



Curriculum Information

Year Three

“The beautiful thing about learning is
that no one can take it away from you.”

BB King



WESTFIELD PRIMARY

This document provides details of the curriculum covered in a given year group. The statements for each curriculum subject are the knowledge and skills we would expect a child to master during the course of the academic year. We hope that this will provide families with detailed and clear information regarding what their children will be learning in school and develop home – school links.

Our curriculum is carefully designed to ensure that children meet the National Curriculum 2014 and Early Years Curriculum goals. Classes have either a termly or half termly “topic” and the majority of their subject work is linked to this theme. We write our own English Framework to ensure that reading, writing and topic work links together coherently. Throughout the year, we use specialist coaches for PE and the teaching of French in KS2. Educational visits and visitors enhance work in the classroom and bring learning alive. In addition, we enjoy whole school themed events and days such as Literacy Week, Creative Writing Days and subject themed days.

Parents are informed of the curriculum through this document and Topic Webs; both of which are available on the school website. Additional information is gained through Parent Consultation Evenings, annual pupil reports and Curriculum Information Evenings where appropriate. Parents are most welcome to speak with either the Head or Deputy Headteacher if they require further information about any aspect of the curriculum.

Our Literacy Framework ensures that reading is taught in a comprehensive and thorough way. In EYFS and KS1, pupils take part in a daily phonics session and teaching follows Bug Club Phonics.

Our reading scheme, Bug Club runs throughout the school. The school has a non-fiction library and children have access to a wide range of fiction texts in every classroom. Achievement and commitment to reading is celebrated half termly.

In mathematics, we use the Early Years and National Curriculum 2014 frameworks to ensure pupils are taught the necessary and essential skills. In addition, we use the White Rose Hub scheme.



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



Westfield's Year Three Scientists

- Know about the importance of nutritious, balanced diet
- Know how nutrients, water and oxygen are transported within animals and humans
- Know about the skeletal and muscular system of a human
- Know the function of different parts of flowering plants and trees
- Know how water is transported within plants
- Know the plant life cycle, especially the importance of flowers
- Compare and group rocks based on their appearance and physical qualities
- Know how soil is made and how fossils are formed
- Know about and explain the difference between sedimentary, metamorphic and igneous rocks
- Know about and describe how different objects move on different surfaces
- Know how a simple pulley works and use to lift an object
- Know how some forces require contact and some do not, giving examples
- Know how magnets attract and repel. Predict whether magnets will attract or repel and give a reason
- Know that dark is the absence of light
- Know that light is needed in order to see and is reflected from a surface
- Know and demonstrate how a shadow is formed and explain how a shadow changes shape
- Know about the danger of direct sunlight and describe how to stay protected



Westfield's Year Three Geographers

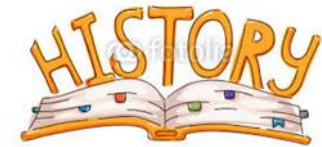
- Know the names of and locate at least eight European countries
- Know the names of and locate at least eight counties and at least six cities in England
- Know the names of four countries from the southern and four from the northern hemisphere
- Know how the geography of an area has changed over time
- Know about type of settlement in the Stone Age and link to the distribution of natural resources
- Use maps to locate European countries and capitals
- Know and name the eight points of a compass





Westfield's Year Three Historians

- Know how Britain changed between the beginning of the Stone Age and Iron Age
- Know the main differences between the Stone, Iron and Bronze Ages
- Know how Britain changed from the Iron Age to the end of the Roman occupation
- Know how there was resistance to the Roman occupation and know about Boudicca
- Name some innovations that the Romans brought to Britain (roads, Hadrian's Wall, bathing, villas)



Westfield's Year Three Linguists

- Name and describe people, a place and an object
- Have a short conversation, saying three to four things
- Give response to using a short phrase
- Start to speak, using a full sentence
- Read and understand a short passage using familiar language
- Explain the main points in a short passage
- Read a passage independently
- Use a bilingual dictionary or glossary to look up new words
- Write phrases from memory
- Write 2-3 short sentences on a familiar topic
- Write what they like or dislike about a topic





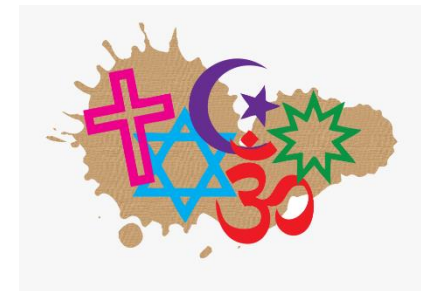
Westfield's Year Three Computing Technologists

- Write programs that accomplish specific goals
- Design a sequence of instructions, including directional instructions
- Discern when it is best to use technology and where it adds little or no value
- Navigate the web to complete simple searches
- Use a range of software for similar purposes
- Collect and present information
- Understand what computer networks do and how they provide multiple services
- Use technology respectfully and responsibly
- Know different ways they can get help if concerned



Westfield's Year Three Theologists

- Describe how remembering can be happy/sad
- Know what different religious celebrations/remembrances have in common E.g. Birthday actions and rituals
- Describe Remembrance Day and its significance
- Understand that forgiveness can be achieved through remembrance
- Know why Jesus' birthday is special for Christians
- Know who started a chosen religion
- Know about a religious leader and their beliefs/ideas
- Talk about various sacred places in the neighbourhood and know which special ceremonies and rituals take place there
- Compare the use of different sacred spaces
- Know what the words "sacred" and 'worship' means and what happens each week in a place of worship
- Describe how believers communicate with their God and when different types of music used in worship
- Know which symbols / artefacts are brought out for 'services of worship' and describe how and when they are used?





Westfield's Year Three Artists

- Know how to use sketches to produce a piece of art
- Know how to use digital images and combine with other media
- Know how to use IT to create art which includes their own work and that of others
- Know how to show facial expressions in art
- Know how to use different grades of pencil to shade and to show different tones and textures
- Know how to create a background using a wash
- Know how to use a range of brushes to create different effects in painting
- Know how to identify techniques used by different artists
- Know how to compare the work of different artists
- Recognise when art is from different cultures
- Recognise when art is from different historical periods



Westfield's Year Three Musicians

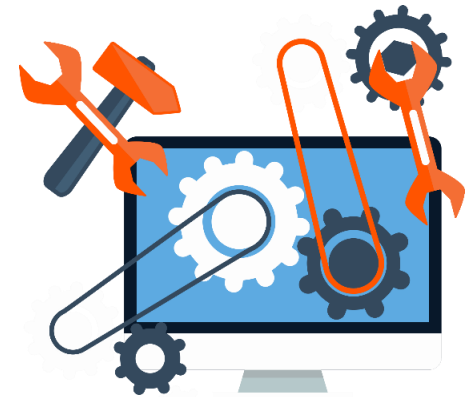
- Play clear notes on instruments and use different elements in composition
- Combine different sounds to create specific mood or feeling
- Listen carefully and recognise high and low phrases
- Create repeated patterns with different instruments
- Improve their work; explaining how it has been improved
- Use musical words to describe a piece of music and compositions
- Use musical words to describe what they like and do not like about a piece of music
- Recognise the work of at least one famous composer





Westfield's Year Three Design Technologists

- Prove that a design meets a criteria
- Design a product and make sure that it looks attractive
- Choose a material for both its suitability and its appearance
- Follow a step by step plan, choosing the right equipment and materials
- Select the most appropriate tools and techniques for a given task
- Make a product which uses both electrical and mechanical components
- Work accurately to measure, make cuts and make holes
- Explain how to improve a finished model
- Know why a model has, or has not, been successful
- Know how to strengthen a model by stiffening a given part or reinforce part of the structure
- Use a simple IT program with the design
- Describe how food ingredients come together
- Weigh out ingredients and follow a recipe to create a dish
- Talk about which food is healthy and which food is not
- Know when food is ready for harvesting





Westfield's Year Three Athletes

- Make body curled, tense, stretched and relaxed
- Control body when travelling and balancing
- Roll, curl travel and balance in different ways
- Are aware of space and use it to support team mates and to cause problems for the opposition
- Adapt sequences to suit different types of apparatus and criteria
- Explain how strength and suppleness affect performance
- Improvise freely and translate ideas from a stimulus into movement
- Share and create phrases with a partner and small group
- Remember and repeat dance performance phrases
- Follow a map of a familiar context
- Use clues to follow a route
- Follow a route safely
- Compare and contrast gymnastic sequences
- Recognise own improvement in ball games

