



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:

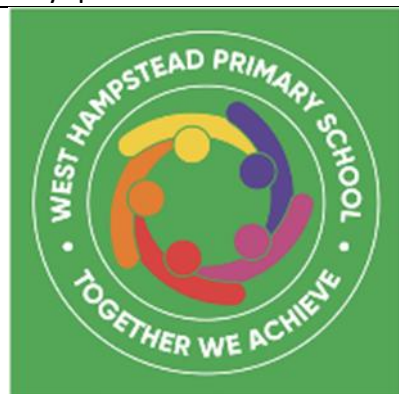
As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

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.



The 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 2020-21

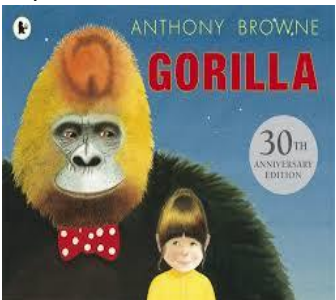
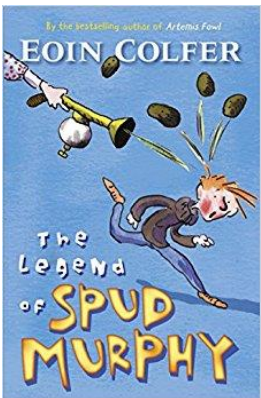
Term	Autumn 1	Autumn 2	Spring	Summer
Whole School Theme	JOURNEYS	MAKING A DIFFERENCE	ENVIRONMENT	DIVERSITY
Year 1	Earth and Space	We are builders.	Heroes Our secret garden.	Carnival of animals. Travellers.
Year 2	Kenya/Growing up/going to school	Toys and Lego	The fire of London.	By the sea.
Year 3	Field 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	Battle of Britain	The Silk Road	Disasters	Evolution and adaptation

The Year 3 West Hampstead Curriculum Overview – 2020-21

	Autumn 1 JOURNEYS	Autumn 2 MAKING A DIFFERENCE	Spring ENVIRONMENT	Summer Diversity
Year 3	From field to fork	Victorians	Changing planet and the stone age	Britain from the air
Subjects	History, Geography, DT, Art	History, Geography, DT, Art	History, Geography, Art,DT	History, Geography, Art
Science	Animals including humans	Forces and magnets	Plants and rocks	Light
English	Gorilla The Dreamgiver Castles	Ice Palace Werewolf Club rules	The Legend of Spud Murphy When the Giant Stirred The Iron Man – Ted Hughes	Wolves Katie in London The Frog Prince Continued
Maths	Number sense and calculations Place value	Graphs Addition and subtraction Length and perimeter	Multiplication and division Time Fractions	Angles and shape Measures Securing mulitplication and division Exploring calculation strategies and place value









West Hampstead Curriculum 2020-21 – Journeys					Year 3 – Field to Fork	
					Essential Knowledge	
					By the end of this unit children will know: <ul style="list-style-type: none"> • Name and locate counties surrounding London. • Name and locate countries in the UK. • Different food groups • 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 • Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 		
Entry Point		Explore			Trip	Exit Point
WOW start Fruit and veg tasting.		Research <ul style="list-style-type: none"> • Farming in the past • Different localities in the UK • Food groups and healthy eating 			Visit Belmont Farm	Design, make and promote own healthy snack shared with parents - celebration event

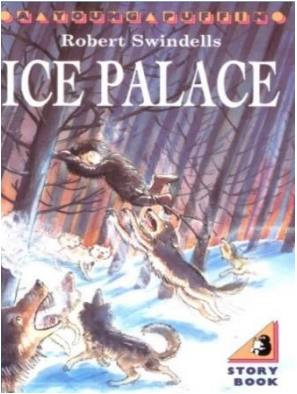
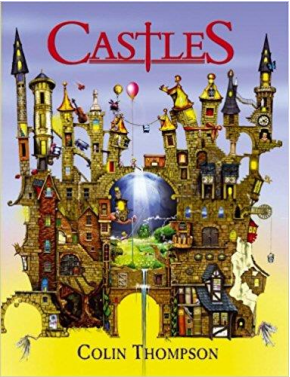
English	Science	History	Geography
<p>Key texts</p>  <p>Gorilla – Anthony Browne</p>	<p>Animals including humans I can explain how living things obtain food. I can state why animals, including humans, need the right type of nutrients. I can sort animals based on their skeletons. I can identify and explain the three main functions of a skeleton. I can identify and name bones. I know why we need muscles to move. I can set up a simple practical enquiry I can record my findings.</p>	<p>I can notice connections and contrasts over time (farming now and Neolithic hunter-gatherers/early farmers; Industrial Revolution and machinery)</p>	<p>I can name and locate some counties of England. I can analyse evidence, draw conclusions and make comparisons between locations (photos showing land use for farming) I can show how places relate to each other (journey of food from farming counties to London) I can explain weather conditions and patterns around the UK and Europe (why do some foods come from different places?) I can use and understand geographical vocabulary (e.g. vegetation and soil)</p>
	Computing	Art and Design	Design Technology
 <p>Spud Murphy – Eoin Colfer</p>	<p>Unit 3.1 Coding (6 weeks)</p> <p>I know what input and output devices are and how they are used.</p> <p>I can use a range of input and output devices efficiently</p> <p>I can produce a simple program that completes a given task.</p>	<p>I can use a sketch book for recording observations, for experimenting with techniques or planning out ideas. L1 I can say what I like and dislike about my work giving reasons to support my opinions. L3 I can use shading using different media. T2 I can create printing blocks using relief or impressed techniques. T6</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p><u>Cooking and nutrition</u> I can talk about different food groups. I can understand food has to be grown, farmed or caught in Europe and wider world. - Fair trade production – is it? I can use a wider range of cooking techniques to compare and combine ingredients safely. - Chef day with John cooking a range of food - Tasting and preparing own healthy product linked to new design</p> <p><u>Process</u> I can use knowledge of existing products to design my own functional products. - Design and market healthy food product - Research and evaluate existing healthy products - Taste test - Design packaging I can create designs using annotated sketches. - Packaging designs - Use ICT program to design package (e.g. paint)</p> <p><u>Evaluate</u></p>

				I can investigate and analyse existing products and those I have made. <ul style="list-style-type: none"> - Investigate healthy/non-healthy snacks - Evaluate own product 	
	PE - Athletics	Music	PSHE	RE	French
	<u>Use running, jumping, throwing and catching in isolation and in combination.</u> L/O's <ul style="list-style-type: none"> • Demonstrate the ability to sustain activity and run continuously without stopping for 3-5 minutes. • Demonstrate the ability to run fast and sustain activity. • Demonstrate the ability to throw various objects as far as they can with basic fundamentals of technique applied. 	Let your spirit fly Charanga (RnB) Listen & Appraise: I can identify the piece's structure I can identify the instruments/voices I can find the pulse while listening Musical Activities: I can copy back, play, invent rhythmic and melodic patterns. 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. Perform & Share: I can contribute to the performance	To set a goal To understand what food groups make up meals. To explain how food choices can contribute to tooth decay To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good Learn about ways of expressing feelings and emotions and why this is important Learn about managing feelings and emotions in different situations Learn about getting help, advice and support with feelings and emotions To explain why democracy is important To developing an awareness and definition of bullying and unkindness. To explore ways of resolving conflict.	I can tell you some of the things Hindus do during Divali. I can tell you what I might enjoy about Divali if I were a Hindu. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali	<ul style="list-style-type: none"> • Early language teaching

	<ul style="list-style-type: none"> Compete in events where they record their Personal Best for future reference and aim to improve these in individual lessons and over time. 	by singing, playing an instrumental part, improvising or by performing a composition.	<p>To explore ways of resolving conflict.</p> <p>To understand what to do if a conflict escalates</p> <p>S:\TeachingStaff\Beckford Curriculum\PSHE\Curriculum Planning\Year Group LO Overviews\Year 3 Learning Objectives Overview.docx</p>	<p>I can explain how Divali can bring a sense of belonging to Hindus.</p> <p>I can give my own views on whether I would feel a sense of belonging if I celebrated Divali.</p>	
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West Hampstead Curriculum 2020-21 – Making a Difference					Year 3 – Victorian Schools	
					Essential Knowledge	
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> • Key vocabulary of chronology • Key geography vocabulary e.g. village, town, city • Key changes that occurred during Victorian era that affected children (including schools) <p> https://victorianchildren.org/victorian-schools/ http://www.victorianschool.co.uk/schoolday.php https://www.alangodfrey.com/maps/hampstead.htm old maps of London </p>	
Aspiration	Responsibility	Resilience	Consideration	Community		
						
Entry Point		Explore			Trip	Exit Point
WOW start Victorian playtime games.		Research <ul style="list-style-type: none"> • Features of Victorian schools • Differences in education for rich and poor • Punishments • Beckford – who was he? 			Hotel Chocolat (TBC) Ragged School Museum (November TBC)	Video presentation

English	Science	History	Geography
<p>Key texts</p>  <p>Ice Palace – Robert Swindells</p>	<p>Forces and Magnets</p> <p>I can compare how things move on different surfaces</p> <p>I understand that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I understand how magnets attract or repel each other and attract some materials and not others</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>I can describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>I can use an increasing range of common words and phrases relating to the passing of time. (millennia, BC, AD, ancient, prehistoric, Neolithic)</p> <p>I understand that some events happened beyond living memory.</p> <p>I understand that our knowledge of the past is constructed from a range of sources.</p> <p>I can notice connections, contrasts and trends over time.</p> <p>I can ask questions about the past.</p>	<p>I can analyse evidence and draw conclusions e.g. make comparisons between locations.</p> <p>Photos and maps of local area now and then; link to local area walk; use cameras and sketching</p>
 <p>Castles – Colin Thompson</p>	<p>Computing</p> <p><u>Computers</u></p> <p>I know what input and output devices are and how they are used.</p> <p>I can use a range of input and output devices efficiently.</p> <p>Use Google Earth to look at school and local area.</p> <p>Cameras on local walk.</p>	<p>Art and Design</p> <p>I can use sketchbook for observation and 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>I can talk about some of the great artists, architects and designers in history and describe their work. T1</p> <p>I can use shading using different media. T2</p> <p>S:\TeachingStaff\Beckford Curriculum\BECKFORD CURRICULUM 2020-21\2020-21\Subject Curriculum Maps</p>	<p>Design Technology</p> <p>I can use my knowledge of existing products to design my own functional product.</p> <p>I create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.</p> <p>I can safely measure, mark out, cut assemble and join with some accuracy.</p> <p>I make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</p> <p>I can investigate and analyse existing products and those I have made, considering a wide range of factors.</p>

PE Gymnastics	Music	PSHE	RE	French
<p>Expectations In Gymnastics you can perform travelling movements, particularly jumping and landing on the floor and apparatus with control and keeping in space. You can perform twisting and turning movements and take weight on your hands such as front/back support, bunny hop kicks and attempt to kick 1-2 for handstand. You can safely move appropriate equipment when asked</p> <ul style="list-style-type: none"> Demonstrate travelling in various ways. Demonstrate balances which are still, stretched and held for 3 seconds. Demonstrate rotation (log rolls/half turn jumps/forward rolls) Recap/Develop/Demonstrate moves that are inverted, shoulder stands, bunny hop kicks, handstands or headstands. Demonstrate/develop backwards roll. Select and link moves into a mini sequence. 	<p>Glockenspiel Charanga (instrumental) 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. Perform & Share: I can be part of a class performance will include one or more of the following: • Instrumental performances • Compositions Xmas show songs</p>	<p>To set a goal</p> <p>To understand what food groups make up meals.</p> <p>To explain how food choices can contribute to tooth decay</p> <p>To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learn about ways of expressing feelings and emotions and why this is important</p> <p>Learn about managing feelings and emotions in different situations</p> <p>Learn about getting help, advice and support with feelings and emotions</p> <p>To explain why democracy is important</p> <p>To developing an awareness and definition of bullying and unkindness.</p> <p>To explore ways of resolving conflict.</p> <p>To explore ways of resolving conflict.</p> <p>To understand what to do if a conflict escalates</p> <p>S:\TeachingStaff\Beckford Curriculum\PSHE\Curriculum Planning\Year Group LO Overviews\Year 3 Learning Objectives Overview.docx</p>	<p>I understand and can explain what the true meaning of Christmas is to Christians and compare this with what Christmas means to me</p> <p>I can remember the Christian nativity story. <i>I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians</i></p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. <i>I can start to tell you what Christmas means to Christians and what it means to me.</i></p> <p>I can explain the true meaning of Christmas for Christians. <i>I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas.</i></p>	<ul style="list-style-type: none"> Intermediate language teaching