



# The Beckford Curriculum - A Guide for Parents in Year 3 – Summer 2021

Over the past few months, we have been working on developing and improving our 'Beckford 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 Summer term.

## **Intent - The Beckford 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

## **Beckford Values:**

Last year, we worked with children, staff, parents and governors to develop our five core Beckford 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 'Beckford 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@beckford.camden.sch.uk](mailto:admin@beckford.camden.sch.uk)

The Beckford Curriculum Team



## The Values 2020-21

### Aspiration



- Creativity
- Curiosity
- Communication

### Responsibility



- Citizenship
- Staying Healthy
- Organisation

### Resilience



- Confidence
- Independence
- Adaptable

### Consideration



- Kindness
- Empathy
- Respect

### Community



- Belonging
- Collaboration
- Relationships



## The Beckford 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	The Silk Road	Battle of Britain	Disasters	Evolution and adaptation



## The Year 3 Beckford Curriculum Overview – 2020-21

	<b>Autumn 1</b> <b>JOURNEYS</b>	<b>Autumn 2</b> <b>MAKING A DIFFERENCE</b>	<b>Spring</b> <b>ENVIRONMENT</b>	<b>Summer</b> <b>Diversity</b>
<b>Year 3</b>	<b>Field to fork</b>	<b>Victorian schools</b>	<b>Stone age/ Changing planet</b>	<b>Britain from the air.</b>
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	Mousehole Cat – Antonia Barber Persuasive leaflet writing Wolves – 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



Beckford Curriculum 2020-21 – Diversity					Year 3 - Britain from the Air	
					<h3>Essential Knowledge</h3>	
					<p>By the end of this unit children will know:</p> <ul style="list-style-type: none"> <li>• The name and location of capital cities of each country of the UK and Great Britain</li> <li>• Location of important cities in the UK</li> <li>• How to use geographical resources including atlases, maps, globes and digital mapping</li> <li>• How to produce own aerial maps</li> </ul>	
<b>Aspiration</b> 	<b>Responsibility</b> 	<b>Resilience</b> 	<b>Consideration</b> 	<b>Community</b> 		
<b>Entry Point</b>		<b>Explore</b>		<b>Trip</b>		<b>Exit Point</b>
<ul style="list-style-type: none"> <li>• Drone and orienteering</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Research</b></li> <li>• Using geographical resources accurately</li> </ul>		<ul style="list-style-type: none"> <li>• Visit to London landmarks along the River Thames.</li> </ul>		<ul style="list-style-type: none"> <li>• Create a tourist information advert to promote local our area</li> </ul>

## Year 3 - National Curriculum Objectives -

### Reading

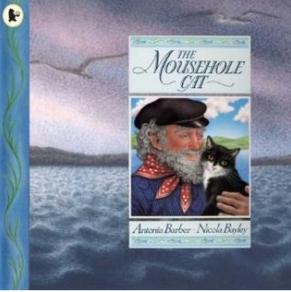
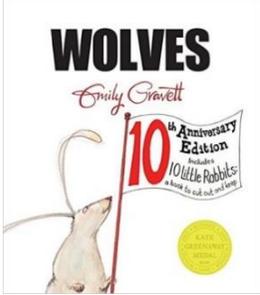
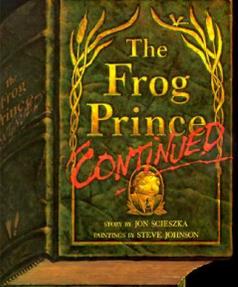
#### Reading – word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

#### Reading – comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction
  - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

<b>Maths</b>	
<b>Angles and shape</b>	<ul style="list-style-type: none"> <li>• recognise angles as a property of shape or a description of a turn</li> <li>• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>• draw 2-D shapes and make 3-D shapes using modelling materials</li> <li>• recognise 3-D shapes in different orientations and describe them</li> <li>• measure the perimeter of simple 2-D shapes</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm)</li> </ul>
<b>Securing multiplication &amp; division</b>	<ul style="list-style-type: none"> <li>• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>• recall and use multiplication and division facts for the 8 multiplication tables</li> <li>• count from zero in multiples of 8</li> </ul>
<b>Exploring calculation strategies and place value</b>	<ul style="list-style-type: none"> <li>• add and subtract numbers mentally</li> <li>• find 1000 more or less than a given number; recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) (Y4)</li> <li>• order and compare numbers beyond 1000 (Y4)</li> <li>• round any number to the nearest 10, 100 or 1000 (Y4)</li> </ul>

Writing	Key Writing Pieces	Teaching Points
 <p>Mousehole Cat – Antonia Barber</p>	<p>Descriptive writing of the storm  <b>To entertain</b></p> <p>Write own ending as Mowser  <b>To entertain</b></p>	<p>2A sentences  Adverbs  Short sentences</p> <p>1<sup>st</sup> person  Fronted adverbials  Conjunctions</p>
 <p>Tourism leaflet for Mousehole / Cornwall</p>	<p>Tourist leaflet about London  <b>To persuade</b></p>	<p>Imperative verbs  Expanded noun phrases  List sentences  Topic based paragraphs  Rhetorical questions</p>
 <p>Wolves – Emily Gravett</p>	<p>First person letter from the rabbit  <b>To inform</b></p> <p>Own story of encounter with the wolves  <b>To entertain</b></p>	<p>Apostrophes for possession  Progressive verbs to show something still happening – <i>she is shouting</i></p> <p>Adverbs  Short sentences  Expanded noun phrases</p>
 <p>The Frog Prince Continued – Jon Scieszka</p>	<p>Writing their own ending to a fairy tale  <b>To entertain</b></p>	<p>Expanded noun phrases  Adverbs  Inverted commas for speech  Short sentences  Progressive verb forms</p>

Science	History	Geography
<p><b>Plants</b></p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Light</b></p> <p>I recognise that they need light in order to see things and that dark is the absence of light</p> <p>I can notice that light is reflected from surfaces</p> <p>I recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>I recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p><b>I can notice contrasts over time</b></p> <p>Aerial pictures of local area changes over time; pre and post-Industrial revolution and beyond up to present day</p> <p><b>I can answer questions about the past.</b></p> <p>Differences in local area due to London bombings in war</p>	<p><b>I can name and locate cities of the UK</b></p> <p>Use maps and atlases to create aerial outline of UK with capital cities, including definition of Great Britain and United Kingdom</p> <p><b>I can ask and answer geographical questions.</b></p> <p><b>I can analyse evidence and make comparisons between locations.</b></p> <p><b>I can describe landscape and ask geographical questions.</b></p> <p><b>I understand how humans affect environment.</b></p> <p>Local area walks field-research strengths and challenges survey; communicate findings from walk; aerial photos of town and countryside</p> <p><b>I understand human features of locality.</b></p> <p>Visit to key landmarks in London</p> <p><b>I can explain physical features of coasts including erosion</b></p> <p>Youtube of houses falling off cliffs</p> <p><b>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.</b></p> <p><b>I can use four figure grid references.</b></p> <p><b>I can make plans and maps using symbols and keys.</b></p> <p><b>I can recognise features and symbols on an OS map.</b></p> <p>Use maps, atlases and globes for local area and UK; draw own map of local area; use OS; rehearse 4-figure grid references</p> <p><a href="https://www.youtube.com/watch?v=QlrELLSWWB8">https://www.youtube.com/watch?v=QlrELLSWWB8</a></p> <p><b>I can describe similarities and differences between places.</b></p> <p>Mapping using OS symbols</p> <p><b>I understand different people hold different views.</b></p> <p>Link to local area; recycling</p> <p><b>I can make detailed fieldwork sketches</b></p> <p>Local hazards from walk</p> <p><b>I can use fieldwork instruments</b></p> <p>Camera on local walk</p>

Computing	Art and Design	Design Technology		
<ul style="list-style-type: none"> <li>Unit 3.7 Simulations (3 weeks)</li> <li>Unit 3.8 Graphing (2 weeks)</li> </ul>	<p>I can use sketchbook for recording observations L1</p> <p>I can experiment with different materials to create a range of effects L2</p> <p>I can talk about the work of great artists in history T1</p> <p>I can use shading using different media. T2</p> <p>I can talk about and identify complementary colours, colour as tone, warm and cold colours. T3</p> <p>I can compare and recreate form of natural and manmade objects T4</p> <p>I can use collage using overlapping and layering T5</p> <p>I can use printing to create different effects T6</p> <p>I can add detail to my work using different types of stitches, including cross-curricular stitch. T7</p>	<p><b>Process</b></p> <p><b>I can create a cross-sectional design and annotated sketch</b></p> <p><b>I can safely measure, mark out, cut, join and assemble</b></p> <p><b>I can make suitable choices of materials</b> Lolly sticks, twigs, straws, doweling</p> <p><b>I can plan stages of use</b></p> <p><b>I can strengthen frame with diagonal struts</b></p> <p><b>I can understand how mechanical systems create movement (levers and linkages)</b> Design, plan and make a catapult to launch a plane; discuss modern use of catapult to launch aircraft from an aircraft carrier</p> <p><b>Evaluate</b></p> <p><b>I can evaluate the success of a product</b> How far did the plane go? Was it accurately built? Was it robust? Did it work? (measuring accuracy – maths)</p>		
PE	Music	PSHE	RE	French
<p><b>Tennis &amp; Benchball</b></p> <ul style="list-style-type: none"> <li>Throwing and catching</li> <li>Moving/ stopping &amp; passing/ receiving</li> <li>Passing and moving</li> </ul>	<p><b>Bring us together</b> Charanga (voice/instrument)</p> <p><b>Listen &amp; Appraise:</b> I can find the pulse while listening. I can identify the instruments/voices heard I can explain how the words of the song tell a story</p> <p><b>Musical Activities:</b> I can copy back, play, invent rhythmic and melodic patterns. I can improvise in the lessons and as part of the performance. I can compose a simple melody using simple rhythms and use as part of the performance using the notes: C, A + G.</p> <p><b>Perform &amp; Share:</b> I can contribute to the performance by singing, playing</p>	<p>To identify the qualities of a good friend</p> <p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p> <p>To know the biological differences between males and females</p> <p>To explore family differences and challenge stereotyping</p> <p>To understand that people sometimes have stereotypes about families</p> <p>To know you can say no to bad touch</p> <p>To identify positive thoughts</p>	<p>I can understand the Hindu belief that there is one God with many different aspects. I can ask questions about what I find puzzling about this god.</p> <p>I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.</p> <p>I can start to explain how the Hindu belief that Brahman is everywhere and in</p>	<ul style="list-style-type: none"> <li>Intercultural Understanding – France</li> <li><i>Quelle est la date de ton anniversaire ?</i></li> <li><i>Les jours de la semaine</i></li> <li><i>Quelle est la date aujourd’hui ?</i></li> <li><i>As-tu des frères et des sœurs ?</i></li> <li><i>As-tu un animal?</i></li> </ul>

	<p>an instrumental part, improvising or performing their composition.</p> <p><b>Reflect, rewind, replay</b> Charanga (classical)</p> <p><b>Consolidate learning and perform:</b> Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Listen &amp; Appraise:</b> I can listen and appraise a different piece of classical music each week</p> <p><b>Musical Activities:</b> I can play, improvise, sing and compose</p> <p><b>Perform &amp; Share:</b> I can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>	<p>To explore the concept of self-talk.</p> <p>To explore healthy relationships.</p> <p>To recap what a good friend is.</p>	<p>everything influences Hindus in their daily lives. I can give my own and others' views on questions about God and can start to explain why religion is important to many people.</p> <p><u>Summer 2</u> I can tell you some facts about the River Ganges and some of the things that Hindus do there. I can tell you why water is important to me in my daily life.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</p>	
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