and maintain our campus;
- influences how we interact and connect with our community.



End of Year Expectations



- These are saved on the website
- Outline what the children should be able to do by the end of the year in Maths, Reading and Writing
- However all children progress at their own rate



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