

CUMNOR HOUSE SCHOOL



Curriculum Guide for Parents

YEAR 3

Mrs McLaren Mrs Figueira Mr Beattie-Soper

Introduction

This booklet will provide you with information about the curriculum in Year 3 at Cumnor House and what subjects your son will be studying over the course of the year.

In the Lower School we provide a curriculum that will help every pupil reach his potential, enrich every pupil's educational experience and foster enthusiastic, creative learners. We see teaching and learning as a partnership between staff, pupils and parents. Our ultimate aim is to enable your sons to become confident, independent learners, who are well equipped to move onto the next stage of their education.

We hope that this guide will give you some useful information about the curriculum and the teaching and learning that goes on in Year 3. In this booklet you will find an overview of the work covered in each subject. Each group of boys is different and we tailor the teaching to each group, to maximise learning. Plans are constantly updated and developed, so you may find one or two details change as the year progresses.

Topic Overview

Maths	<ul style="list-style-type: none">-Number including 4-Rules focusing on Multiplication-Space, Shape and Measure-Data Handling-Money-Fractions-Measurement-Problem Solving-Times tables
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English	<ul style="list-style-type: none"> -Reading: group and independent -Comprehension -Grammar and Punctuation -Weekly spelling tests and tasks -Handwriting -Speaking and Listening -Writing: <ul style="list-style-type: none"> Story planning and writing Letter Writing Poetry Instructions
Science	<ul style="list-style-type: none"> -Laboratory Safety -Life processes -Light, shadows and seeing -Our Bodies and Nutrition -Skeleton, muscles and movement -Rocks and soils -Green plants and plant reproduction -Forces and magnetism (plus field trip)
French	<ul style="list-style-type: none"> -Counting and numbers -Myself: where I live, my age

	<ul style="list-style-type: none"> -Colours -Greetings, general introductions -Weather -Traditions in France -Days of the week, months and birthdays
History	<ul style="list-style-type: none"> -Celts -Romans -Anglo Saxons -Vikings
Geography	<ul style="list-style-type: none"> -Weather around the world -Investigating the local area -What's in the news? -The British Isles
RE	<ul style="list-style-type: none"> -The Bible -Religion -Heroes and Saints -Friendship and Communities -Judaism -Jesus and Christianity
Art	<ul style="list-style-type: none"> -Self-portraits -Colour -Printing

	<ul style="list-style-type: none"> -Portrait artists -Roman Art -Observational drawings -Natural textures and sculptures 3D clay
Music	<ul style="list-style-type: none"> -Instrumental scheme -Rhyme games -Pitch -Notation -Conducting -Recognising patterns -Extending rhythms
Games	<ul style="list-style-type: none"> -Trials -Football (skill development, team play, rules) -Rugby (large ball skills, team play, set pieces, laws) -Cricket (trials, bowling , fielding, batting) -Athletics
PE	<ul style="list-style-type: none"> -Fitness -Footwork -Large ball skills -Territory -Small ball skills

	-Striking		
Swimming	-Testing/ Fitness -Confidence in the water -Front crawl (Body position, leg action, arms breathing, timing) -Back stroke -Breast stroke -Gala/ race preparation (including entry)		
IT	-Touch Typing -Combining text and graphics	- Using the Internet -Introduction to databases	-Introduction to email
PSHE	-Being Me in My World -Celebrating Difference -Dreams and Goals -Healthy Me -Relationships -Changing Me		

This year we are introducing Spanish, Drama, Design and Technology and Food Technology into the curriculum. Further details will be shared in due course.

Homework

The purpose of homework is to support learning in the classroom and to help children develop into effective, independent learners. Once good homework habits have been established, your son will have acquired a valuable learning tool. Although many of the Year 3 boys will be able to work independently, they may need some support on occasion and we welcome your input.

The Pupil Planner is a homework diary to help your son with the organisation of his homework but it also helps you to know what he is supposed to be doing. We would ask you to look at and sign his diary daily, as well as his work, so that you can check that he has completed the required tasks. There is also a space for your comments. Please use the diary to communicate with the Form Tutor about your son's homework or general notes regarding school life.

If at any point you feel that your son is having real problems with homework please contact the Form Tutor via email or the diary to share your concerns. The following is a rough guide to the amount of homework you can expect at this stage at Cumnor House School.

Year 3 (40 minutes each day)

- Up to 20 minutes of reading, on a daily basis, reading aloud to an adult. **This is the primary homework and takes priority over other work.**
- Learning weekly spellings and times tables
- Approximately 20-30 minutes of written work (Maths and English only)

Year 3 Homework Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
ENGLISH	MATHS	ENGLISH	MATHS	ENGLISH
READING	READING	READING	READING	READING

ENGLISH

Help your son with reading

Reading is at the heart of the curriculum. It is the key to accessing all subjects and a core element of the boys' learning at Cumnor House School. We ask that boys read every evening (including weekends) and record it in their Reading Records. They should log the title of the book, the page numbers they have read and get an adult to sign it each evening. They might even like to add a comment about what they have read. Your son's English teacher will check this on a weekly basis and reward good reading effort and progress.

There are several elements to effective home reading; choosing the right book; reading aloud, comprehension and enjoyment.

1. Choosing a book

So that your son enjoys and excels at reading, it is important that he chooses the right book. The school library has many books to choose from and they have the guidance and expertise from our librarian and their English Teacher. We encourage the boys to try a range of types of books, including both fiction and non-fiction. If he brings a book home and does not like it, ask him to read a chapter to give it a chance. He can always change it the next day. Peer recommendations are useful too. The school reading list is a good starting point and has many exciting titles to choose from. The boys can also choose to read books from home.

2. Reading aloud

It is very important for boys to read with an adult. It is vital that they regularly practise reading aloud as well and enjoying the books with adults at home. The pleasure and importance of reading to your son must not be underestimated. Choose a book together to share, perhaps read alternate pages. By doing this you are showing your son how to use expression and intonation, and sharing an enthusiasm for reading. By talking about the book you have shared, you are ensuring understanding and allowing your son to ask questions and give opinions.

3. Comprehension

As your son becomes more confident deciphering new words using their phonic skills, the focus for reading will shift from decoding to comprehension. As texts become more complex, inferred meaning must be found and understood. Here are some ways you could help him develop these 'higher order' reading skills:

- Help to sound words out. For words which are very difficult, illogical or unfamiliar (such as names, foreign words, etc) tell your child how to pronounce them to allow them to continue reading.
- When a definition is unknown, ask your son to have a sensible guess. What makes sense in the story? Does he think the word is a noun, adjective etc? Help him find clues to the meaning. In easier books this might mean pictures, in

more difficult texts it will mean thinking about the story so far and what is already known about the setting, characters etc.

- If your son reads a sentence and it does not make sense, ask him about it. Encourage him to read it again and make sense of it. Read it to him if that helps and ask him to repeat.
 - Talking about what your son has read is very important. Below is a list of generic questions you could ask to find out if he has understood what he has read.
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- What do you think will happen next? Why?
 - What kind of person is the character? How do you know?
 - Is this like any other stories you have read?
 - What have you found out about the character/place so far?
 - Do you like the book/character? Why? Why not?
 - Why is the book so funny/scary/sad? How has the writer made it so?
 - How would you have felt if you were in the situation?
 - How did the story make you feel? Why?
 - What is the most/least exciting part and why?
 - How would you change this book to make it better?
 - Why do you think the author chose this word/phrase?

Comprehension is not just about surface meaning but encourages the learner to dig a little deeper, elicit hidden meaning, themes and make links to other knowledge. Have the book open when you talk about it, looking for evidence and clues to help answer the questions. Keep encouraging your son to back up his answers with what he has read, pointing to it in the book and showing you what he is referring to.

4. Additional enrichment to the daily reading

Although reading is essential, we want your son to enjoy what he reads. This might mean reading on an e-book, watching the film or theatre performance of a book after reading it and comparing them, going to local libraries or bookshops and hearing authors speak at literary events or book signings. Above all, show your son that you enjoy reading and they will follow.

Helping your son with writing

Writing, as with reading, spans the entire curriculum, so helping with writing Prep might not just be English but also Geography, History and Science or RE. There are a number of ways you can help at each stage of the writing process: planning and preparation; drafting and writing and editing and improving.

1. Planning and Preparation

- Make a story plan or map for the beginning, middle and end. Develop it further by adding in a complication and some 'build up'. It is easier to get started when you know what you are aiming to produce.
- Ask your son to tell you the story he is going to write orally before he writes it. He might even like to act it out. **This stage is vital to support the boys with sentence construction and extending their vocabulary.**
- If describing characters or settings, a drawing annotated with adjectives and adverbs can be a good starting place.
- For non-fiction writing, help your son to research the topic. Books are usually best for this as the internet can provide too much information and can be intimidating. Library books are aimed at the correct age group and are easier to make sense of. Make notes using headings and make sure your son uses his own words rather than copying.
- Develop some vocabulary together. A spider diagram or a simple list will help. Talk about interesting words related to the topic. Introduce your son to new words and help him to use them in his writing.

2. Drafting and Writing

- Many boys find it difficult to get started with a new piece of writing. Give them some suggestions as to how they might start. Ask your son to come up with his opening sentence orally and tell it to you.
- If the writing task is long or your son is reluctant, ask him to write the first paragraph and then show it to you, or read it aloud. Breaking down the activity into manageable steps is less daunting.
- For keen writers, remind them that the quality is more important than quantity, a short piece with well chosen language, vivid actions and engaging dialogue is far more interesting than a long drawn out piece with a little plot.
- For story writing, balancing narration, action and dialogue is key.
- Details help to build a picture. A simple way to do this is to add an adverb and an action to a piece of dialogue e.g. *“Get out of my sight!” thundered the king, stamping his foot angrily.*

3. Editing and Improving

- Have a break between finishing the draft, copying and starting the editing. A fresh pair of eyes is important.
- Ask your son to read his work aloud. This will help him identify mistakes like missing punctuation and small words.
- Use a different colour pen on a draft copy to add any missing punctuation.
- Look at the length of his sentences and help your son to vary them. A well paced, very short sentence can add real impact. However, too many short sentences may make his writing sound immature or stilted.
- Connectives can be used to join shorter sentences together (e.g. therefore, whilst, who).
- Is the work in paragraphs? Your son may need help deciding where to start a new paragraph. Planning for paragraphs is also helpful.
- Look for repeated vocabulary and replace with more interesting words.
- Use a thesaurus to improve his vocabulary choices and encourage him to use ‘wow words’ but he must pick these words with care. A long string of words copied from a thesaurus/ ‘wow word’ list creates an artificial feel to the writing.
- Include adverbs and adjectives. They add interest to nouns and verbs.

- Although draft copies will not always have the best handwriting and presentation, do emphasise the importance of how the work looks. It is a shame to mar a fantastic story with sloppy handwriting, smudges and doodles.
- Encourage your son to be proud of both the content and appearance of his work.

It is not necessary to go through every step for every piece of work set, but these are some suggestions that you may like to try. Your son may well have started to do many of these on his own under the guidance of his English teacher.

MATHEMATICS

The Mathematics scheme provides a structured coverage of the Maths curriculum. Each topic is covered in accordance to the curriculum overview to consolidate and develop mathematical skills, understanding and application. The majority of the boys will be following schemes of work a year ahead of their chronological age. There are a number of aspects which support the delivery of the curriculum:

1. The Cumnor House Times Tables Award

All boys are encouraged to learn their tables to enable them to work efficiently. All Mathematics involves the use of Multiplication and then Division tables.

Many boys at CHS will tell you that they “know their tables”. We would like to improve the fluency with which boys recall and use their tables, along with their ability to divide. We, as a school, would like to recognise this very important skill and so have introduced these awards.

Boys who are working towards 11+/13+ examinations are expected to be able to work without a calculator, so huge advantage is gained with this knowledge.

The awards are available to boys in Years 3-8.

Bronze Award. 2x, 5x, & 10x

Silver Award. 3x, 4x, 6x & 9x

Gold Award. 7x, 8x, 11x & 12x

Elite Award. Squares, Cubes, Square roots, Cube Roots for numbers 1-15.

2. Mathletics

We encourage all boys to use their Mathletics account for 10-15 minutes (two curriculum topics) each day. Ideally he needs to complete 10 curriculum topics (10 points each correct answer) a week. This way he can gain 1000 points needed each week to gain a Mathletics bronze certificate. In Mathletics 'competency' is achieved by full marks gained *three times for each exercise*. This should keep your son's level of numeracy high and reinforce topics being taught at the time. After he has completed his curriculum topics he might like to do competitive Mathletics (1 point for each correct answer) at an appropriate level.

Every boy in the school has a password and login, which should be the same throughout his time at CHS. The website can be accessed at www.mathletics.co.uk. Any queries about logins should be addressed to Mr Vijay: vjay@cumnorhouse.com

1000 points = Bronze

5 Bronzes = Silver

4 Silvers = Gold

It takes 20 weeks to achieve a Gold Mathletics certificate.

3. Supporting your son's maths at home

Maths is a 'real world' subject; here are some ideas that can be used to widen your son's experience of Maths.

- Keeping a copy of his school timetable on the fridge door
- Talking about the time of daily events

- Buying an analogue watch, and practise telling the time throughout the day
- Managing pocket money
- Shopping: working out the best deal, giving and receiving change
- Savings accounts: interest rates
- Measuring and identifying shapes of items around the house
- Estimating the time and length of journeys on foot, or by car, bus, train, or plane
- Weather: predicting types of weather, e.g. chance of rain
- Joining in with any DIY tasks
- Playing board games, including 'tables lotto' & 'tables snap' which can be bought
- Making cakes
- Cutting up pizzas

4. Assessment preparation

Before the assessments in November and May a revision list will be issued so that your son can undertake full and detailed revision of all the topics covered.

5. Homework

All boys are expected to complete the homework set each week. This will be twice weekly for approximately 20 minutes. Boys are expected to complete Maths homework without exception, as it is designed to reinforce the work done in the classroom. It enables a boy to show what he has been able to learn independently. Parents are asked to sign the homework

diary upon completion. If for any reason homework is not able to be completed, then a note should be written in the homework diary. In most cases, Maths homework is reviewed in the next available lesson, so it is important that deadlines are adhered to.

SCIENCE

Years 3-6 follow the ISEB 11+ curriculum which incorporates the KS2 National Curriculum plus additional content aimed at extending and challenging learners.

1. Field trip or outreach

In Year 3, pupils will receive information nearer to the date regarding the field trip.

2. Textbooks

There is no set textbook for Year 3. Teachers will use a range of resources to support your child's learning.

3. Homework

Science homework is not routinely set in Year 3. However, your son will be expected to research a new topic in order to make a title page at the beginning of each new unit. He will be expected to revise at the end of a unit in order to consolidate learning and to prepare for an end of topic test. From time to time the Science Department will set Science Challenges and projects. Your son is encouraged to complete these tasks. Science challenges and projects aim to foster home-school links and allow you son to share his learning with you and any siblings. He may also like to enter the occasional Science competition.

4. Examinations and end of topic tests

There are no Science exams in Year 3. We assess progress in our end of topic quizzes.

5. Supporting your child's learning at home

Your child needs be curious, observant and aware of the world around them. He needs good practical skills such as cutting, gluing, drawing and measuring.

Do lots of crafts, modelling, cooking, gardening and DIY at home. If you haven't already got one you might want to consider getting a pet.

Walk all or some of the way to school at least once a week throughout the year in order to see changes in the environment. Look for leaves, seeds, fruits, flowers and chicks. Take walks in the countryside - we are very close to the Vanguard Way, Waterlink Way and the London LOOP, Farthing Downs, Happy Valley and Riddlesdown which are fantastic for walking or cycling.

Try to visit parks, garden centres or gardens regularly and notice the plants and animals there. South Norwood Lake, Carshalton Ponds, Highfield House, High Elms and Coombe Park are very good and quite local. Look out for signs of animals, footprints, droppings, homes (sets, burrows, dens, nests etc.). Point out rainbows, fog, mist, dew, frost and condensation to your child. Look in lakes and ponds to see frog and toad spawn, birds, fish, amphibians and mammals. Visit a fishmongers and fish and pet stores to observe vertebrates.

Longleat and Whipsnade Zoo's are fantastic! There is a good reptile park and garden centre near Westerham, Kent. Visit a farm in springtime to see all the baby animals and the food they eat. Godstone Farm and Ladyland Farm are also very good.

Visit the Geological Museum or the Natural History Museum in London. You can also find dinosaur footprints on Fairlight Beach near Hastings. A visit to the Jurassic Coast Heritage Path also has fantastic examples of fossils and the visitors' centres at Charmouth and Lyme Regis have a lot of information about the work of Mary Anning. The North Yorkshire coast also has fantastic fossils.

Assessment

Assessment is part of effective learning. While some assessments are in the form of ‘tests’ others are much less formal and would not necessarily be identified as assessments at all – at least by the boys!

Effort and Attainment Grades – (end of each term)

- Each term you will receive an assessment sheet, with grades for effort and attainment in all academic subjects. These grades will not generally be accompanied by written comments except for a Form Tutor’s Summary at the end of term.
- The grading system is explained below:

Effort Grades	Attainment
1 – Outstanding effort	A*- Excellent
2 – Good effort	A- Very Good
3 – Adequate effort	B- Good
4 – Limited effort	C- Average
5 – Unacceptable effort	D- Unsatisfactory
	E- Poor

The Purpose of Assessment

- To track the individual progress of each boy
- To use this information to plan effectively, to meet the needs of all pupils
- To help diagnose any areas of weakness, difficulty, or particular strengths
- To report your son's progress accurately to you

Types of Assessment

- **Summative assessment** measures what a child has learnt
- **Standardised assessment** is used to measure performance against national norms and track progress
- **Diagnostic assessment** provides a profile of the child's strengths and weaknesses and can be used to help pinpoint difficulties. Where there are indications of a possible learning difficulty, at any point in the year, boys may be referred to the Learning Support teacher for a diagnostic screening test. This information will be fed into the planning of next steps for that pupil.
- **Formative assessment** is a process of continuous, informal assessment in the classroom. We have adopted the AFL (Assessment for Learning) strategies. This involves both pupils and teachers reflecting on learning and planning next steps together. You will hear about aspects of this such as the L.O. (Learning Objective), the 'success criteria,' some simple guidelines to help pupils reach the objective, or 'traffic lights' where boys flag up a red, orange or green light for their understanding, at the end of a lesson.

ASSESSMENT SCHEDULE

September

- Progress in Mathematics
- Reading Test
- Spelling Test
- Cognitive Ability Test (standardised testing)

November

- Autumn Assessment (Maths and English)

March

- Spring Assessment (Maths and English)

May

- Summer School Examinations (all subjects)

Ongoing Assessments

- Weekly spelling, vocab and times tables assessments

Monitoring and Assessment Cycle

Term	Monitoring and Assessment		Term	Monitoring and Assessment	
Autumn 1	Sep	<ul style="list-style-type: none"> ➤ CATS (Y2-Y8) ➤ NGRT (Y2-8) ➤ Spelling (Y2-Y8) 	Autumn 2	Nov	<ul style="list-style-type: none"> ➤ Parent Meeting with Form Tutors ➤ End of topic/unit/term Summative Assessments
	Oct	<ul style="list-style-type: none"> ➤ Review Meeting (FT/Head of Section/Senior Deputy/Head) ➤ HODs to carry out 'book looks' 		Dec	<ul style="list-style-type: none"> ➤ Moderation across Year Group ➤ Complete teacher assessment based on minimum expectations ➤ Reports
Spring 1	Jan	<ul style="list-style-type: none"> ➤ HODs to carry out 'book looks' 	Spring 2	Feb	<ul style="list-style-type: none"> ➤ Parent Meeting with Form Tutor ➤ End of topic/unit/term Summative Assessments
	Feb	<ul style="list-style-type: none"> ➤ Review Meeting (FT/Head of Section/Assistant Head/Headmaster) 		March	<ul style="list-style-type: none"> ➤ Moderation across Upper/Lower/Pre-Prep ➤ Complete teacher assessment based on minimum expectations ➤ Reports
Summer 1	April	<ul style="list-style-type: none"> ➤ Progress Meeting (FT/Head of Section/Assistant Head/Headmaster) 	Summer 2	May	<ul style="list-style-type: none"> ➤ End of topic/unit/term Summative Assessments ➤ Complete teacher assessment based on minimum expectations
	May	<ul style="list-style-type: none"> ➤ Moderation across Girls'/Boys' School 		June/July	<ul style="list-style-type: none"> ➤ PTE and PTM testing ➤ Reports

Involving the boys

Your son's Form Tutor will spend some time talking through your son's grades before they are sent home. This discussion will focus on effort. We aim to maintain a positive approach.

Excellence

Opportunities to achieve excellence will be promoted both in curricular and co-curricular activities. Such opportunities might include: a piece of creative writing, researching a topic of interest, presenting their research in an imaginative way, winning the music competition, excelling in a sporting fixture, starring in a role in the Drama Production. Where these achievements are of an extremely high standard, above the standard normally expected, the boys' triumphs will be recognised in assemblies or in prize-giving to celebrate their achievement, along with a possible Headmaster's commendation.

Communication

We do our very best to communicate with you about your son's academic progress throughout the school year in addition to how well he is thriving socially.

The school year begins with our Year Group Meeting, when teachers lay out their expectations of the year ahead, and share with you how the home-school partnership can work most effectively. It also gives you a valuable opportunity to ask questions or seek clarification.

There are, of course, also points in the year when we communicate formally, either by written reports or Parent Consultation evenings. The reporting schedule is as follows:

- End of term: Effort and attainment grades

- Parent / teacher Progress Evenings as per school calendar with Form tutor, subject teachers, Head of Section and Headmaster.
- At the end of the academic year you will receive a full written report on your child's academic progress. The report will summarise the term/year's progress including exam results and averages, effort and attainment grades. The report will also include comments from the subject teacher, Form Tutor, Head of Section and Headmaster. Parents are invited to make contact with their son's Form Tutors or subject teachers if they have particular points they wish to discuss.

Beyond these formal occasions for written or verbal communication, we encourage you to contact your son's Form Tutor or subject teachers via email if you have any concerns or issues. Experience tells us that it is so much better to address questions and concerns as soon as they arise rather than waiting for them to become a source of anxiety.

We are all looking forward to working with your son in the year ahead and will watch his academic progress with great interest.

Games

Please ensure that you regularly check the sports website to check the fixture dates and timings.

Year 3	<p>U8 6-a-side fixtures calendar.</p> <ul style="list-style-type: none"> - Pre-season trials - Ball skill development - Team shape - Passing - Rules - House competitions 	<p>U8 6-a-side tag fixtures calendar.</p> <ul style="list-style-type: none"> - Pre-season trials - Tagging - Defensive line - Intro to contact - Passing and catching - Intro to laws - House competitions 	<p>U8 10-a-side pairs fixtures calendar.</p> <ul style="list-style-type: none"> - Pre-season trials - Bowling action - Fielding and catching - Bat on ball - Running between wickets - House competitions 	<ul style="list-style-type: none"> - Athletics - Cross Country - Fitness development - Team building exercises - Large ball skills - Small ball skills

Safeguarding

Cumnor House School recognises its legal duty under Section 175 of the Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. Cumnor House recognises that effective child protection work requires sound procedures, good inter-agency cooperation and a workforce that is competent and confident in responding to child protection situations.

Our school has a number of policies in relation to safeguarding and these are available from the school office and on the school website. All parents are welcome to read these policies.

Should you have a concern regarding the welfare or safety of a pupil please report it immediately to the Designated Safeguarding Lead (DSL), Emma Edwards or the Deputy Designated Safeguarding Lead (DDSL) Peter Crosbie.

Emails

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