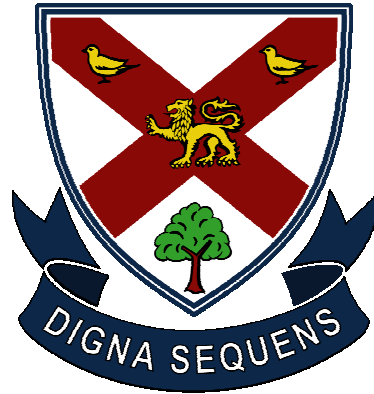


# Widford Lodge

Preparatory School



## Form 3 Curriculum Information Booklet

## **INTRODUCTION**

This booklet contains the curriculum information for your child for this academic year. Each subject is referred to and we hope that this gives you an insight into what your child is likely to experience this year, both in and outside the classroom. Please note however, that there has to be a degree of flexibility within this curriculum, depending on the individual needs of the children.

If you have any queries about anything that is or is not contained in this booklet, please see either myself or the relevant teacher.

Simon Trowell  
September 2011

**Widford Lodge Preparatory School**  
**From 3 Curriculum**

**English (Literacy) in Form 3**

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, handwriting, reading, writing and comprehension work.

Spelling: Weekly spelling lists related to the current class work.

Handwriting: We follow the Nelson handwriting scheme and continue to practise letter formations throughout Form 3.

Reading: Children will be heard on a weekly basis and are encouraged to read regularly at home. They also read daily during class, which is based on the termly topics.

Writing: Children are encouraged to write during group work and independently, usually on a daily basis. This is based upon the topics below.

Comprehension: This will be completed during class lessons in preparation for exams and as homework.

<p><u>Autumn Term – Fiction</u></p> <p>Narrative: Setting                      Narrative: Dialogue                      Poetry: Shape poems                      Poetry: Observation                      Plays                      Author study:</p> <p>Anne Fine – ‘The Killer Cat’                      Michael Rosen - Poetry</p>	<p><u>Autumn Term –Non-Fiction</u></p> <p>Comparing fact and fiction                      Non-chronological Reports</p>
<p><u>Spring Term – Fiction</u></p> <p>Oral and performance poetry                      Narrative: Traditional tales                      Narrative: Myths, fables and parables                      Author study: Aesop’s fables</p> <p>Roald Dahl – ‘Fantastic Mr Fox’</p>	<p><u>Spring Term – Non-Fiction</u></p> <p>Instructions                      Note-making and Dictionaries</p>
<p><u>Summer Term – Fiction</u></p> <p>Narrative: Plot                      Narrative: Point of view                      Humorous                      Stories by the same author                      Author study:</p> <p>Anne Fine – ‘Bill’s New Frock’</p>	<p><u>Summer Term – Non-Fiction</u></p> <p>Writing Letters                      Alphabetical</p>

### 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.

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.

They will use this knowledge to extend number sequences and counting in steps as well as extending their odd and even number understanding.

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.

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.

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 9, 10 or 11 first
- Starting with the highest number
- Partitioning into tens and units e.g.

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

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

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

$$= 80 + 11 = 91$$

Children are unlikely to add and subtract by writing numbers underneath each other in column format in Form 3.

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 and 10 with corresponding division facts, for example divide 32 by 4; what is 6 multiplied by 3. They may of course learn other times tables once these are secure!

Children will understand that division sums may have remainders and will start thinking about rounding answers up or down when solving worded division problems.

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 knowing the equivalents of g to kg etc, as well as encouraging measurement, estimating and problem solving using rulers, scales, jugs etc.
- 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.

Other concepts covered include: lines of symmetry, co-ordinates on a grid, compass directions, right angles, Carroll and Venn diagrams and bar charts.

Your child will extend their 2D and 3D shape knowledge to include: quadrilateral, semi circle, prism and hemisphere.

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.

### **Science in Form 3**

#### **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.

#### **Materials and their Uses**

Through this unit children will extend their knowledge of the range of materials that we use and of the properties that characterise them. This knowledge should help them recognise what needs to be considered when a material is chosen for a particular use.

*Experimental and investigative work focuses on: planning investigations, deciding what to change, what to keep the same and what to measure. Deciding whether a fair comparison was made and using results to draw conclusions.*

#### **Teeth and Eating**

Work in this unit will reinforce and develop children's knowledge of their personal health and how this relates to diet. They will learn about how human, and animal teeth, are related to diet and the importance of dental care.

#### **Magnets and Springs**

This unit gives children experience of forces, including attraction and repulsion between magnets, compression and stretching of springs and stretching of elastic bands. They learn that these forces have direction and can vary in size. They also learn which materials are attracted to magnets.

*Experimental and investigative work focuses on: making simple predictions, planning what evidence to collect, interpreting evidence and using it to draw conclusions.*

#### **Rocks and Soils**

Through this unit children should come to recognise that underneath all surfaces is rock which they may not be able to see and that rocks get broken down into pebbles and soils which we can see. They will also begin to understand that there are different sorts of rock with different characteristics and that consequently, pebbles and soils from different rocks have different characteristics.

*Experimental and investigative work will focus on: considering whether a test is fair, measuring volumes of liquids, using appropriate apparatus, making comparisons drawing and suggesting explanations for conclusions*

#### **Helping Plants to Grow**

In this unit children will learn about the different parts of a plant. They will also learn about what plants need to grow well.

*Experimental and investigative work will focus on: considering what evidence should be collected, making careful measurements, considering how good the evidence is and using results to draw conclusions.*

#### **Light and Dark**

This unit introduces the relationship between light, an object and the formation of shadows. Children observe the apparent movement of the Sun and the associated changes in shadows.

- Understand the rules of shadows
- Shadow length
- Telling the time with a shadow stick
- Finding out about day and night
- The turning Earth
- Transparent, translucent and opaque

**Experimental and investigative work focuses on: making and recording measurements and observations, drawing conclusions and suggesting explanations for observations and conclusions.**

### **Geography in Form 3**

#### 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.
- Discuss farming and food.
- Look at the leisure and tourism in Kenya.

#### 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**

#### Ancient Egypt

- Introduction to Ancient Egypt.
- What can we learn about Ancient Egypt from an artefact?
- The landscape and importance of the River Nile in Ancient Egypt.
- Farming – Tools and irrigation techniques.
- Farming and Food.
- Everyday life – What type of people lived in Ancient Egypt?
- Everyday life – What were the homes like in Ancient Egypt?
- Tutankhamun and Howard Carter.
- Gods and Religion.
- Mummification.
- The Afterlife – Tombs and Pyramids.
- Hieroglyphs and Scribes.
- The Egyptian number system.

#### Ancient Greece

- Where and when was Ancient Greece?
- Athens and Sparta.
- Who did the Ancient Greeks worship and why?
- What made Ancient Greek fighters so powerful?
- The Battle of Marathon.
- The Greek alphabet and Greek words today.
- Ancient Greek schools compared to our schools.
- Ancient Greek buildings.
- Modern and ancient Olympic games.
- Ancient Greek scholars.

#### Local area in the past

- What is our area like today?
- Use maps to explore how it has changed

- What do pictures and photos tell us about life in the past?
- A famous resident of Chelmsford.
- What was Chelmsford like long ago?
- What can local buildings or sites tell us about the past?
- Study of Highlands House and visit.

### **Art, Design & Technology in Form 3**

#### 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.
- Making a practical response to the work of Vincent Van Gogh and other artists, focusing on mark-making and use of thick paint and short brush strokes.
- 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.

#### Collagé

- 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.
- Respond to animal markings and use ideas as a starting point for creating coloured, repeated patterns onto selected surfaces.

#### Packaging

- Strengthening sheet material to make a strong shell structure, which can be used for a variety of packaging.
- Gaining knowledge about nets and about how complex 3D shapes can be made by using a net.
- Developing designing skills through the knowledge gained from investigating, disassembling and evaluating a range of familiar commercial packaging.
- Developing making skills through focused tasks that use a range of measuring, marking-out, cutting and assembling techniques.
- Learning simple graphical communication techniques.

### Moving Monsters

- 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.

### Photograph Frames

- 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.

## **Information and Communication Technology in Form 3**

### Combining text and graphics

- Using font size, type and colour to produce different effects.
- Using font size, type and colour for advertisements.
- Highlighting text, overtyping and saving changes.
- Inserting a graphic from a clipart file and resizing.
- Copying and pasting graphics from other sources.
- Using the shift key to type upper case letters and characters such as question marks and speech marks.
- Centre, left and right aligning.
- Combine text and graphics to communicate information in the form of a class magazine.

### The Internet

- Introducing the Internet – opening a browser, typing in the address bar.
- Web-browsers
- Searching the Internet
- Guestbooks
- Researching the Internet

### Email

- Introduction – What is Email?
- Receiving a message, sending a message, address books, adding a name to the address book and typing name into the address book.
- Replying to a message, adding an attachment, opening an attachment, annotating a message, sending carbon copies

### Introduction to Databases

- Collecting and sorting information in an organised way using fields and record cards.
- Exploring record cards stored as numbers.
- Creating and searching databases
- Using database information to create bar charts
- Using a database and a bar chart to sort, classify and present information.

### Exploring Simulations

- Exploring options using a history CD ROM
- Exploring and using 'Crystal Rain Forest' simulation software.
- Exploring the effects of changing variables in the 'Crystal Rain Forest' simulation program

### **Physical Education and Games in Form 3**

#### Games

Girls – Rounders, Hockey and Netball

Boys – Tag Rugby, Football and Cricket

#### Outdoor activities

- Work in a team
- Perform skills effectively
- Problem solve
- Evaluate performance
- Use a map to navigate
- Decision make

#### Gymnastics

- Importance of warm up and cool down
- Safely set up and put away equipment
- Safely dismount
- Improve balance and co-ordination
- Improve flexibility
- Perform movement tasks to their own ability, including rolling and sequencing activities

#### Dance

- Develop body awareness
- Awareness of weight and time
- Develop co-ordination
- Listen to beats and percussion and move to them
- Travel in a variety of ways
- Change speed and direction
- Plan, practice and perform a sequence of moves
- Work in a group
- Evaluate performances

#### Tennis

- Importance of warm up and cool down
- Develop movement and co-ordination skills
- Develop hand-eye co-ordination
- Develop balance
- Introduce forehand, backhand and volley skills
- Understand basic scoring methods

#### Athletics

- Importance of warm up and cool down
- Develop movement and co-ordination skills
- Introduce athletic events
- Develop the techniques needed to jump, throw and run.

### Swimming

- Using the pool safely
- Developing front-crawl, breast-stroke and back-crawl
- Participating in a variety of water games
- Developing an awareness of water safety
- Developing the ability to sustain a stroke over a set time

## **Personal Health and Social Education in Form 3**

### Personal Development

- Who am I?
- Similarities and differences
- Setting targets
- The work people do

### Relationships

- Togetherness
- What is a friend?
- Other people's feelings
- Understanding others
- Arguments
- Bullying
- Different customs

### Citizenship

- Right and wrong
- Rules
- Responsibilities
- Communities
- Our Environment

### Lifestyle

- Growing and changing
- Dangerous places
- Harmful materials
- Help!
- Safe choices
- Things that influence us

## **Religious Education in Form 3**

### Autumn Term

- Mother Teresa of Calcutta: a life devoted to the service of God and the poorest of the poor
- Special places
- A visit to our local Anglican parish church
- Harvest festival
- What goes on in our local Anglican parish church
- Church Weddings
- Our local Vicar
- Different places of Christian worship
- Our own beliefs and ideas about God
- The Ten Commandments
- The Lord's Prayer
- The Annunciation
- Advent.
- Toys!

### Spring Term

- Henry Dunark – Red Cross
- Birthday celebrations
- Introducing India
- Stories about the mischievous young Krishna

- Hindu gods and goddesses
- Respect for animals and vegetarianism in Hinduism
- Ganesha, the god with the elephant head
- The Hindu festival of Holi
- Shrines in Hindu homes
- The Easter Story

### Summer Term

- Dr Cicely Saunders – Hospice movement
- Lost in the temple: a story about the young Jesus
- The story of the lost sheep and Jesus, the Good Shepherd
- The story of the lost coin: losing something of value
- The lost son
- Objects used in Christian Worship
- Christian prayer, including the Lord's Prayer (also covered in Form 6)
- Christian music
- Different styles of Christian worship

### **MFL in Form 3 (French)**

#### **Vocabulary and grammar topics**

#### Autumn Term - Unit 1: Je parle français (I can speak French)

- Greetings & courtesy
- Asking / saying name
- Asking / saying how you feel
- Present tense (singular) of 'être' (to be) + une fille / un garçon
- Understanding classroom instructions
- Nos. 0-31
- The alphabet
- Days of the week
- Cultural: La Toussaint (All Saints' Day), Noël

#### Spring / Summer Term - Unit 2: Je me présente (Introducing myself)

- Months of the year
- Asking / saying age, where I live, birthday, nationality
- Present tense of 'avoir' (to have)
- Nouns for classroom objects + un, une, des
- Cultural: Pâques (Easter), la Fête des Mères (Mothering Sunday)
- The weather & seasons

#### Summer Term - Unit 3: En famille (Family)

- Colours & shapes: likes and preferences
- Nouns for family members

(continued in Form 4)

**Music in Form 3**

The children in Form 3 will be learning the descant recorder as part of their regular weekly music lesson.

The children will learn a number of songs that have a topical or seasonal relevance or that are in preparation for a school concert or production

Autumn Term

- Exploring descriptive music
- Exploring rhythmic patterns

Spring Term

- Exploring musical arrangements
- Exploring pentatonic scales

Summer Term

- Exploring sound colours
- Exploring singing games

<p><u>Christmas Term - First half</u></p> <p><u>Unit of Study: Animal Magic – Exploring descriptive sounds</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To identify how to use the musical elements to describe animals</li> <li>• How to use movement to describe animals</li> <li>• How to match sounds to movement</li> <li>• Select particular ways in which the musical elements can be combined expressively</li> </ul>	<p><u>Christmas Term - Second half</u></p> <p><u>Unit of Study: Play it again – Exploring rhythmic patterns</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About repeated rhythmic patterns</li> <li>• About how rhythms can be described through rhythmic symbols</li> <li>• That repeated patterns are often used in music</li> <li>• To compose music using rhythmic ostinati based on a spoken phrase</li> </ul>
<p><u>Easter Term-First half</u></p> <p><u>Unit of Study: The class orchestra – Exploring arrangements</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About music accompaniments</li> <li>• To explore melodic phrases</li> <li>• To explore rhythmic patterns</li> <li>• To consider the intended effect of music</li> <li>• About expressive use of musical elements.</li> <li>• How to present a class performance</li> </ul>	<p><u>Easter Term - Second half</u></p> <p><u>Unit of Study: Dragon scales – Exploring pentatonic scales</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About pentatonic scales and how they are used in music</li> <li>• How simple tunes can be based on pentatonic scale</li> <li>• How to create different textures</li> <li>• Sing the pentatonic scale</li> <li>• How to create a class performance</li> </ul>

<p><u>Summer term - First half</u></p> <p><u>Unit of work: Salt, pepper, vinegar and mustard – Exploring singing games</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"><li>• To sing and play a range of singing games</li><li>• That singing games have specific characteristics that contribute to their success</li><li>• To clap/tap the pulse and how to create rhythmic ostinati</li><li>• How to make up tunes for their own singing games and add appropriate actions</li></ul>	<p><u>Summer Term – Second half</u></p> <p><u>Unit of work: Painting with Sound – Exploring sound colours</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"><li>• That music, like pictures, can describe images and moods</li><li>• To relate sounds to visual images</li><li>• To select appropriate instruments to create an image</li><li>• How sounds can be combined to make textures</li><li>• How mood and emotion can be illustrated in music</li><li>• How pitched sounds can be combined</li><li>• How rhythmic sounds can be combined</li><li>• How sound can be used expressively</li></ul>
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Glossary:

Musical elements: Pitch, tempo, structure, texture, timbre  
Ostinato; repeated melody or rhythmic pattern  
Pentatonic scale: A five note scale

All the units of study listed above will be repeated in Form 4 when the activities will be of a more challenging nature.