



Preparatory School Handbook

2020/2021

Year 3

Our “I CARE” Core Values

Innovation

seeking ways to grow our enquiring minds

Confidence

developing our confidence through learning and co-curricular activities

Aspiration

preparing for the future and seizing every opportunity

Respect

caring for others and ourselves

Enthusiasm

readily embracing new challenges

Term Dates 2020-2021

MICHAELMAS TERM 2020

Staff inset days	Tuesday 1 & Wednesday 2 September
First day of term	Thursday 3 September
Half term holiday	Monday 19 October – Friday 30 October
Last day of term	Wednesday 16 December (finish at 15:30)

LENT TERM 2021

Staff inset day	Tuesday 5 January
First day of term	Wednesday 6 January
Half term holiday	Monday 15 February – Friday 19 February
Last day of term	Friday 26 March (finish at 15:30)

TRINITY TERM 2021

Staff inset day	Monday 12 April
First day of term	Tuesday 13 April
Bank Holiday	Monday 3 May
Staff inset day	Friday 28 May
Half term holiday	Friday 28 May – Friday 4 June
Last day of term	Wednesday 7 July (finish at 15:30)

On Your First Day – New Pupils

A Warm Welcome

We are a happy, friendly school. New pupils can come along to the Prep Office and be met by the class teacher on their first day.

Once you and your child feel confident to begin using the pick-up and drop-off points, if travelling by car, you can then do so.

Arrival and Going Home

Drop Off 08:20 – 08.45

Late arrivals should go to the Prep School office to sign in.

Pick Up 15:30

Pupils with an older sibling can use the late stayers' facility and are then brought to the pick-up area at the time their eldest sibling's school day finishes.

Checklist of daily essentials:

- **Morning snack:** a healthy snack can be brought for morning break. This can be fruit, crackers, cereal bar or a bread bun (no sweets, chocolate or crisps). Please note, we are a nut free school, please check the ingredients.
- **Water:** a bottle of water (named) as we encourage pupils to keep hydrated throughout the day.
- **Outdoor clothing:** the school coat should be brought every day. In addition, a pair of waterproof trousers and wellington boots are needed for playtimes every day which can be kept in the cloakroom (boot bags are available from the Uniform Shop.)
- **Stationery** – all stationery items are provided by the School and we discourage pupils from bringing their own items. Where a child has been awarded a pen licence, we ask that they bring their named pen into school and that it remains in school. Please keep another handwriting pen at home for homework.
- **No mobile phones** – unless travelling home by school bus. Phones should be clearly named and handed in to the Prep Office at the start of the day. They can be collected at the end of the day.

Uniform

Recent Government guidance has relaxed the guidance around strict daily washing of uniform. Therefore, on return to school, full uniform, including blazers, coats and hats will be expected.

A separate letter was sent out regarding uniform appointments during the holidays, prioritising appointments for full uniform fittings for those pupils starting their journey with us in Reception and for new starters throughout the school. It may not be possible for all existing families to visit the uniform shop during the holiday period due to demand. Where this is not possible, pupils will be able to visit the school shop on the first few days of term to collect pre-ordered items and the uniform policy will be relaxed to allow for this.

From September, we are going to trial pupils wearing PE kit to school for the full school day on days which they have PE or Games in Years R to 6. We will review this practice in-line with guidance at half term. Spare kit can be brought in on a Monday and left in the cloakroom in the instance of needing to change following inclement weather.

Checklist of essential uniform:

A detailed uniform list and purchasing details can be found on the School website. *The winter uniform is worn between October and April, depending on the weather.*

- **Shoes** (smart, black) are worn indoors and boots/sturdy trainers outdoors.
- **Hair** should be kept tidy and away from the face. It should be of a respectable style, of a natural colour with no extremes of fashion. Hair, longer than shoulder length, should be tied back with a hair band, slide or bobble in school colours – navy-blue or maroon, available to purchase from the Uniform Shop.
- **Jewellery** should not be worn in school (except in exceptional circumstances.) Only discreet, stud-type earrings are acceptable and must be removed for sports activities.
- **Watches** should be unobtrusive to support the pupil to tell the time.
- **No make-up** (including nail varnish) should be worn.

Wrap Around Care

We are providing phased Wrap Around Care, for EYFS pupils until 18:00 and wrap around care for Pre-Prep pupils in Years 1 to 6 respectively until 17:30 Monday to Friday to allow for additional cleaning time, this will take place in the Refectory. The After-School Care and Morning Care offer will be reviewed by half term.

Breakfast Club will continue to be available for pupils from 07:30 for EYFS pupils.

Morning Club, excluding breakfast, will run from the earlier time of 07:45 in the Refectory in zoned phased spaces. There is no requirement to book for Morning Club.

Breakfast Club (EYFS only)

Cereal, fruit, yoghurt, juice

07:30 – 08:30

£5.80

(Breakfast is served from 07:30 – 08:00)

Morning Club

No breakfast provided

07:45 – 08:30

£1.20

After School Short session

No food

15:30 – 16:30

£2.50

After School with tea

Include sandwich, fruit, drink and snack

15:30 – 18:00

£9.00

Please note that After School care (long session) must be booked before 12:00 on the day required. Booking forms are available from the Prep School Office. Please allow 24 hours' notice for the cancellation of sessions or you will be charged for the session.

Late Stayers for Siblings

If your child has older siblings in the School, we will look after them without additional cost until their sibling's school day has ended. They will be escorted to the pick-up area at the front of the School at the appropriate time (either 15.45 for a Prep sibling or 16.00 for a Senior sibling).

Catering

We are working closely with Chartwells with their team to ensure that school catering can return safely from the start of Term, including EYFS snacks and Afterschool Care teas. There will be additional measures in place such as: a one-way system, a maximum number of pupils in the Refectory at one time and automatic sanitiser dispensers.

Activities and Enrichment

Until at least half term, and until Guidance permits, all enrichment and clubs will be required to run in year group bubbles. This will mean that pupils may not have the opportunity to join all of the clubs which they may typically. We will ensure that the offer is as broad and balanced as it can be at this time.

Visitors on the School Site

In September, we will continue to operate a 'drop and go' system from Nursery up to Year 6. Please can all virtual and physical appointments be made via your child's class teacher or via the Prep Office. Parents are not permitted into the school building at this time, without prior appointment. We look forward to when we can have parents back in school.

Parking

Parents are kindly asked to park in the school's main car parks. A barrier is in place between 08:15 and 16:15 at the front of the School, as this is primarily a staff car park. In respect of our local community, please do not park in the public streets around the School.

Virtual Learning

Should a Local or National lockdown be implemented or two or more pupils test positive for COVID-19 and a group/year group subsequently sent home to isolate/ book a test, then the school has robust plans in place to ensure that online learning can continue from the next school day.

Pupils in Year 1 to Year 6 can expect live teaching in both Mathematics and English via Microsoft Teams and are expected to turn up virtually for registration from the first day. For Years 3 to 6 this will be full live 50-minute core subject lessons following registration, an assembly and for younger pupils may be a short inputs for core subjects. Non -core subjects will also be taught weekly by a mixture of live and pre-recorded presentations will be used. Pupils can also expect a slimmed down enrichment offer to continue.

Buses

Pupils will be able to travel to and from school as normal, but we would request that, wherever possible, if lift sharing, they travel with pupils in their year group bubble and practice social distancing. If they are travelling on public transport, they will be required to wear a mask. Our school transport service (Acklams) is not considered to be public transport, however, face coverings will still need to be worn by the required aged pupils (all over 11 years old). Our emphasis is on maintaining groups where possible. Clear seating plans with individual seats for each pupil will be held by Acklams and the driver

will assist pupils to the correct seat. Some seats will not be used, to allow for appropriate social distancing. Acklams regularly disinfect their vehicles, hand sanitiser is available on each bus for use on entry and when disembarking, pupils will leave from the front. Acklams adhere to DfE guidance for local authority provided transport.

Parent Communication

How to Contact Us

Main School Reception: 01482 657016

Preparatory School Office: 01482 652172

Diane.Fawcett-Ward@hullcollegiateschool.co.uk

PA to the Headteacher of the Prep School

From 08:00 to 16:00 each day

For reporting absences please call the Preparatory School Office on 01482 652172 or text: 07581 992822.

Who should be contacted for academic or pastoral queries?

Your child's class teacher is your first point of contact for all messages. The teacher monitors your child's academic and pastoral well-being, and you should talk to him or her first with any concerns or queries.

Class teacher emails:

Caroline.crossland@hullcollegiateschool.co.uk

Tracey.malthouse@hullcollegiateschool.co.uk

Who should be contacted for further concerns?

We urge parents to contact the class teacher in the first instance for all matters regarding their child. However, if a class teacher is unable to answer your query, the phase leader could be called upon to help:

Year 3/4 Phase Leader - Mr A North

Andrew.North@hullcollegiateschool.co.uk

Safeguarding

For all safeguarding concerns and queries, please contact Mrs Smith, Deputy Head and DSL, either through the Prep Office or email: carrie.smith@hullcollegiateschool.co.uk.

The Parent Portal – The Hub. New pupils will receive your log in details on enrolment via your child's class teacher.

All parents have access to The Hub. This has information regarding your child's timetable, attendance, reports, homework and much more. You will receive your log in details on enrolment.

Newsletters and Communication

Wherever possible, we communicate by text and email. Weekly bulletins are emailed to parents each Friday during term time. They contain details on forthcoming events, information and weekly lunch menus. If you do not receive these communications, please contact the Prep Office.

First Aid, Medication and Illness

Please keep us informed about any health problems concerning your child. If your child needs prescribed medication during the day, please hand them in (clearly named) to the Prep School office or First Aid Room with clear written instructions written on the Pupil Medication Request form.

We have a full-time First Aider and other staff are also trained in Paediatric First Aid. All accidents are recorded and parents are informed of any head injuries which occur during the school day by email and where appropriate, phone call. Minor ailments will be treated in School but major problems will be reported immediately to parents.

Pupils should remain at home if they are ill. A child should not be sent to school unless they are healthy enough to go outside to play and take part in all lessons. If your child is unwell please call or text the school office so we can amend our registration and we do not contact you unnecessarily. Registers are taken at 08:45 every morning.

Pupils should stay at home for 48 hours after a bout of sickness/diarrhoea/high temperature and for the first few days of any course of antibiotics or other medication.

If your child, or any members of the household have one or more COVID-19 symptoms, they should remain at home, a test should be booked, and the school kept informed of the outcome.

Absences

Please make every effort to avoid taking your child out of school. To request a leave of absence in exceptional circumstances, please request a form from the Prep Office. Other than for medical reasons, external examinations, performances and auditions, leave of absence is not generally authorised.

Reporting to Parents

Reports are written by class teachers at the end of the Michaelmas and Lent terms which focus on Maths, Reading and Writing. A full report is provided at the end of the academic year, providing parents with a summary of their child's achievements in all aspects of school life over the course of the year, including detailed standardized score outcomes, Reading and Maths ages. On return to school in September, all pupils will sit baseline assessments to identify, if any, gaps to close.

Parent consultation meetings

Parents are invited to meet staff to discuss their child's progress in the Michaelmas Term and in the Lent Term.

If parents are concerned about their child at any other time, they are welcome to seek an appointment with the class teacher or Phase Leader at the earliest opportunity. From Michaelmas 2020, we will be offering parental consultations, virtually via Microsoft Teams.

Co-curricular Opportunities

Clubs

Clubs give our pupils the opportunity to learn beyond the curriculum. Although sports activities often take place after school, most clubs take place during the lunch break, as many of our pupils go home by bus and are not able to stay for activities after school. Full details of clubs available are provided at the start of each term.

In addition to these extra-curricular clubs, there is a weekly timetabled period for pupils. The enrichment activities on offer each term are published on The Hub.

Music

As well as weekly timetabled class Music, pupils in Prep (Y2 from the Lent term) can choose to learn an instrument or take singing lessons from our peripatetic Music teachers. These are normally once a week, 30 minutes long and on a rotating timetable, so that the same academic lesson is not always missed. Please note that these do incur an additional cost, more details of which can be obtained from the Prep Office.

The House System

Pupils are allocated a House. We hope that pupils identify and proudly support the endeavours of their House throughout their time at school. Each House is led by captains and have regular meetings. They compete throughout the year in inter-house events. Siblings will be allocated to the same house.

The Houses are named after famous local citizens:

(Winifred) Holtby – Green

(Amy) Johnson – Blue

(John) Venn – Red

(Andrew) Marvell – Yellow

Sports Fixtures

Inter-school sports fixtures are an exciting part of the Prep School and we hope as many pupils as possible from Year 3 upwards will play in these. To ensure that pupils play at appropriate levels to stretch their skills, teams are selected on ability. We very much value parental support at inter-school matches and we encourage parents to come along and spectate.

School Council

The School Council is made up of elected pupils from Years 1 to 6. It provides a forum for active and constructive pupil input into the daily life of the school. The 2020/2021 appointment process will be held at the beginning of the Michaelmas Term.

Academic Information

Assessment

We want all pupils to make excellent progress. We encourage pupils to become active learners who ask questions, see solutions and see mistakes as opportunities for deeper learning. We believe that the key purpose of assessment is to move the pupils forward in their learning.

Formative Assessment for Learning: This is ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative Assessment of Learning: These occur at defined periods of the academic year or at the end of a unit of work. Summative tests are an essential tool for identifying individual progress over time and can be used for comparison within and across the cohort. Unit Assessments are in your child's core visible subject books.

Homework

We value, support and welcome active co-operation between home and school. Through this policy we aim to:

- * ensure consistency of approach throughout the school
- * ensure progression towards independence and individual responsibility
- * ensure parents/carers have a clear understanding about expectations from themselves and their child/ren
- * extend and support the learning experience through reinforcement and revision
- * provide opportunities for parents, pupils and school to work in partnership
- * encourage pupils to develop long term strategies for future needs
- * prepare pupils for their next phase of the school.

We recognise that the time allocated for homework activities and the scope of activities set will change as pupils get older and for each individual child.

The logistics of homework in Prep are as follows:

- * Each child will have homework books for Maths and English.
- * Wherever possible, homework will be given on a set night (Thursday). However, this may depend on the weekly curriculum and may be allocated based on pupil performance within a specific lesson.
- * At least one piece of written homework will be given out each week for English and Maths.
- * The amount of time allocated for each piece of homework will vary according to the nature of the homework but should typically take between 30-40 minutes for each task.
- * Daily reading is also expected (with a minimum expectation of four times weekly) and we would ask that all reading is recorded/signed in their liaison book and returned to the classroom each day.
- * There is a specific deadline for homework completion (Tuesday) which will allow pupils to balance their workload and allow homework to fit in with other family commitments.
- * Should a child be unable to return homework as requested, please record this in the child's homework diary or email their class teacher.
- * Once pupils have completed their homework, they will return their book to school to be marked.

Reading

We recognise that reading is one of the core skills of a child's learning. We aim to promote reading and a love of books. Regular reading activities are essential homework activities that we strongly encourage every day (at least four times each week.)

Curriculum

English

Spellings and grammar work will focus on exception words, using inverted commas, verbs (present and past tense), adverbs and adverbials, homophones, conjunctions, prefixes and suffixes, paragraphing and continue to develop and improve their reading comprehension skills. Pupils will also continue to develop and improve their handwriting skills in preparation for a pen licence. "Zappers" spellings will be assessed weekly.

Writing

Michaelmas Term

During the Michaelmas Term the written work the pupils will be producing will be closely linked to our Humanities topic of the Ancient Egyptians.

Fiction

We will begin by exploring descriptive settings and this will evolve into stories with familiar settings. The pupils will develop their composition skills by writing two contrasting beach descriptions focussing on the correct use of adjectives, verbs, adverbs and inverted commas.

Non-Fiction

Recount

The pupils will look at the use of conjunctions and paragraphing and learn how to include detail and description to add interest.

Instructions and non-chronological report writing

The pupils will learn how to write a list of instructions using adverbs of time, imperative verbs (commands), adverbs of manner, pictures and captions, lists of materials, bullet points and numbers-headings and subheadings. The pupils will consolidate and extend their knowledge of how to write a non-chronological report. They will use their acquired knowledge of the Ancient Egyptians as a theme for our writing.

Poetry

The pupils will explore the many features of poetry and have fun composing their own shape and calligram poems based on the Ancient Egyptians.

Lent Term

During the Lent Term the written work the pupils will be producing will be closely linked to our Humanities topic of the Rainforest.

Fiction

We will link our knowledge of recounts and the pupils will write a fictionalised diary recount from the point of view of the explorer who discovered the Lost City of El Salvador in the Rainforest.

Non-Fiction

Pupils will learn how to write persuasively and produce persuasive posters and letters warning of the dangers of chopping down the Rainforests and imploring people to leave them be.

Poetry

The pupils will learn how to write a poem using a range of different poetic features including a similes and metaphors.

Trinity Term

During the Trinity Term the written work the pupils will be producing will be closely linked to our Humanities topic of the Romans.

Fiction

The pupils will study and analyse Roman myths and learn how to write mythical stories based on those we have looked at.

Non-Fiction

The pupils will learn how to write explanation texts based around the theme of the Romans.

Poetry

Pupils will study the different features of poetry and plan their own poem to perform to an audience based on the Romans.

Reading

The pupils will work on the three texts: using the comprehension system including: vocabulary, retrieval, summarising, inference, commentating, author and prediction questions.

- 1) The Owl Who Was Afraid of The Dark
- 2) George's Marvellous Medicine
- 3) The Iron Man

Spelling

Our spelling rules concentrate mainly on homophones, suffixes and prefixes to change to the root word.

Maths

A Mastery style of teaching of Maths is consistent throughout the Prep School. Pupils are supported through 4 different levels of challenges each lesson: Challenge 1 and 2 are fluency level, Challenge 3 is mastery through reasoning and problem solving and Challenge 4 is mastery greater depth. Times tables knowledge are at the heart of Maths learning; pupils are expected to know their 2, 5, 10s from Year 2 then extend this to their 3, 4 and 8s in preparation for Year 4 when all times table and Division facts need to be learnt by of Year 4.

These are regularly practised in lessons to ensure pupils are fluent and can recall facts quickly. Please practise these at home to aid recall. Times tables tests will take place every week.

Term by Term Objectives

Year 3

Year 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value		Number – Addition and Subtraction				Number – Multiplication and Division				Measurement	
Spring	Number - Multiplication and Division			Measurement			Number - Fractions				Consolidation	
Summer	Number – fractions				Geometry – Properties of Shapes			Measurement			Statistics	Consolidation

Michaelmas Term

Number and Place Value

In this unit the pupils will master the following skills; counting in 50’s and in hundreds, representing numbers to 1000, recognising the place value of each digit in a three digit number, compare and order numbers to 1000, read and write numbers up to 1000 in numerals and in words, placing numbers on a blank number line to 1000 and finding 1, 10 and 100 more or less than a given number.

Addition and Subtraction

The pupils will master the following skill; adding and subtracting numbers mentally including a three digit number and ones, tens and hundreds, add and subtract numbers with up to three digits using formal written methods of column addition and subtraction, they pupils will be encouraged to estimate their answers and use the inverse operations to check their answers, they will solve problems including missing number problems.

Multiplication and Division

In this unit the pupils will master the following skills; Exploring multiplication by splitting up a given set of objects into equal groups, multiplying and dividing by 3 and the 3x table, multiplying and dividing by 4 and the 4x table, multiplying and dividing by 8 and the 8x table.

Measurement/length and perimeter

Pupils will learn to: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) and Measure the perimeter of simple 2D shapes.

Lent Term

Multiplication and Division

Pupils will learn to: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; Write and calculate mathematical statements for multiplication and division using the

multiplication tables they know, including for two-digit numbers X one-digit numbers, using mental and progressing to formal written methods and solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems.

Measurement/Money

In this unit Year 3 will add and subtract amounts of money to give change, using both pounds and pence in practical contexts.

Number-Fractions

In this unit Year 3 will: Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10; recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators; recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators and Solve problems that involve all the above.

Trinity Term

Fractions

In this unit Year 3 will recognise, find and write fractions of a discrete set of objects; recognise and use fractions as numbers; compare and order unit fractions; compare and order fractions with the same denominator; recognise and show equivalent fractions and solve problems that involve all of the above.

Time

The pupils will learn to tell and show the time to nearest minute using analogue and digital clocks, using 12 and 24 hours. To know number of seconds in a minute, number of days in each month, year and leap year and compare durations of events.

Shape

Pupils will learn to Identify horizontal and vertical lines; identify pairs of parallel or perpendicular lines; recognise angles in shapes or as turns; identify right angles; recognise multiples of right angles.

Measuring - Mass and Capacity

Year 3 will measure and compare measures of mass (kg, g), add and subtract measures of mass (kg, g). Measure and compare measures of capacity (l, ml), add and subtract measures of capacity (l, ml).

Statistics

The pupils will learn to: Interpret and present data using bar charts, pictograms and tables; Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Science

Animals & Habitats

In this topic the pupils will study habitats, learning about our own environment, environments of animals, how environments can change and how these changes can sometimes pose dangers to living things. We will look at local and wider environments to explore, identify, group and name a variety of living things.

Human Body including Teeth

Pupils will identify that animals, including humans, need the right types and amount of nutrition, and

that they cannot make their own food; they get nutrition from what they eat. They will also identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Light and Shadows

Year 3 will recognise that they need light in order to see things and that dark is the absence of light. They will notice that light is reflected from surfaces. Also recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change.

Forces and Magnets

The pupils will observe that magnetic forces can act without direct contact and will explore the behaviour and uses of different magnets. Pupils will work scientifically by comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions. They will be exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, including, the strength of magnets, identifying how properties of magnets make them useful and suggesting creative uses for different magnets.

Plants

Pupils will study the relationship between plants' structure and function: learning that every part of the plant has a job to do. They will explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. The pupils will be introduced to the idea that plants can make their own food; compare the effect of different factors on plant growth, including, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.

STEM

Pupils will experience many Science, Technology, Engineering and Maths related activities to explore aspects of science and the world.

Humanities

Michaelmas Term – Egyptians

The pupils will learn about the Ancient Egyptians, they will locate Egypt on a map of the world and learn about the Egyptian landscape, draw a timeline, research famous Pharaohs, name gods and goddesses, look at temples and find out about Tutankhamun by studying the artefacts found in his tomb. Pupils will recall, select and organise historical information.

Lent Term

Rainforests

In this unit the pupils will develop their geographical skills and enquiry by exploring where the rainforests are located in the world, they will explore the layers of vegetation, investigate the climate, find out about the people and settlements and animal habitats. The pupils will explore why the rainforest are under threat and what measures are being taken to protect it.

Trinity Term

The Romans

The pupils will learn about the Romans, they will understand the term invaders and settlers and place them on a timeline. They will find out how and why the Romans successfully invaded Britain. Pupils will learn about life in Britain in Roman times. They will learn who Boudica was exploring different points of view. They will learn all about how the Romans have influenced our life today.

Games and PE

COVID-19

Although our traditional PE and Games offer is detailed below, as with all schools around the country, we are adhering to government guidelines and the advice from the Association for Physical Education in our planning for PE and Sport for the forthcoming term. In addition, we are also taking on board the relevant guidance from National Governing Bodies of the sports in which we participate. There will therefore be some changes to our usual offer, although we do plan to continue, as far as possible, our usual pattern of termly sports. Girls will continue with all hockey activities and boys will continue to play rugby during the Michaelmas term. Rugby will be non-contact for all age groups. We will not play any inter-school fixtures, at least until half term. As soon as we are able to return to inter-school sport we will proceed in accordance with the guidance at that time.

Michaelmas Term

In the first half term, the pupils will be doing gymnastics. They will learn different ways of travelling and how to use creativity and control. Pupils will create different ways to pass over, under and through apparatus. They will link Gymnastic skills together to perform short individual performance sequences.

In the second half of the term pupils will be involved in running activities including cross-country. They will work on building stamina and understand how to warm up and cool down for these events.

Hockey

Pupils will be introduced to hockey this term. We will cover the core concepts of the game including the basic rules, correct grip, ball and stick control and posture. The emphasis will be on individual skills and confidence. Towards the end of the term there will be an introduction to tackling and positions on the pitch.

Rugby

Pupils will be introduced to Tag rugby this term. There will be no tackling. At this age, the emphasis is on running with the ball and passing. The key words and phrases will be – hold the ball in two hands, run straight, look up and support the ball carrier.

Lent Term

Dance

In dance this term, pupils will acquire and develop specific skills to show different shapes and levels. Pupils will remember and repeat movements, phrases and patterns and observe each other dancing and describe what they see using appropriate vocabulary.

Benchball

In benchball this term, pupils will be introduced to the passes used, chest, bounce and overhead pass. Pupils will work on their spatial awareness and moving into space. Pupils will start to understand how

to man to man mark and how to make interceptions. Through game play they will be introduced to both attacking and defending tactics used in any ball games.

Football

In Year Y3, pupils will play football in games, familiarising themselves with ball manipulation and control; dribbling and running with and without the ball; passing and receiving and shooting. Pupils will be encouraged to use space on the pitch and will be asked to think about and develop tactical decision making both as individuals and as team members whilst playing small sized games and tournaments.

Netball

In netball this term the girls will work on their throwing and catching skills. Introducing the different types of pass, chest, shoulder and bounce pass. They will work on their landings and therefore improve their footwork. They will work on their shooting techniques and attacking play. They will be introduced to the 3 stages of defence through game play. As the term goes on they will develop a good understanding of the positions in netball and the role played by each one of them.

Trinity Term

Rounders

The pupils will acquire and develop the skills to can catch a ball that they have thrown to themselves and from a partner. They will be able to can catch a moving ball thrown from a short distance, they will know how to perform a long barrier and to use this effectively. Pupils will be introduced to include the overarm throw and use this in the deeper fielding positions. Pupils will be asked to observe others and comment on what they need to improve, especially in a team environment, in order to develop their tackle skills. They will have chance to perform all these skills in a game situation.

Cricket

Pupils will learn the basics of playing cricket including how to stand at the wicket and grip the bat. The pupils will learn how to play a number of different shots and how different sorts of bowling require different shot selection. Through underarm bowling, pupils will learn how pitch and direction are important and pupils will learn and practise overarm bowling. Pupils will practise their fielding, including catching, retrieving and throwing and through a variety of small sided games, including pairs cricket, will apply all the skills and techniques they have learnt. Pupils will use soft wind balls.

PE

The pupils will be introduced to the athletic events, relevant to their age group. They will learn the technique to field events, such as ball throw, long jump and shot. They will compete on sprinting and long distance events. Over the course of the term they will be working towards their Bronze, Silver and Gold Athletics levels.

RE

Religions from around the world

Michaelmas Term

Starting with Christianity, the pupils will explore: figures of worship; where religions are followed; religious symbols; places of worship; holidays & festivals and how these religions compare/ and are different to each other.

Lent Term

In the Lent Term, the pupils will study Buddhism and Sikhism, exploring the faith fathers and their teachings. Identifying key events in the lives of faith fathers and explore how values provide rules for living and how followers may be influenced by religious belief. The pupils will also compare their findings to Christianity and analyse differences and similarities.

Trinity Term

In the Trinity Term, the pupils will study Judaism. The pupils will research artefacts, symbols and festivals that are important parts of Judaism. They will then compare their findings to the other faiths we have studied this year, examining and discussing contrasting and similar elements of the religions studied.

Computing

Pupils will use a range of Programmes and Apps to complete the Digital Literacy and Coding areas of the curriculum. For Coding we shall mostly use Scratch 3.0 software, which will give the pupils a great foundation to understand Algorithms and coding blocks. This will aid with the creation and design of their own animations.

The pupils will also use Microsoft Office to display information, learning different ways of formatting documents and presenting their work.

In E-Safety the pupils will use Google's: Be Internet Awesome curriculum to investigate Safer Internet profiles, being Mindful on the internet and Keeping their information private.

Languages – French

Michaelmas Term

In the Michaelmas Term, the pupils will be learning; how to introduce and talk about themselves – their name, how old they are, their family members. They will learn to count in French and learn about things in their classroom.

Lent Term

In the Lent Term, the pupils will learn how to pronounce and spell the days of the week and months of the year in French and be able to say when their birthday is. They will develop their counting skills by learning numbers up to 40. The pupils will also explore how to use a French dictionary and will look at a French fairy tale.

Trinity Term

In the Trinity Term, the pupils will be learning to label parts of the body and how to describe themselves -focusing on hair and eye colour. They will continue to embed and develop their counting skills and they will learn the names of several foods and drinks in French and how to order these and discuss prices in a French café.

Design and Technology

Michaelmas Term

During the Michaelmas Term pupils will have their first lessons in the DT room. We start off by creating pictures of animals and visualising and transferring 2D plans into 3D models using cardboard. These models are then decorated using a variety of techniques and the project finished by adding axles and wheels to create a pull-along toy. Great emphasis is placed upon the safe use of tools including Junior hacksaws and Cool Melt Glue Guns. Pupils will also be taught how to look after the tools that they use and how and where to put them away safely.

Lent Term

In the Lent Term, pupils will work with wood to create a simple steerable vehicle. Pupils will then make a driving circuit on which to test their steering skills.

Trinity Term

In the Trinity Term, pupils will design and make a soft toy for a younger child. They will practise simple techniques such as hand sewing, stitching, and making pom poms.

Music

As well as weekly timetabled class Music, pupils can choose to learn an instrument or take singing lessons. These are normally once a week, 30 minutes long and on a rotating timetable, so that the same academic lesson is not always missed. Please note that these do incur an additional cost, more details of which can be obtained from the Prep Office.

Music topics and songs have been linked to Humanities, wherever possible, and all the lessons will involve a variety of practical activities – singing and using classroom instruments to improvise, create and rehearse. Learning songs for events and performances will also be an integral part of the lessons throughout the year.

Ancient Egypt

Although there is no music of the time, all activities draw upon Ancient Egyptian stimuli. Pupils will focus on two elements of music - dynamics and texture - which will be explored using graphic scores in the shape of an Egyptian pyramid. They will: identify dynamics and texture and gradual changes within these two musical elements through listening, performing and composing and learn about the musical symbols used to show dynamics; be introduced to the harmonic minor scale with its “middle eastern” sound, exploring this through singing a round, accompanied by chords and ostinati patterns; listen to a range of “Egyptian-inspired” music which includes exploring Ancient Egyptian dance and hand clapping to the song “Walk Like an Egyptian”.

Water Music

This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music. Pupils begin by creatively composing in response to a variety of images of water in its various forms before exploring how the composer Smetana describes the course of a river in his tone poem “Vltava”. Pupils explore the concept of melodic shape, identifying melodies which move by step and leap and compose their own “wandering river” melody using entirely stepwise motion which is used as part of a larger-scale composition describing the various stages of the water cycle. Pupils move onto the sea and make connections between music and art learning about the impressionist music of Debussy’s “La Mer” and use Monet’s sea paintings as the basis of an improvisation. Dynamics is a key concept throughout the using including gradations of dynamics and the crescendo. Finally, pupils use their learning from the unit to add “water sound effects” to a traditional North American-Indian legend before listening to Handel’s “Water Music”.

Animal Crackers

This unit takes Saint-Saëns’ suite “Carnival of the Animals” as a musical starting point to explore how composers have created descriptive music based on animals. Pupils begin to explore birdsong as a type of music, listening to “bird-related” movements from “Carnival of the Animals” and performing different birdsongs. They then move on to explore “The Aquarium” and create their own descriptive movement based on a fish or sea animal. Pupils then explore another descriptive work, Prokofiev’s “Peter and the Wolf” where different animals and characters are represented by different instruments of the orchestra, each with a unique timbre. Pupils then explore the “March of the Royal Lion” and

other movements from Saint-Saëns' suite investigating how the composer has used timbre and other elements of music to create descriptive pieces before creating their own "class Carnival of the Animals" suite, linked by Saint-Saëns' "March of the Royal Lion" theme. There are a range of "animal-inspired" songs to accompany the unit, which can be sung as rounds and pupils are also given the opportunity to listen to other "non-animal related" pieces of descriptive music from different times and places by other composers.

Art

Michaelmas Term

Pupils will learn about the Ancient Egyptians reading and writing hieroglyphics to make their own Cartouche. They will explore colour and learn about silhouettes to create an Egyptian landscape.

Pupils will learn how to:

- Mix colours
- Know primary, secondary, tertiary and complimentary colours
- Experiment with different effects and textures and techniques such as layering painting and exploring the effects of mixed media.

Lent Term

Pupils will create their very own rainforest in a box, focussing on plants, flowers and animals using a range of media to explore different effects.

Pupils will learn how to:

- Draw from observation and imagination
- Use a range of tools and materials to create different effects.
- Develop their knowledge and understanding of the term composition
- Develop their knowledge of colour theory

Trinity Term

Pupils will produce a range of mosaics based on their study of the Romans.

Pupils will learn how to:

- Draw from observation and imagination
- Understand how mosaics were made by the Romans
- Develop their own mosaics inspired by the Roman culture using a range of new tools, techniques and materials.

PHCSE

Health and wellbeing:

- To learn what makes a balanced lifestyle
- To learn about making choices in relation to health
- To discuss what influences their choices about food
- To recognise their achievements and set personal targets for this year
- To discuss and explore a wider range of feelings
- To try and describe our feelings to others or times we have felt that way
- To discuss and learn about managing risk and keeping safe
- To learn that simple health and hygiene routines can prevent the spread of bacteria and viruses
- To learn simple CPR
- To learn how to get help in an emergency

- To recognise what is meant by the term 'drug' and those that are common in everyday life
- To learn about keeping safe in the local environment

Relationships:

- To recognise a wider range of feelings in others
- To learn more about maintaining good friendships
- To learn to share our ideas and listen and respond respectfully
- To work together to achieve a shared goal
- To discuss how to solve conflicts when they arise with their peers
- To discuss similarities and differences in people, but understand that everyone is equal
- To recognise bullying and how to respond or ask for help
- To discuss stereotypes and recognise some stereotypes and understand why it can lead to problems

Living in the Wider World

- To know that everyone has human rights and the rights of pupils
- To discuss their responsibilities and duties and to do something responsible to improve the school environment
- To appreciate differences and diversity
- To know about the role of money and budgeting
- To identify what the earth's resources are used for and understand about sustainability