



LA CÔTE INTERNATIONAL SCHOOL  
AUBONNE  
A NORD ANGLIA EDUCATION SCHOOL

# YEAR 3 CURRICULUM BOOK

2025-2026



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# WELCOME

## Welcome to Year Three's Curriculum Booklet

This booklet sets out all the relevant information that will help parents to understand the structure and content of the year's programmes of study for each subject.

At LCIS, we have developed our own contemporary approach to learning to create an inspiring and personalised education for your children. Our programmes in the Primary School, based on the English National Curriculum and the International Primary Curriculum, have been selected to ensure academic rigour and challenge while providing an educational journey that allows your children to flourish physically, intellectually, emotionally and ethically.

Our French A, native language programme is guided by the French and Swiss curricula, whilst our French B, foreign language programme supports the standards outlined by the Common European Framework. Our unique Performing Arts programme is the fruit of our collaboration with the world-renowned Juilliard School, while our partnerships with MIT and UNICEF offer our students many enriching global opportunities. Our exclusive online learning platform, 'Global Campus', enables Nord Anglia students across the world to connect, discover and interact with one another through cross-curricular, collaborative projects.

We know that children flourish when they are challenged, when they have opportunities to apply their learning, and when they are empowered to discover and build on their individual strengths and passions. Therefore, authentic learning experiences, both inside and outside the classroom, build the core of the personalised teaching we afford our students and equip them to play a proactive and positive role in the world they will inherit.

**This curriculum booklet contains the general teaching sequence for Year 3. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 3 Academic Long-Term Plan 2025-2026 for the teaching sequence for this year, which is attached to this booklet.**

We hope this curriculum booklet will help to answer any questions you may have about the fundamentals of your child's learning, and support the collaboration between school and home throughout the year.

Kind regards,

Year Three Team

# MATHEMATICS

## Scheme of Learning

Our model of teaching Mathematics is based on the 'White Rose Maths' approach. Students are taught specific strands for example, "Number: Place Value". Within each block, there are small, incremental steps to ensure progression and allow an integrated approach to fluency, reasoning and problem solving. Whilst each strand is explicitly taught in a block, they are revised throughout the year. Each block has clear links to the year band's Mathematics objectives, which are taken from the English National Curriculum.

<b>Number:</b> Place Value	<b>Number:</b> Addition and Subtraction		<b>Number:</b> Multiplication and Division	
<b>Number:</b> Multiplication and Division	<b>Measurement:</b> Money	Statistics	<b>Measurement:</b> Length and Perimeter	<b>Number:</b> Fractions
<b>Number:</b> Fractions	<b>Measurement:</b> Time	<b>Geometry:</b> Properties of Shape		<b>Measurement:</b> Mass and Capacity

## UNITS:

### Number: Place Value

- ▶ Identify, represent and estimate numbers using different representations
- ▶ Find 10 or 100 more or less than a given number
- ▶ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- ▶ Compare and order numbers up to 1000
- ▶ Read and write numbers up to 1000 in numerals and in words
- ▶ Solve number problems and practical problems involving these ideas
- ▶ Count from 0 in multiples of 4, 8, 50 and 100

### Number: Addition and Subtraction

- ▶ Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds
- ▶ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- ▶ Estimate the answer to a calculation and use the inverse operations to check answers
- ▶ Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction

### Number: Multiplication and Division

- ▶ Count from 0 in multiples of 4, 8, 50 and 100
- ▶ 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 known multiplication tables, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- ▶ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives

**Number: Multiplication and Division**

- ▶ 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 times one-digit numbers, using mental and progressing to formal written methods
- ▶ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objectives

**Measurement: Money**

- ▶ Add and subtract amounts of money to give change, using both £ and p in practical contexts

**Statistics**

- ▶ Interpret and present data using bar charts, pictograms and tables
- ▶ Solve one-step and two-step questions for example, 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables

**Measurement: Length and Perimeter**

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

**Number: Fractions**

- ▶ 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
- ▶ Solve problems that involve all of the above

**Number: Fractions**

- ▶ Recognise and show, using diagrams, equivalent fractions with small denominators
- ▶ Compare and order unit fractions, and fractions with the same denominators
- ▶ Add and subtract fractions with the same denominator within one whole - for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
- ▶ Solve problems that involve all of the above

**Measurement: Time**

- ▶ Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks
- ▶ Estimate and read time with increasing accuracy to the nearest minute
- ▶ Record and compare time in terms of seconds, minutes and hours
- ▶ Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- ▶ Know the number of seconds in a minute and the number of days in each month, year and leap year
- ▶ Compare durations of events, for example, to calculate the time taken by particular events or tasks

**Geometry: Properties of Shape**

- ▶ Recognise angles as a property of shape or a description of a turn
- ▶ 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 angles
- ▶ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- ▶ Draw 2-D shapes and make 3-D shapes using modelling materials
- ▶ Recognise 3-D shapes in different orientations and describe them

**Measurement: Mass and Capacity**

- ▶ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)



# ENGLISH - WRITING

## Scheme of Learning

This scheme of learning uses carefully chosen high-quality texts to guide learning in each unit. These texts help children explore rich language, interesting ideas, and different ways to write. Through reading, talking, and activities, children build important skills like expanding their vocabulary, understanding how sentences and grammar work, and learning to organise their writing clearly. They also practice writing for different purposes and audiences, which helps them become confident, creative writers who can express their thoughts effectively. Twice a year, all students from EYFS to Primary take part in a whole-school book study, fostering a sense of community and shared learning through a variety of writing genres.

*A glossary of the terminology used in Year 3 English can be found in the attached Appendix – English Grammar Terminology.*

Narrative	Myths & Legends	Brochure
Poetry	Newspaper Article	Traditional Tale
Fantasy Narrative	Persuasive Leaflet	

## UNITS:

## TERM 1

MAIN WRITING OUTCOME		► Own version of a narrative with a twist on a traditional tale	► Own version myth/legend	► Brochure
CLASS TEXT		► Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew	► The Pied Piper of Hamelin – version by Michael Morpurgo and Emma Chichester Clark	► The Barnabus Project by The Fan Brothers
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> <li>► Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>► Using the present perfect form of verbs in contrast to the past tense</li> <li>► Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>► Using fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>► Use of the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>► Introduction to paragraphs as a way to group related material</li> <li>► Headings and sub-headings to aid presentation</li> <li>► Fronted adverbials</li> <li>► Use of paragraphs to organise ideas around a theme</li> <li>► Use of a comma after a fronted adverbial</li> </ul>	<ul style="list-style-type: none"> <li>► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore]</li> <li>► Introduction to paragraphs as a way to group related material</li> <li>► Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>► Introduction to inverted commas to punctuate direct speech</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Plan their writing by:	<ul style="list-style-type: none"> <li>► Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>► Discussing and recording ideas</li> </ul>		
	Draft & Write by:	<ul style="list-style-type: none"> <li>► Organising paragraphs around a theme</li> <li>► In narratives, creating settings, characters and plot</li> <li>► In non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> </ul>		
	Evaluate & Edit by:	<ul style="list-style-type: none"> <li>► Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>► Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>► Proof-read for spelling and punctuation errors</li> <li>► Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>		

TERM 2			
MAIN WRITING OUTCOME		► Poetry	► Newspaper Article
CLASS TEXT		► The Seed of Doubt by Irena Brignull	► The Tear Thief by Carol Ann Duffy
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> <li>► Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>► Using the present perfect form of verbs in contrast to the past tense</li> <li>► Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause</li> <li>► Using fronted adverbials Using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</li> <li>► Using and punctuating direct speech</li> <li>► Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> </ul>	<ul style="list-style-type: none"> <li>► Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>► Using the present perfect form of verbs in contrast to the past tense</li> <li>► Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause</li> <li>► Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns</li> <li>► Using and punctuating direct speech</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Plan their writing by:	<ul style="list-style-type: none"> <li>► Discussing and recording ideas</li> <li>► Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	
	Draft & Write by:	<ul style="list-style-type: none"> <li>► Organising paragraphs around a theme</li> <li>► In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	
	Evaluate & Edit by:	<ul style="list-style-type: none"> <li>► Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>► Proof-read for spelling and punctuation errors</li> </ul>	

TERM 3			
MAIN GENRE		► Extended fantasy narrative	► Persuasive information leaflet
CLASS TEXT		► The Mysteries of Harris Burdick by Chris Van Allsberg	► The Tin Forest by Helen Ward
VOCABULARY, GRAMMAR & PUNCTUATION		<p>► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>► Introduction to paragraphs as a way to group related material</p> <p>► Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>► Introduction to inverted commas to punctuate direct speech</p> <p>► Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>► Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>► Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>► Use of inverted commas and other punctuation to indicate direct speech</p>	<p>► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>► Introduction to paragraphs as a way to group related material</p> <p>► Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>► Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>► Using the present perfect form of verbs in contrast to the past tense</p>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	Plan their writing by:	<p>► Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>► Discussing and recording ideas</p>	
	Draft & Write by:	<p>► Imposing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>► In narratives, creating settings, characters and plot</p>	
	Evaluate & Edit by:	<p>► Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>► Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>► Proof-read for spelling and punctuation errors</p>	

# ENGLISH - READING

## Scheme of Learning

Reading is a fundamental skill, which enables children to access and respond to all areas of the curriculum. Students are offered the opportunity to gain an appreciation and love of reading through a wide and exciting bank of quality texts. Reading skills are taught through a variety of methods, including core texts linked to writing genres, guided reading sessions and research for IPC units. As reading skills are taught continually across many areas, the reading objectives from the English National Curriculum are covered throughout the year and revisited often.

Each objective is related to key readings skills:

**READ** = word reading and general reading behaviour

**R** = recall and retrieval

**E** = exploring the author's language and point of view

**A** = analysis of structure and organisation

**D** = deduction and inference

OBJECTIVES COVERED OVER THE YEAR	STUDENTS WILL LEARN TO...	KEY SKILL
	► Read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary)	(READ)
	► Read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas ( " ") for dialogue.	(READ)
	► Summarise the main points in a text	(R)
	► Explore some straightforward underlying themes and ideas	(D)
	► Make plausible predictions based on knowledge from/of the text and wider connections	(D)
	► Explain how and why main characters act in certain ways, using evidence from the text	(D)
	► Make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts	(E)
	► Understand the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together)	(A)
	► Identify language the author has chosen to use to capture the reader's interest and imagination.	(E)
	► Confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index	(R/A)
	► Read all the Y3 high frequency words and some Y4 high frequency words	(READ)
	► Quote directly from the text to answer questions	(R)
	► Skim read texts to gather the general impression of what has been written	(R)

OBJECTIVES COVERED OVER THE YEAR	STUDENTS WILL LEARN TO...	KEY SKILL
	▶ Scan texts to locate specific information	(R)
	▶ Use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin	(R)
	▶ Identify reasons for actions and events based on evidence in the text	(D)
	▶ Explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word	(D)
	▶ Sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act	(D)
	▶ Identify language the author has chosen to create images and build mood and tension	(E)
	▶ Identify the differences between a wider range of non-fiction text types	(A)
	▶ Justify and elaborate on opinions and predictions, referring back to the text for evidence	(D)
	▶ Use clues from action, description and dialogue to help establish meaning	(D)
	▶ Read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act	(D)



# INTERNATIONAL PRIMARY CURRICULUM (IPC)

## Scheme of Learning

The International Primary Curriculum is a comprehensive, thematic, creative course of study with specific learning goals for the following areas: History, Geography, Science, Art, Technology, International Mindedness and Society. Each unit or topic varies in length and will focus on specific learning goals in Knowledge, Skills and Understanding. The IPC also supports and facilitates personal learning based on the eight IPC personal goals, for student to become: a Collaborator, a Communicator, a Thinker, Empathetic, Ethical, Resilient and Respectful. In Year Three, students can opt to take their IPC topic lessons in English or in French.

<b>Brainwaves</b> (Science)	<b>Different Places, Similar Lives</b> (History and Geography)	<b>Feel the Force</b> (Science)
<b>Time and Place, Earth and Space</b> (Science)	<b>Active Planet</b> (Geography)	
<b>Temples, Treasure and Tombs</b> (History)		<b>Land, Sea and Sky</b> (Science)

## UNITS:

### Brainwaves

#### Unit Summary

Our brain is special because we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.

#### Explaining the Theme

In this unit, students will be finding out:

- ▶ How different people learn
- ▶ About the importance of practice when learning a skill
- ▶ How the brain works
- ▶ How to make connections between our learning
- ▶ How we can share our learning with others
- ▶ Why it is important to learn from other children and cultures around the world
- ▶ How positive thinking can help us to succeed
- ▶ How to look after our brain
- ▶ How to design a school for learning

When they learn children will be:

- ▶ Investigating
- ▶ Thinking
- ▶ Reflecting
- ▶ Researching
- ▶ Teaching
- ▶ Observing
- ▶ Assessing
- ▶ Presenting

### Different Places, Similar Lives

#### Unit Summary

In Different Places, Similar lives we will be learning about the similarities and differences between how people lead their lives in different countries throughout the world. We will need to be global ambassadors as we compare our school life with another school internationally, geographers as we explore how the climate affects the way people live and historians as we learn about how important people in the countries we are studying have changed lives. Can people have similar interests and lifestyles even if they live in different countries of the world?

## Explaining the Theme

In ICT, students will be finding out:

- ▶ About being safe and responsible online
- ▶ How to search for information online
- ▶ About using the internet to learn about different schools around the world.

In International, students will be finding out:

- ▶ About the similarities and differences between the school day in different countries
- ▶ Information on festivals and celebrations that happen throughout the year in different countries
- ▶ About organisations that help people meet their basic needs
- ▶ About food products that produced and sold internationally.

In Geography, students will be finding out:

- ▶ About the similarities and differences between the geographical features of our host country and other localities
- ▶ About the climate and weather in different countries and how it affects the lives of people living there
- ▶ Information on the types of crops grown in countries with certain climates
- ▶ How the geographical features of an area may determine what jobs someone might do
- ▶ About transport in different countries and why it might be different.

In History, students will be finding out:

- ▶ Information on significant people who have impacted countries in a positive way
- ▶ How our host country has changed
- ▶ About events which have changed people's lives.

## Feel the Force

### Unit Summary

We will be learning about forces and how they push and pull us along. We will need to be scientists to investigate different kinds of forces and learn how to measure them. Without forces nothing on Earth or in the wider Universe would start moving or once started they wouldn't stop! How do we know forces are always in action? What can we see and feel that shows us forces are at work?

## Explaining the Theme

In Science, students will be finding out:

- ▶ What friction is and what the world would be like without it
- ▶ How we use friction
- ▶ How we can increase or reduce friction
- ▶ About the direction of forces
- ▶ About the strength of forces and how we can measure or compare them
- ▶ How to Investigate gravity, air resistance and buoyancy.

In Design Technology and Innovation, students will be finding out:

- ▶ How to design and making a marble run with a variety of elements.

## Time and Place, Earth and Space

### Unit Summary

We know that when we look up at our sky on a clear day we will see the Sun. We know the Sun gives us light to heat the Earth and help things grow but what does the Sun have to do with our time? It's time to find out!

## Explaining the Theme

In Science, students will be finding out:

- ▶ How the movement of the Sun and the Earth relates to time
- ▶ How shadows are formed and how we can use them to measure time

In Geography, students will be finding out:

- ▶ How the movement of the Earth around the Sun creates different seasons, weather patterns and natural environments around the world
- ▶ How human activities can be affected by the different seasons around the world
- ▶ How the Earth is divided into different time zones and how this impacts on human activity and communications
- ▶ How to locate countries and places using latitude and longitude on a globe

In Technology, students will be finding out:

- ▶ How we can create our own sun dial to tell the time
- ▶ How we can design and create a calendar to help someone plan their time

In ICT & Computing, students will be finding out:

- ▶ How technology can help us communicate across the world
- ▶ How timetables can be used to help us plan a journey

## Active Planet

### Unit Summary

We will be learning about the changing nature of planet Earth, and how these changes cause earthquakes and volcanoes. We will be exploring how we, as humans, can try to protect each other from natural disasters, but also how we can be inspired by and learn to live with the ever-present dangers. We will need to be geographers, designers & innovators, and even musicians. How does the changing Earth shape where you live?

### Explaining the Theme

In Geography, students will be finding out:

- ▶ About the different types and location of volcanoes around the world.
- ▶ About tectonic plates and how these affect the location of volcanoes and earthquakes.
- ▶ How volcanic regions can be attractive to tourists.
- ▶ Some specific examples of earthquakes and volcanic eruptions in the past.

In International, we'll be learning about:

- ▶ About the effects of natural disasters on society.
- ▶ How organizations provide aid and support after a natural disaster.

In Design, Technology & Innovation, students will be finding out:

- ▶ How to design and build earthquake resistant buildings.
- ▶ How to design technology and equipment to support volcanologists.

In Health & Wellbeing, students will be finding out:

- ▶ How humans can prepare and stay safe during an earthquake.

In History, students will be finding out:

- ▶ About Pompeii and the eruption of Vesuvius in 79 AD.

In Science, students will be finding out:

- ▶ How to investigate liquid flow rates.
- ▶ How the three different rock types are formed.

In Art, students will be finding out:

- ▶ How to create warm and cool colours to produce volcano inspired artwork.

## Temples, Tombs and Treasures

### Unit Summary

The people who helped create the first great civilisations were not unlike you and me. Today we can learn a lot about these people and their way of life through the things they left behind- from everyday objects to magnificent and rare treasures. We will be learning about who the first Ancient civilisations were, where they settled in the world and why they chose that particular place. We will look at how these civilisations grew rapidly and lasted for thousands of years. We will explore what their family life was like, how they communicated their life, their religion, traditions and beliefs, who ruled these civilisations, their tombs - how they were built, why they were built and the process of making a mummy! We will investigate the treasures and paintings left behind in these tombs and how this can tell us about life in the past. We will look at their stories and retell these stories with music and compare life in the past to life today. We will need to be historians, artists, geographers and musicians. What was it like to live in Ancient Egypt or Ancient Sumer? Would you like a time machine to go back and visit the past?

## Explaining the Theme

In History, students will be finding out:

- ▶ What life was like in Ancient Egypt and Ancient Sumer
- ▶ How ancient civilisations used rivers
- ▶ How to use evidence from primary and secondary sources to find out about ancient civilisations
- ▶ About families in ancient times
- ▶ How and why Ancient writing systems were created
- ▶ About gods and goddesses
- ▶ About the Pharaohs and Lugals that ruled Ancient Egypt and Sumer
- ▶ How the pyramids might have been built
- ▶ Information on Ancient Egyptian and Sumer tombs and burial traditions
- ▶ About archaeologists and their famous discoveries.

In Art, students will be finding out:

- ▶ How to plan and create our own tomb wall painting
- ▶ How to make an Ancient Egyptian or Sumerian headdress.

In International, students will be finding out:

- ▶ How we can compare the lives of children in Ancient civilisations with life today.

## Land, Sea and Sky

### Unit Summary

In this unit we will be learning about plants and animals, and how they can adapt to living almost anywhere on Earth. Our planet has a number of different habitats, each with their unique climate and geology. As geographers, in this unit, we will find out about how water, soil and rock can change the environment or be changed by natural forces such as water. We will need to be scientists to examine how different organisms have adapted to survive on land, in the sea and in the sky. In International we will be looking at what we can do to help in preserving living things. In this unit we will ask exciting questions such as: How do plants and animals adapt to water habitats? How do animals and plants depend on each other for survival and how can human actions support or upset this delicate balance?

## Explaining the Theme

In Geography, students will be finding out:

- ▶ About the various bodies of water in the host country
- ▶ About the different parts of a river
- ▶ How to use maps to learn about the course of a river
- ▶ How the force of water shapes our planet.

In Science, students will be finding out:

- ▶ About the water cycle and its connection to rivers
- ▶ What is below the soil and land
- ▶ Information on rocks and erosion
- ▶ About water habitats
- ▶ How fish are suited to a life underwater
- ▶ About different birds that thrive in water habitats
- ▶ About the different ways birds fly
- ▶ Information on the life cycle of plants
- ▶ About flowering plants on land and in the water
- ▶ About food chains and food webs
- ▶ Information on changes in habitats.

In International, students will be finding out:

- ▶ About the impact of human activity on habitats, both positive and negative
- ▶ About the work of international and national organizations which help preserve biodiversity
- ▶ How we can support biodiversity and take action to protect living things.



# FRENCH A

## Le Programme

Le français en Year 3 occupe 5 heures de l'emploi du temps hebdomadaire des élèves. Durant ces cinq périodes, nous proposons à nos élèves un programme inspiré des deux systèmes suisse et français où l'étude de la langue se fait en contexte, au sein de séances de lecture et d'écriture. Nous travaillons sur des activités explicites spécifiques pour comprendre le fonctionnement de la langue. Les grandes lignes du programme sont les suivantes:

- Passer de l'oral à l'écrit en lien avec la lecture
- Construire le lexique et s'initier à l'orthographe lexicale
- Se repérer dans la phrase simple
- Maîtriser l'orthographe grammaticale de base

La Rentrée des Classes	L'Aventure Continue
Le Conte Détourné	Frissons Garantis
L'Écologie	La Poésie

## UNITS:

GENRE / DESCRIPTION	La rentrée des classes	L'aventure continue
	Nous allons étudier un texte simple aux illustrations nombreuses, qui va nous permettre d'évaluer les acquis des élèves. Au travers d'une lecture en épisodes, les élèves vont prendre l'habitude de questionner un texte, ici humoristique, pour en acquérir une compréhension fine.	Nous allons étudier un roman policier qui va permettre aux élèves d'évoluer dans une histoire plus longue, et leur proposer entre autres une première approche du genre policier.
EXPRESSION ÉCRITE	► Le personnage, le lieu, le moment, l'action et son but	► Raconter une histoire d'après des images séquentielles
GRAMMAIRE	► Des mots, des phrases ► Des phrases, un texte	► De qui ou de quoi on parle? Qu'est ce qu'on en dit? ► Le nom dans le groupe nominal
CONJUGAISON	► Des verbes qui changent de forme	► Je conjugue un verbe du premier groupe au présent
ORTHOGRAPHE	► J'apprends à copier des mots ► Le son [o] de vélo et le son [ɔ] de porte ► Le son [g] de garage, guirlande	► Le son [ɔ] de pantalon, menton ► Le son [κ] de canard, phoque ► Le son [ɪ] d'invité, train
VOCABULAIRE	► A quoi sert le vocabulaire ? ► Je classe des mots : le mot-étiquette	► Lire et comprendre un article dans le dictionnaire

<b>GENRE / DESCRIPTION</b>	<b>Le conte détourné</b> Nous allons étudier un texte qui est sous forme d'album et qui permet de ne pas rompre trop brutalement avec la lecture d'albums. Les illustrations nombreuses viennent enrichir le texte, laissant encore une large place à la lecture croisée textes/images.	<b>Frissons garantis</b> Nous allons étudier un roman centré sur le thème de la peur de la nuit et qui permet une première approche du récit fantastique. En effet, après s'être identifiés au personnage d'Irella, les élèves découvriront, à la fin de leur lecture, qu'ils ont été les complices d'un vampire en herbe. Les illustrations, qui suggèrent sans tout dévoiler, permettent de solliciter l'imaginaire des élèves et de les conduire à l'expression orale.
<b>EXPRESSION ÉCRITE</b>	► Raconter une histoire d'après des images séquentielles	► Inventer la fin d'une histoire
<b>GRAMMAIRE</b>	► Le groupe nominal simple : déterminant, nom ► Le rôle du groupe nominal dans la phrase	► Je trouve le verbe dans une phrase ► Je trouve le sujet du verbe
<b>CONJUGAISON</b>	► Je conjugue avoir, être, aller au présent	► Je conjugue avoir, être, aller au futur
<b>ORTHOGRAPHE</b>	► Le son [s] de sucre, poussin ► Le son [e] de café, papier ► Le son [z] de vase, zéro	► Le son [ʁ] de lecture, chèvre ► Le son [ʒ] de girafe, judo ► Le son [j] de camion, chien
<b>VOCABULAIRE</b>	► J'ouvre un dictionnaire ► Bien comprendre les mots des consignes	► Les antonymes ► Les synonymes

<b>GENRE / DESCRIPTION</b>	<b>L'écologie</b> Nous allons étudier un roman d'aventures qui a été inspiré par le naufrage de l'Erika en décembre 1999 et la marée noire qui a suivie. Ce roman à portée réaliste est étudié en lien étroit avec des textes documentaires consacrés à cet événement. Les rapports entre fiction et réalité sont donc un axe important de la lecture du roman.	<b>La poésie</b> Nous allons découvrir des poèmes variés qui nous permettront de travailler la production écrite poétique.
<b>EXPRESSION ÉCRITE</b>	► Planification d'une trame narrative	► Ecriture d'un poème
<b>GRAMMAIRE</b>	► Le verbe change ► Les pronoms sujets et les terminaisons des verbes ► J'identifie les phrases interrogatives	► Le groupe nominal étendu : déterminant, nom adjectif ► Le genre et le nombre dans le groupe nominal
<b>CONJUGAISON</b>	► Je conjugue être, avoir et aller au futur	► Je conjugue un verbe du 1er groupe au passé composé
<b>ORTHOGRAPHE</b>	► Le son [j] de feuille, soleil ► Le son [ø] fermé de feu ► Le son [œ] ouvert de peur	► Le son [wa] de soir ► Le son [wɑ̃] de loin
<b>VOCABULAIRE</b>	► Des mots pour dire "quand" ► Le dictionnaire, un mot, plusieurs sens ► Les mots composés	► Des mots pour dire le contraire ► Des mots qui se prononcent de la même manière ► Des mots pour dire des choses plus précises

# FRENCH B

## Le Programme

At the end of Year 3, the objective is to reach at least the level of A1 from the Common European Framework of Reference for Language. The students will be developing the four skills of listening, speaking, reading, and writing while discovering various themes and topics related to Art, Science, and Geography in a stimulating and engaging context. As a framework, we will be using a textbook entitled Les Loustics 3. Half of the year's communication goals are inspired by the textbook Les Loustics, the other half is intricately linked to our everyday life as LCIS community members, in a series of topics created by the teachers; project-based learning is a fun way for the students to assimilate and demonstrate what they learn. We also use the DELF standardised tests regularly each term to measure our students' attainment and progress against the Common European Framework Reference for Languages.

Outlined below is an overview of the themes and the skills, which will be introduced this year.

Me and My Environment	The New School Year
My Winter in Switzerland	How Much Is It?
Around Switzerland	In Town

## UNITS:

Me and my environment / The new school year		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>► Express how you feel emotionally and physically</li> <li>► Talk about yourself and your family</li> <li>► Understand and express vocabulary related to body motions</li> <li>► Talk about food and express preferences</li> <li>► Talk about the weather and clothes</li> <li>► Speak about different means of transport</li> </ul>	<ul style="list-style-type: none"> <li>► Ask and tell the time</li> <li>► Talk about your morning routines</li> <li>► Name school items</li> <li>► Talk about your nationality (/ies)</li> <li>► Express your opinion on various subjects</li> <li>► Compare timetables</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>► Introduction of the questions: Comment est? Tu peux te décrire? Est-ce qu'il/elle a ...? Tu te sens comment aujourd'hui? Tu as mal où?</li> <li>► Use the structure: il/elle a / il/elle n'a pas de...</li> <li>► Use the negative and affirmative forms</li> <li>► Use the verbs: mettre, plier, sauter, tourner, prendre, toucher et respirer at the present tense with je, tu and il</li> <li>► Use the expression: avoir mal à la / à l' / au / aux...</li> </ul>	<ul style="list-style-type: none"> <li>► Introduction of the question: Il est quelle heure?</li> <li>► The reflexive verbs: se lever, se coiffer, se brosser les dents, etc</li> <li>► The question structure: Qu'est-ce que...?</li> <li>► The verbs: aimer, préférer, apprendre, faire</li> <li>► Use the feminine and masculine form with adjectives</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

My winter in Switzerland / How much is it?		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>► Describe the season of winter</li> <li>► Talk about the clothes you wear in winter</li> <li>► Talk about the activities you do in winter</li> <li>► Express what is your favourite food to eat during this season</li> <li>► Create your own advent calendar</li> <li>► Write your letter to Santa</li> </ul>	<ul style="list-style-type: none"> <li>► Say your and someone else's age</li> <li>► Talk about your birthday</li> <li>► Take about your extended family</li> <li>► Name the seasons</li> <li>► Say where you live</li> <li>► Describe a painting</li> <li>► Count from 0 to 69</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>► Use the expression: la saison commence en... et finit en...</li> <li>► Use the expressions: il fait, il y a, j'adore car..., je préfère car...</li> <li>► Use the verbs: porter, faire, manger, décorer, jouer</li> <li>► Use the structure related to writing a letter</li> </ul>	<ul style="list-style-type: none"> <li>► Use the following structure to say the date: C'est le + quatre + mois</li> <li>► The words au and en + saisons</li> <li>► Introduction of the questions: Tu as quel âge? C'est quand ton anniversaire? Tu as des cousins, des cousines? Nous sommes en quelle saison? and Tu habites où?</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

Around Switzerland / In town		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>► Talk about the geography of Switzerland</li> <li>► Locate LCIS in Switzerland</li> <li>► Use the vocabulary required to travel by train and boat</li> <li>► Organise an afternoon by the lake</li> <li>► Create an itinerary across Switzerland with 3 city stops and name/recognise the various number plates</li> <li>► Talk about animals in Switzerland</li> </ul>	<ul style="list-style-type: none"> <li>► Name places in the city</li> <li>► Follow and give directions</li> <li>► Talk about jobs</li> <li>► Do some shopping at a grocery shop</li> <li>► Understand the signs</li> <li>► Present a shop, its vendor and its products</li> <li>► Describe sceneries</li> <li>► Make a DIY video</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>► Use the expressions: au nord, au sud, à l'est, à l'ouest, il y a</li> <li>► Use the expressions: L'école est dans... / à...</li> <li>► Use the verb: prendre + mean of transport, voir</li> <li>► Create a quiz about Switzerland</li> </ul>	<ul style="list-style-type: none"> <li>► Use the structure: être au..., à l'..., à la..., devant...</li> <li>► Use verbs related to giving and receiving directions: avancer, continuer tout droit, tourner à gauche, à droite, traverser</li> <li>► Use the time connectives: d'abord, ensuite, enfin</li> <li>► Use the structure: Je voudrais...</li> <li>► Introduction of the questions: Qu'est-ce qu'il y a dans ta ville? Où est-ce ...? Où fais-tu ...? Ça fait combien?</li> </ul>

NB: We will be studying a variety of books, songs and poems linked to each theme throughout the term.

# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

## Scheme of Learning

Our PSHE education programme has been developed to support our students to thrive in a time of rapid change by, addressing their social, emotional, physical, cultural and moral needs. In line with UK guidelines, our programme focuses on three core themes:

- ▶ Health and Wellbeing
- ▶ Relationships
- ▶ Living in the Wider World

Students have the opportunity to explore their attitudes, values and beliefs around these core themes and to develop the skills, language and strategies necessary to manage the challenges they encounter in their daily lives.

PSHE is taught from Year 1 to Year 6 as a stand-alone lesson and is also woven into the school day, such as during registration and circle time, or discussions after breaks. The programme 'Jigsaw' offers a structure to our PSHE lessons, whilst sessions of mindfulness and yoga, in addition to focus weeks and social communication complement our wellbeing scheme of learning.

Being Me In My World	Celebrating Differences (including anti-bullying)
Dreams and Goals	Healthy Me
Relationships	Changing Me

### GENERAL DESCRIPTION

Health and Wellbeing	Relationships	Living in the Wider World
<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>▶ the importance of personal hygiene</li> <li>▶ the physical differences between boys and girls</li> <li>▶ road safety, cycle safety and online safety</li> <li>▶ people who help us</li> <li>▶ how to talk about their feelings</li> <li>▶ the benefits of physical activity.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▶ recognise that their behaviour can affect other people</li> <li>▶ listen to other people and work and play cooperatively</li> <li>▶ identify special people in their lives (parents, siblings, friends) and how they should care for each other</li> <li>▶ distinguish what physical contact is acceptable and what to do if they're being bullied.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>▶ how to make and follow group, class and school rule</li> <li>▶ what protects and harms the environment</li> <li>▶ how to make choices about spending or saving money</li> <li>▶ ways in which we are all unique and the things we have in common</li> <li>▶ about basic human rights; and to respect national, regional, religious and ethnic identities.</li> </ul>

## OVER-ARCHING OBJECTIVES

Children will learn about:

- ▶ What is meant by a healthy lifestyle
- ▶ How to maintain physical, mental and emotional health and wellbeing
- ▶ How to manage risks to physical and emotional health and wellbeing
- ▶ Ways of keeping physically and emotionally safe
- ▶ How to manage change, transition and loss
- ▶ How to make informed choices about health and wellbeing, and where to get help with this
- ▶ How to respond in an emergency
- ▶ To identify different influences on health and wellbeing

Children will learn to:

- ▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- ▶ How to recognise and manage emotions within relationships
- ▶ How to respond to risky or negative relationships, including bullying and abuse
- ▶ How to respond to risky or negative relationships and ask for help
- ▶ How to respect equality and diversity in relationships

Children will learn:

- ▶ About respect for themselves and others, and the importance of responsible actions and behaviour
- ▶ About rights and responsibilities as members of families, other groups and citizens
- ▶ About different groups and communities
- ▶ To respect equality and diversity, and how to be a productive member of a diverse community
- ▶ About the importance of respecting and protecting the environment
- ▶ About where money comes from, keeping it safe, and the importance of managing it effectively
- ▶ The part that money plays in people's lives



# PHYSICAL EDUCATION (PE)

## Scheme of Learning

During Lower Key Stage 2 Physical Education, students will continue to apply and develop a broader range of skills and learning how to use them in different ways to make actions and sequences of movement more efficient. Students will be taught to enjoy communicating, collaborating and competing with each other. Students will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### UNITS:

- Cross-Country and Fitness
- Invasion Games
- Net Games
- Ski Days
- Gymnastics and Parkour
- Striking and Fielding Activities
- Athletics
- Sports Day

#### Cross-Country and Fitness

##### Explaining the Theme

In this curriculum unit, students will embark on an exciting journey through the realms of cross-country running and fitness. Through tailored activities and engaging sessions, students will delve into the intricacies of endurance running and the principles of physical fitness. In this unit, students will not only develop their physical fitness and endurance but also cultivate important life skills such as self-discipline, and a positive attitude towards exercise. This unit will lay the foundations of health and well-being.

In this unit, students will develop their ability to:

- ▶ Enhance cardiovascular endurance, speed, strength and agility
- ▶ Develop running technique, pacing skills and breathing techniques
- ▶ Understand the basic concept of fitness and how different sports require different components of fitness
- ▶ Embrace the enjoyment of running and engage in fitness challenges.

#### Invasion Games

##### Explaining the Theme

Students will find ways of attacking and defending successfully using a variety of simple tactics in different invasion games. Students will learn about possession and positioning whilst improving their passing and receiving skills. Students will develop their individual possession and control and learn to make informed decisions during small sided games and simplified versions of recognized competitive games. Students will be taught to understand the correct attitudes of sportsmanship, competitiveness, fair play and enjoyment.

In this unit, students will develop their ability to:

- ▶ Move with ease and show ball control in a range of different invasion games
- ▶ Generate and implement ideas, tactics and strategies to defend and attack
- ▶ Communicate clearly and cooperatively with others during play and in developing tactics
- ▶ Understand the common rules and regulations associated with Invasion Games.

## Ski Days

### Explaining the Theme

In this unit students will take part in four ski days in the beautiful ski domain of the Portes du Soliel. Under the careful eye of our ski instructors, students will follow the LCIS Snowsports Award scheme. Students will be taught in small groups of eight or less based on their ability and will be presented with their level at the end of the four days.

In this unit, students will develop their ability to:

- ▶ Perform specific skills related to our Snowsports award scheme
- ▶ Replicate accurate movements requiring control and agility on the snow
- ▶ Understand the safety considerations which must be followed when on ski slopes.

## Net Games

### Explaining the Theme

In this unit students will accurately replicate sending and receiving technique. Students will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball or shuttlecock to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate games and to develop an attitude of fair play and sportsmanship.

In this unit, students will develop their ability to:

- ▶ Move efficiently around a court and show control and accuracy in passes and shots
- ▶ Develop hand-eye or racquet-eye coordination
- ▶ Generate and implement ideas and strategies to solve problems
- ▶ Communicate clearly and cooperatively with others in team or doubles activities.

## Gymnastics and Parkour

### Explaining the Theme

Students will replicate and develop further the quality of their actions, body shapes, balance and choreography. Students will start to link more complex phrases of movement on the floor, on apparatus and to music. Students will develop their aesthetics vocabulary to describe and evaluate the effectiveness and quality of a performance. Students will use their knowledge of performance to refine and develop their own routines. Students will develop the ability how to setup the apparatus safely.

In this unit, students will develop their ability to:

- ▶ Move efficiently, show control in movement, work as a group and interpret music
- ▶ Generate, refine and implement choreography to create simple routines and phrases of movement
- ▶ Communicate clearly and cooperatively with others to achieve a shared outcome.

## Striking and Fielding Games

### Explaining the Theme

Students will further develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games such as rounders and danish long ball. Students will work on the common skills and principles, including fielding, base running and bowling. Students will develop the ability to work within a team, understand the varying team roles and enhance communication skills.

In this unit, students will develop their ability to:

- ▶ Replicate efficient movements associated with bowling, batting and fielding.
- ▶ Develop an understanding of the common rules associated with striking and fielding games
- ▶ Understand personal strengths and how these relate to their place within the fielding and batting team
- ▶ Understand the common rules associated with striking and fielding games.

## Athletics

### Explaining the Theme

In this unit students will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights. Students will accurately replicate athletic challenges and competitions that require thought, speed and stamina. In all athletic activity, students will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and handle specific equipment.

In this unit, students will develop their ability to:

- ▶ Move with ease and show control in a range of recognized athletics events.
- ▶ Develop an understanding of the different demands of athletics events.
- ▶ Communicate personal strengths and weaknesses associated with athletics events.
- ▶ Understand the rules and regulations for throwing, running and jumping events.

## Sports Day

### Explaining the Theme

Students will focus on developing basic skills in a variety of sports and activities in preparation for the sports day. In competitive activities, students will think about how to use basic strategies to advance on the opposition. They will learn to plan basic principles of attack and make informed decisions during small sided games. Students will also begin to understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.

In this unit, students will develop their ability to:

- ▶ Move efficiently, observe and react to the movement of other players
- ▶ Develop ideas of space, movement and communication
- ▶ Generate and implement ideas and strategies to solve problems
- ▶ Communicate clearly and cooperatively with others, verbally and non-verbally.

# MUSIC

## Scheme of Learning

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In Year 3 Music, our students will be supported in their musical progression as they develop their understanding of the subject through the appreciation of a variety of different genres and styles, from traditional Senegalese drumming to the orchestral symphonic works of Prokofiev and Britten. Through whole-class recorder lessons and Kodály-inspired songs and games, students will develop their innate understanding of increasingly complex musical concepts. Their musical education will be supported further by accessing our Juilliard Creative Classroom partnership, enhancing their musical experience as they broaden and deepen their knowledge and love of music.

<b>Exploring Rhythm - Ostinato</b>	An exploration of beat, rhythm and musical patterns through Kodály-inspired movement, songs and games	<b>Skills:</b> Musicianship, Music Theory and Performance
<b>Introducing Timbre / Descant Recorder</b>	A study of the different sounds of orchestral instruments and a foundational course in recorder	<b>Skills:</b> Performance, Music Theory and Appraising
<b>Samba</b>	An investigation into the world of the Samba music of Brazil	<b>Skills:</b> Appraising, Ensemble skills



## UNITS:

### Exploring Rhythm - Ostinato

A practical exploration of rhythm and beat with a focus on ostinato

#### Explaining the Theme

In this unit, we will explore **beat**, **rhythm** and **musical patterns** through singing, movement, games and instruments, all guided by the principles of Zoltán Kodály. We will deepen our understanding of music through:

- ▶ Feeling the steady pulse
- ▶ Understanding rhythmic duration and patterns
- ▶ Reading and writing rhythms using stick and standard notation
- ▶ Creating and performing our own music!

This will be supported and enhanced by our Juilliard Creative Curriculum, where we will explore the concept of ostinato – a short repeated pattern. Students will clap and create movements to the rhythms of “Chants du Burgam” to explore the experience of participating in a celebratory dance and look at how the cello writing in Prestini’s *From the Bones to the Fossils* creates a “bed of sounds”.

Students will:

- ▶ Keep a **steady pulse** while performing or listening.
- ▶ Understand and demonstrate the difference between **beat** and **rhythm**.
- ▶ Perform and notate rhythms
- ▶ Improvise and compose 4–8 beat rhythmic patterns.
- ▶ Perform rhythmic canon and layered rhythm patterns in small groups.

#### Musicianship / Theory / Appraising

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ Beat vs. Rhythm
- ▶ Ta (crotchet), Ti-ti (quavers), Ta-a (minim), and rest (quaver and crotchet rest)
- ▶ Time signature 4/4
- ▶ Italian terms (piano, pianissimo, forte, fortissimo)
- ▶ Ensemble performance skills

### Introducing Timbre / whole class descant recorder

A sound study of the different instruments of the orchestra and a foundational course in descant recorder

#### Explaining the Theme

In this unit, students will listen to symphonic orchestral works including Benjamin Britten’s *Young Person’s Guide to the Orchestra*, Prokofiev’s *Peter and the Wolf* and Stravinsky’s *Rite of Spring* to explore the sounds of different instruments to develop their understanding of timbre. Alongside this study, they will explore the sounds they can make as they learn their first wind instrument as a class – the descant recorder. The recorder is a fantastic tool for developing foundational musicianship, notational reading and ensemble skills.

On the recorder, students will:

- ▶ Identify and play notes B, A, G (expand to C, D, E if appropriate)
- ▶ Understand and apply rhythmic values
- ▶ Read and perform from staff and grid notation
- ▶ Hold and play the recorder with correct hand position and posture
- ▶ Produce a clear tone using controlled breathing and tonguing
- ▶ Play simple melodies and rhythmic patterns independently and in an ensemble
- ▶ Echo and respond to musical phrases (call-and-response)
- ▶ Perform in unison and in two-part groups, listening for tuning, ensemble balance and starting/stopping cues

Whilst in their Juilliard Core Content they will:

- ▶ Examine the sound of the bassoon at the highest part of its range and consider the effect on the listener
- ▶ Gain familiarity with the different sounds of the instruments in the orchestra
- ▶ Explore the different sounds their voices can make, and consider what makes a personal sound
- ▶ Think about how composers use instrumental timbres to alter the mood of the main theme
- ▶ Expand their vocabulary for description when referring to textures, moods and dynamics in Music

## Samba

### An introduction to Brazilian Percussion and Rhythm

#### Explaining the Theme

In this unit, Year 3 students will dive into the vibrant world of **Brazilian carnival music**, exploring the rhythms, instruments, and traditions of **Samba**. We will become a **Samba band** or **baterie**—a team of drummers who work together to create energetic and joyful rhythms. Through hands-on playing, listening, and ensemble work, students will learn to perform simple Samba patterns, develop their musical confidence, and understand how music brings people and cultures together.

By the end of the unit, students will:

- ▶ Know the names and sounds of key Samba instruments (e.g., **surdo**, **agogo**, **tamborim**, **caixa**, **ganza**)
- ▶ Understand and perform **call and response**, **breaks**, and **polyrhythms**
- ▶ Maintain a **steady pulse** and follow a **musical leader** (the “conductor”)
- ▶ Play simple rhythm patterns with **accuracy**, **control**, and **expression**
- ▶ Work as part of a whole-class Samba ensemble
- ▶ Learn how Samba reflects **community**, **celebration**, and **rhythm** in Brazilian culture

#### Core Content

- ▶ Pulse and rhythm
- ▶ Polyrythm and layering
- ▶ Call and response
- ▶ Dynamics (loud/soft)
- ▶ Structure and form (e.g., breaks, signals, stop/start)
- ▶ Cultural context of Samba

# DRAMA

## Scheme of Learning

In Drama lessons, children are given opportunities to explore, discuss and deal with a range of scenarios, and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, children are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Using the Juilliard approach, teachers take an open-ended approach, concentrating on the process of learning, at least as much as – if not more than – the product.

Personal and Social Development	Performance
Drama in Society	Technical Incorporation
Creative Exploration and Expression	Reflection, Evaluation, and Appreciation

## UNITS:

### Personal and Social Development

#### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ understand and maintain appropriate behaviours in drama, for example, as a performer or working as part of a team, respecting the needs of others
- ▶ encourage their peers through applause, positive criticism, praise and encouragement.

Supported by Juilliard Core Unit: 'Shadow Coordination'

### Performance

#### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ portray and sustain a character role in a given situation
- ▶ predict possible outcomes of a performance
- ▶ use performance as a problem-solving tool
- ▶ create a performance for a particular audience or purpose
- ▶ experiment and develop vocal control in the use of character voices, impersonations and accents
- ▶ share ideas in multiple formats, for example, mime, puppetry or storytelling, distinguishing between formal and informal performance types
- ▶ create a scene in small groups using improvisation.

Supported by Juilliard Core Unit: 'Piecing it altogether'

## **Drama in Society**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ experience a variety of live performances
- ▶ display an awareness of stories and theatrical conventions from other cultures and periods
- ▶ recognise connections between the performances of a number of cultures
- ▶ explain and appreciate some of the varied careers within the performing arts.

Supported by Julliard Core Unit: 'Talk to Me'

## **Technical Incorporation**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ act out or mime a situation using a range of props, costumes and simple sets
- ▶ safely manage props, sets and costumes
- ▶ write a short script with a beginning, middle and end
- ▶ actively play a role in a short play using memorized lines from a script.

Supported by Julliard Core Unit: 'Forcing It'

## **Creative Exploration and Expression**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ be introduced to the way materials may be used symbolically to convey location and character
- ▶ value and develop imaginary creations
- ▶ transform a story into a performance.

Supported by Julliard Core Unit: 'Expressive Instructment'

## **Reflection, Evaluation and Appreciation**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ accept criticism and build upon it
- ▶ appreciate and use the ideas of others in drama
- ▶ complete assessment tasks or activities, for example, rubrics and checklists, to evaluate performances.

Supported by Julliard Core Unit: 'Whatcha looking at?'

# INTERNATIONAL COLLABORATIONS

We educate your child for a changing world. We collaborate with pioneering institutions such as MIT and Juilliard, developing programmes that will give them the skills, qualities and outlook to create their own exciting future.

JUILLIARD	MIT	GLOBAL CAMPUS
<p>Founded in 1905, The Juilliard School is a world leader in performing arts education.</p> <p>In collaboration with The Juilliard School, we aim to transform your child's understanding of the Performing Arts in Music, Drama and Dance. Students will discover iconic works, and their creativity and collaborative skills will flourish with help from a worldwide network of performers and teachers.</p>	<p>MIT (Massachusetts Institute of Technology) has played a key role in the development of modern technology and science, ranking it among the most prestigious academic institutions in the world.</p> <p>Students will tackle challenges and workshops created by MIT experts, and develop skills that will help them invent the future. This practical, hands-on programme will open your child's eyes to the possibilities of science, technology, engineering, arts and mathematics.</p>	<p>Our Global Campus platform brings together online students from different countries and cultures, and encourages them to collaborate, create and learn.</p> <p>With more than 70 international schools in the Nord Anglia family, the world is at your child's doorstep.</p>



# APPENDIX 1:

## ENGLISH GRAMMAR TERMINOLOGY

### EXPANDED NOUN PHRASES

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

The scary monster

The dinosaur had sharp teeth.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

An enormous, menacing monster in the mouth of a dark cave.

### TENSE

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**PAST SIMPLE** – the action took place in the past and is now finished.

I walked to my friend's house.

**PAST PROGRESSIVE** – the action took place in the past over a period of time.

I was walking to my friend's house.

**PAST PERFECT** – the action was completed by a particular point in the past

I had walked to my friend's house.

**PRESENT SIMPLE** – the action takes place regularly.

I walk to my friend's house.

**PRESENT PROGRESSIVE** – the action is taking place now.

I am walking to my friend's house.

**PRESENT PERFECT** – the action is now completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

### CO-ORDINATING CONJUNCTIONS

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym **FANBOYS**.

<b>F</b>	for	I like swimming <u>and</u> my brother likes football.
<b>A</b>	and	
<b>N</b>	nor	
<b>B</b>	but	We might go to the cinema <u>or</u> we could go to the funfair.
<b>O</b>	or	
<b>Y</b>	yet	I want to wear my sunhat <u>but</u> it is raining.
<b>S</b>	so	

### SUBORDINATING CONJUNCTIONS

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym **A WHITE BUS**.

<b>A</b>	although, after, as	We couldn't do PE today <u>because</u> it was raining.  <u>When</u> playtime was over, the teacher rang the bell.
<b>WH</b>	when	
<b>I</b>	if	
<b>T</b>	that	Make sure you wear your coat <u>if</u> it gets too cold.  We wanted to eat the cake <u>that</u> my mum made yesterday.
<b>E</b>	even though	
<b>B</b>	because	
<b>U</b>	until, unless	
<b>S</b>	since	

### SENTENCE TYPES

**STATEMENT** – tells the reader something.

Tigers have sharp teeth.

**COMMAND** – tells you to do something.

Go and look at the tiger.

**QUESTION** – gains further information by asking something.

Did you see the tiger at the zoo?

**EXCLAMATION** – makes a statement but is usually said with a strong emotion such as anger or surprise.

What sharp teeth the tiger had!

### ADVERBS AND FRONTED ADVERBIALS

**ADVERBS** give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym **TRaMP**.

<b>T</b> – time (when)	<b>R</b> – reason (why)	<b>M</b> – manner (how)	<b>P</b> – place (where)
Please make sure that you come home <u>soon</u> . (time)			
The dog <u>greedily</u> ate its dinner. (manner)			

# APPENDIX 2: YEAR 3 LONG TERM PLAN 2025-2026

AUTUMN TERM – 15 Weeks																					
Aug			September				October			November				December							
	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>	22 <sup>nd</sup>	29 <sup>th</sup>	6 <sup>th</sup>	13 <sup>th</sup>	20 <sup>th</sup>	27 <sup>th</sup>	3 <sup>rd</sup>	10 <sup>th</sup>	17 <sup>th</sup>	24 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>				
Maths	Block 1			Block 2				Half Term										Block 4			
English	Nen and the lonely fisherman (Narrative / Traditional Tale)			Pied Piper of Hamelin (Narrative / Myth)														Perfor- mance Poetry		The Snowman	
IPC	Brainwaves			Different Places, Similar Lives														Feel the Force			
Art / DT	Collage - Neurons			Painting - Pointilism														Balloon Cars			
French A				Des histoires d'amitié														Même pas peur des monstres !			
French B				La rentrée / je me présente / à l'école				Mes loisirs / mes activités													
Drama	Personal and Social Development - Expressive Shadows; Throwing Light			STEAM				Performance: The Language of Tableaux													
ICT	Online Safety			Touch Typing				STEAM		Coding											
PSHE				Being Me in my World				Celebrszing Differences including Anti Bullying													
PE				Fundemental Movement Skills / SAQ / Fitness				Best of balls - Hand/ Eye/ Foot coordination		Winter Games											
Music				Exploring Rhythm - Ostinato				Exploring Rhythm - Ostinato													

MATHS BLOCKS	
Block 1	Place Value
Block 2	Addition and Subtraction
Block 3	Multiplication and Division A
Block 4	Length and Perimeter

SPRING TERM – 12 Weeks														
	January				February				March					
	5 <sup>th</sup>	12 <sup>th</sup>	19 <sup>th</sup>	26 <sup>th</sup>	2 <sup>nd</sup>	9 <sup>th</sup>	16 <sup>th</sup>	23 <sup>rd</sup>	2 <sup>nd</sup>	9 <sup>th</sup>	16 <sup>th</sup>	23 <sup>rd</sup>	30 <sup>th</sup>	
Maths	Block 1				Block 2				Block 2	Block 3			Block 4	Block 5
English	The Seed of Doubt (Poetry)				The Tear Thief (newspaper article)				The Tear Thief (newspaper article)		Cinderella of the Nile (Narrative)			
IPC	Time and Place, Earth and Space				Temples, Tombs and Treasures				Temples, Tombs and Treasures			Active Planet		
Art / DT	Sock Puppets								Hieroglyphs and Canopic Jars					
French A	Voyages dans le temps								Du sport pour tous					
French B	les gens que j'aime / en ville								On s'installe et on voyage					
Drama	Drama in Society: All The World on Stage								Technical Incorporation: Creative Costumes					
ICT	Emailing				Branching Databases				Branching Databases			Spreadsheets		
PSHE	Dreams and Goals								Healthy Me					
PE	Net Games								Gymnastics / Parkour					
Music	Introducing Timbre / Descant recorder								Introducing Timbre / Descant recorder					

MATHS BLOCKS	
Block 1	Multiplication and Division B
Block 2	Fractions A
Block 3	Money
Block 4	Statistics
Block 5	Fractions B

SUMMER TERM – 9 Weeks									
	April		May				June		
	20 <sup>th</sup>	27 <sup>th</sup>	4 <sup>th</sup>	11 <sup>th</sup>	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>
Maths	Block 5 (cont.)		Block 1		Block 2		Block 3		
English	The Mysteries of Harris Burdick (Narrative/ Mystery)				The Tin Forest (Persuasive Information leaflet)		Here We Are		
IPC	Active Planet				Land, Sea and Sky				
Art / DT	Sculpture - Volcanoes, seismographs				Water Cycle				
French A					Autour du monde				
French B					les montagne en été / mes vacances et mes fêtes				
Drama	Creative exploration and expression: Expressive Instrument				Reflection, Evaluation and Appreciation - What you looking at?				
ICT	Simulations				Graphing				
PSHE	Relationships				Changing Me				
PE	Striking Games				House Games				
Music					Samba				

MATHS BLOCKS	
Block 1	Shape
Block 2	Mass and Capacity
Block 3	Time



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