



The West Hampstead Curriculum - A Guide for Parents in Year 3 – 2021-22

Over the past few months, we have been working on developing and improving our 'West Hampstead Curriculum'. This document shows you what children in Years 1-6 will be learning throughout the year and what your child will be learning in the Autumn term. You will receive more information later in the year.

Intent - The West Hampstead Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

West Hampstead Values:

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead values, Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

The National Curriculum:

At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research, exciting trips and an exit point that will often involve sharing work with our community.

If you have any questions about the curriculum, please contact: admin@WestHampstead.camden.sch.uk
Curriculum Team

The West Hampstead



**The West
Hampstead Values
2021-22**

Aspiration



- Creativity
- Curiosity
- Communication

Responsibility



- Citizenship
- Staying Healthy
- Organisation

Resilience



- Confidence
- Independence
- Adaptable

Consideration



- Kindness
- Empathy
- Respect

Community



- Belonging
- Collaboration
- Relationships

The West Hampstead Curriculum Overview – Whole School Themes 2021-22

Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our Secret garden.	Carnival of Animals. Travellers.
Year 2	Growing up in Kenya	Toys and Lego	The Great Fire of London.	By the Sea.
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Year 4	The Egyptians - Journey to the Afterlife	The Romans - How the Romans Changed the world	Steam	Europe
Year 5	Shackleton	Ancient Greece	Space	Invasion! Anglo-Saxons/Vikings/Normans
Year 6	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation

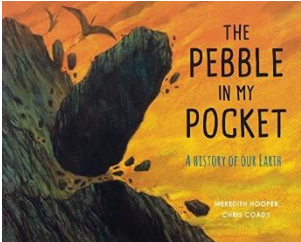

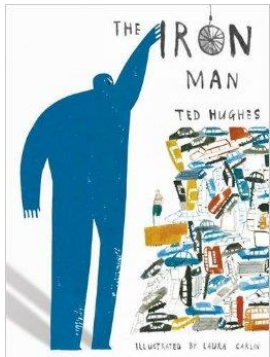


The Year 3 West Hampstead Curriculum Overview – 2021-22

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 3	Field to fork	Victorian schools	Stone age/ Changing planet	Britain from the air.
Subjects	Geography, History, DT, Art	Geography, History, DT, Art	Geography, History, DT, Art	Geography, History, DT, Art
Science	Animals including humans	Light	Rocks and Soils	Forces and Magnets
English	Gorilla – Anthony Browne Spud Murphy – Eoin Colfer	Ice Palace – Robert Swindells Castles – Colin Thompson	Dreamgiver – video The Pebble in my Pocket – Meredith Hooper Iron Man – Ted Hughes The Sun is Laughing - Poetry	Moushole Cat – Antonia Barber Pursasive leaflet writing Wolve – Emily Gravett The Frog Prince Continued – Jon Scieszka
Maths	Number sense and exploring calculation strategies Place value	Graphs Addition and subtraction Length and perimeter	Multiplication and division Deriving multiplication and division facts Time Fractions	Angles and Shape Measures Securing multiplication and division Exploring calculation strategies and place value



West Hampstead Curriculum 2021-22 – Environment					Year 3 – Changing Planet and Stone Age			
					<p><u>Essential Knowledge – Geography</u></p> <p>By the end of this unit children will know:</p> <p>How and why rocks change over time e.g. Ice Age, Stone Age, volcanoes, weather</p> <p>Continents, landmasses and key volcanoes and earthquakes across the world</p> <p>Historic chronology (BC/AD/millennia/pre-historic)</p>	<p><u>Vocabulary</u></p> <p>Crust Mantel Core Molten asphalt Tectonic plates Active dormant extinct volcano earthquake</p>	<p><u>Essential Knowledge – History</u></p> <p>By the end of this unit children will know:</p> <p>That there were stone, Bronze and Iron ages and these link to developments in tools, culture and technology. What prehistoric ate and how they got their food. Where and how prehistoric people lived What Skara Brae is.</p>	<p><u>Vocabulary</u></p> <p>Ancient Stone age Bronze Age Iron Age Artefacts Primary sources Secondary sources settlement prehistoric archaeologist</p>
					<p>Aspiration</p>	<p>Responsibility</p>	<p>Resilience</p>	<p>Consideration</p>
Entry Point		Explore			Trip	Exit Point		
Creating play-dough planets to explore the layers of the Earth.		<p>Research</p> <ul style="list-style-type: none"> • Skara Brae • Stonehenge • Nick Rowland • Formation of earth over time 			Natural History Museum (Volcanoes and Earthquakes) Stone Age artefacts workshop (internal)	Volcano presentation to class including exploding model volcanoes		

English	Science	History	Geography
<p>Key texts</p>  <p>Pebble in my Pocket – Meredith Hooper</p>  <p>Dreamgiver – The Literacy Shed</p>  <p>The Iron Man – Ted Hughes</p>	<p>Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter</p> <p>I can describe how and why rocks change over time</p>	<p>I can use words and phrases linked to history (e.g. AD/BC/millennia/pre-historic).</p> <p>I can describe historically significant places.</p> <p>I can understand knowledge from the past is constructed from different sources.</p> <p>Skara Brae sources; Stonehenge art</p> <p>I understand events which happened beyond living memory.</p> <p>I know about changes in Britain from Stone Age to Iron Age.</p> <p>I can ask historical questions.</p> <p>Similarities and differences Stone Age life and modern life.</p>	<p>I understand why there are similarities and differences between places.</p> <p>Volcanoes and earthquakes formation/occurrence; Ring of Fire shown on world map using atlases/Google Earth</p> <p>I can begin to understand erosion.</p> <p>Plate tectonics; weather erosion; rock formation</p> <p>I can use digital mapping to find key features.</p> <p>Ring of Fire; finding volcanoes and mountains</p> <p>I can use and understand geographical vocabulary (e.g. volcano, mountain, valley, settlement).</p>
Computing		Art and Design	
<ul style="list-style-type: none"> Unit 3.4 Typing (4 weeks) Unit 3.5 Email (6 weeks) Unit 3.6 Branching Databases (4 weeks) <p>I can make choices on which program is best for a given task.</p> <p>I know I need to keep my password and personal information secure.</p> <p>I can recognise acceptable and unacceptable behaviour online.</p> <p>I can explain how simple algorithms solve given problems</p> <p>I understand that computer networks allow data to be transferred and shared.</p> <p>I understand that the internet is a large network that enables computers to share information.</p>		<p>I can use a sketchbook for experimentation.L1</p> <p>I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work. L2</p> <p>Volcano art</p> <p>I can talk about artists and describe their work. T1</p> <p>Nick Rowland volcanoes multi-media art</p> <p>I can use shading using different media. T2</p> <p>I can talk about and identify complimentary tones and warm/colours. T3</p> <p>I can compare and recreate form of natural and manmade objects. T4</p> <p>I can use collage including overlapping and layering for different effects. T5</p> <p>Stonehenge silhouette</p> <p>Cave paintings</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	

Music	PSHE	RE	French
<p style="text-align: center;">Glockenspiel Charanga (instrumental)</p> <p>Musical Activities: I can learn to play and read the notes C, D, E + F I can improvise with Dee Cee’s Blues using the notes C + D. I can compose using the notes C, D, E + F.</p> <p>Perform & Share: I can be part of a class performance will include one or more of the following: Improvisations</p> <ul style="list-style-type: none"> • Instrumental performances • Compositions <p style="text-align: center;">Three Little Birds Charanga (voice – reggae)</p> <p>Listen & Appraise: I can identify the piece’s structure I can identify the instruments/voices I can find the pulse</p> <p>Musical Activities: I can copy back, play, invent rhythmic and melodic patterns. I can sing in unison. I can play instrumental parts accurately and in time, as part of the performance I can improvise in the lessons and as part of the performance. I can compose a simple melody using simple rhythms and use it as part of the performance using the notes: C, D + E.</p> <p>Perform & Share: I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>	<p>To understand the rights of a child</p> <p>To understand the link between being paid to do a job and having money to spend</p> <p>To make consumer choices and explain their decisions</p> <p>To understand how to stay safe online</p> <p>To explain how to keep safe when walking on roads</p> <p>To learn the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p>Learn about the effects and risks of smoking tobacco and secondhand smoke</p> <p>Know what to do and how to call for help if you are faced with an emergency situation</p> <p>To know that bacteria, viruses and fungi are three different types of microbe</p> <p>To understand that microbes are found everywhere</p> <p>S:\TeachingStaff\Beckford Curriculum\PSHE\Curriculum Planning\Year Group LO Overviews\Year 3 Learning Objectives Overview.docx</p>	<p>I can remember a story about Jesus healing someone and talk about it. I can talk about something that puzzles or interests me regarding one of Jesus’ healing miracles. (May be assessed in Investigation lessons.)</p> <p>I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus’ healing miracles. (May be assessed in Investigation lessons.)</p> <p>I can explain one Christian viewpoint about one of Jesus’ healing miracles. I can start to say whether I believe Jesus actually healed people or not</p> <p>I can show I understand that stories like Jesus’ healing miracles can have meaning whether they actually happened or not. I can begin to talk about how faith might be involved in believing Jesus could perform miracles.</p> <p><u>Spring 2</u> I can explain what forgiveness is. I can retell the Easter story.</p> <p>I can start to tell you why Christians believe Jesus’ death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus’ death.</p> <p>I can start to explain why some people see Jesus’ death as ‘good’. I can reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.</p>	<ul style="list-style-type: none"> • Intercultural Understanding – France • <i>Les nombres 1-12</i> • <i>Quel âge as-tu?</i> • <i>Les mois de l’annee</i> • <i>Les nombres 13-31</i>