

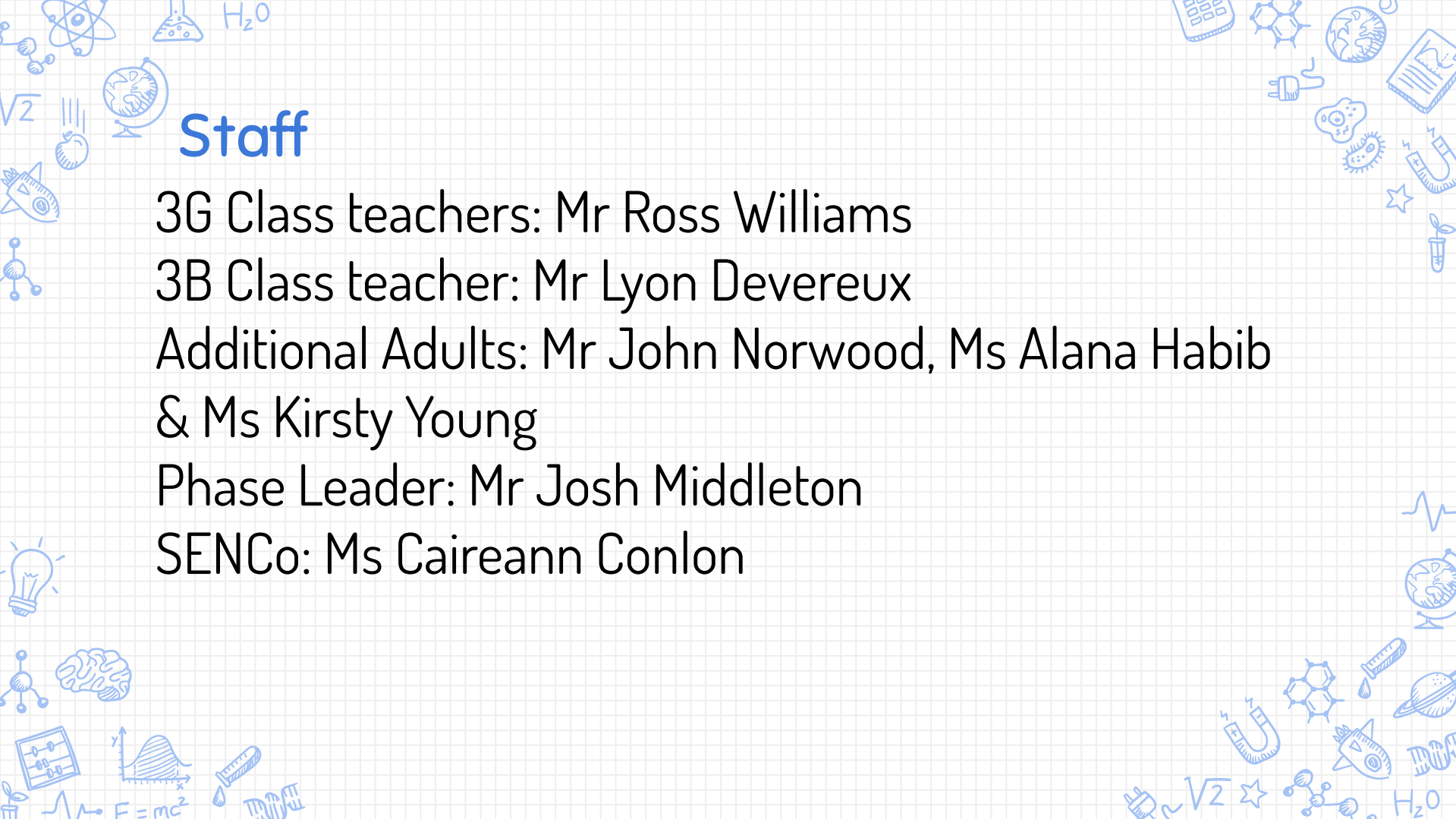


MEET THE TEACHER

Year 3

Thursday 14th September



A decorative border surrounds the central text area, featuring various hand-drawn science-related icons in blue. These include atoms, lightbulbs, chemical structures, mathematical symbols like $\sqrt{2}$ and H_2O , a globe, a rocket, a brain, a DNA helix, a microscope, and a test tube. The background is a light gray grid.

Staff

3G Class teachers: Mr Ross Williams
3B Class teacher: Mr Lyon Devereux
Additional Adults: Mr John Norwood, Ms Alana Habib
& Ms Kirsty Young
Phase Leader: Mr Josh Middleton
SENCo: Ms Caireann Conlon

3B Class teacher: Mr Lyon Devereux

Phase Leader: Mr Josh Middleton

SENCo: Ms Caireann Conlon

Timetables

3G - Ross Williams															
Day	9.00		10.00	10.20	10.40		11.40		12.10	12.30	1.30	1.45	2.30		
Monday	Maths		A s s e m b l y	B r e a k	Reading		HW	SPaG	S t o r y T i m e	L u n c h	Spanish (PPA)		Geography (PPA)		
Tuesday	Maths				Reading		HW	SPaG			MM	Geography		PE (Teacher)	
Wednesday	Maths				Reading		HW	SPaG			Writing		Art & Design		
Thursday	Music - Flute	MM			Writing		SPaG	HW			PE (Teacher & Coach)		PSHE/RE		
Friday	Maths				Writing			SPaG			MM	Science		Computing	

3B - Lyon Devereux													
Day	9.00		10.00	10.20	10.40		11.40		12.10	12.30	1.30	1.45	2.30
Monday	Maths		A s s e m b l y	B r e a k	Reading		HW	SPaG	S t o r y T i m e	L u n c h	Geography (PPA)		Spanish (PPA)
Tuesday	Maths				Reading		HW	SPaG			MM	PE (Teacher)	Geography
Wednesday	Maths				Reading		HW	SPaG			MM	Art & Design	Writing
Thursday	MM	Music - Flute			Writing		SPaG	HW			PSHE/RE		PE (Teacher & Coach)
Friday	Maths				Writing		SPaG				Science		Computing

Yearly Curriculum Overviews

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Art & Design and Design Technology Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	DT: Transport	Art: Autumn	Art: Lunar New Year	DT: Contrasting Countries	Art: Mixing Colours	Art: Summer DT: Starting Big School
YR	Art: Colour	DT: Toys	DT: Jamaica	Art: Spring	DT: My Local Community	Art: Minibeasts DT: Let's Create
Y1	Art: Drawing Spirals	DT: Preparing Fruit & Vegetables	Art: Simple Printmaking	DT: Sliders & Levers	DT: Templates & Joining	Art: Making Birds
Y2	DT: Wheels & Axles	Art: Explore & Draw	DT: Free standing structures	Art: Expressive Painting	DT: Templates & Joining - Sewing	Art: Be an Architect
Y3	DT: Shell Structures	Art: Gestural drawing with charcoal	Art: Working with Shape & Colour	DT: Levers & Linkages	Art: Making animated drawing	DT: Healthy & varied diet
Y4	Art: Storytelling through drawing	DT: 2D Shape to 3D product	DT: Circuits & switches	Art: Exploring Pattern	Art: Festival Feasts	DT: Pneumatics
Y5	Art: Topography & Maps	DT: Frame Structures	DT: Cams	Art: Fashion Design	DT: Celebrating seasonality	Art: Architecture- Dream Big or Small
Y6	DT: Pulleys	Art: 2D Drawing to 3D Making	Art: Print & sculpture	DT: Complex switches	Art: Brave Colour	DT: Combining Fabric Shapes

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History & Geography Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Geography: Transport	History: Christmas	Lunar New Year	Contrasting Countries	History: Holi	Seasons: Summer History: Starting Big School
YR	History: All About Me	Geography: My School	Geography: Jamaica	Geography: Burkina Faso	Geography: My Local Community	History: Super Super Me
Y1	Geography: Map It!	History: Living Past	Geography: England	History: The Great Fire of London	Geography: The United Kingdom	History: Monarchy
Y2	Geography: Map It!	History: Hackney's History	Geography: Hackney & Alexandria	History: Marvellous Medics	Geography: Weather	History: The Victorians
Y3	Geography: Map It!	History: Stone Age to Iron Age	Geography: Settlements	History: Ancient Egypt	Geography: Rivers	History: Ancient Civilizations
Y4	Geography: Map It!	History: The Romans	Geography: Tectonic Plates	History: Anglo Saxons	Geography: North & South America	History: Leisure & Entertainment
Y5	Geography: Map It!	History: The Vikings	Geography: Our Natural Planet	History: The Greeks	Geography: Trade	History: Islamic Civilizations
Y6	Geography: Map It!	History: Beeth	Geography: What's It Like There?	History: Building the Past	Geography: Sharing the World	History: British Empire

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Computing Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport	Christmas	Winter	Life Cycles	Mixing Colours	Farm Animals
YR	Colour	Toys	Jamaica	Spring	Minibeasts	Let's Create
Y1	Technology Around Us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
Y2	IT Around Us	Digital Photography	Robot Algorithms	Pictograms	Digital Music	Programming Quizzes
Y3	Connecting Computers	Stop Frame Animation	Sequencing Sounds	Branching Databases	Desktop Publishing	Events & Actions in Programmes
Y4	The Internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in games
Y5	Systems & Searching	Video Production	Selection in Physical Computing	Flat file Database	Vector Drawing	Selection in quizzes
Y6	Communication & collaboration	Web Page Creation	Variables in Games	Introduction to Spreadsheets	3D Modelling	Sensing Movement

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Science Map

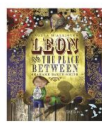
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN	Transport	Autumn	Winter	Life Cycles	Growing Things	Summer
YR	All About Me	Toys	Homes	Spring	Minibeasts	Super Duper You
Y1	Everyday Materials	Animals & The Human Body		Plants	Seasonal Changes	
Y2	Living Things & Their Habitats	Uses of Everyday Materials		Growing Plants	Animals Including Humans	
Y3	Light	Forces & Magnets	Rocks	Plants & their Life Cycles	Healthy Bodies	
Y4	States of Matter	Sound	Electricity	Identification & Classification	Digestion & Food Chains	
Y5	Properties and Changes of Materials	Forces	Earth and Space	Plant and Animal Life Cycles	The Human Life Cycle	
Y6	Classification	Electricity	Light	Evolution & Inheritance	The Circulatory System	

Half Termly Curriculum Information

English

In English we will:

- read SFA/RWI books at our level to develop our reading fluency
- read *Leon and the Place Between and Stars with Flaming Tails*
- discuss and record ideas



Maths

We will be learning about:

- place value and the value of each digit in a 3-digit number
- comparing and ordering numbers up to 1000
- number bonds to 10 and 20
- using formal written methods to add and subtract
- rounding numbers to the nearest 10 and 100



Science

We will be learning about light and to:

- recognise that we need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous



Geography

We will be learning to:

- identify what latitude can tell us about the climate
- identify which countries are located in Europe
- recognise simple Ordnance Survey symbols



Curriculum Information

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Year 3 - Autumn 1

Computing

We will be learning about our schools network, focusing on:

- the different processes a computer can follow
- the different types of inputs and outputs



PE

We have a PE lesson every **Tuesday** and **Thursday**. Please ensure your child wears their PE kit on those days.

The focus of the sessions will be handball and football.



PSHE

Our PSHE focus is Being Me and we will be learning about:

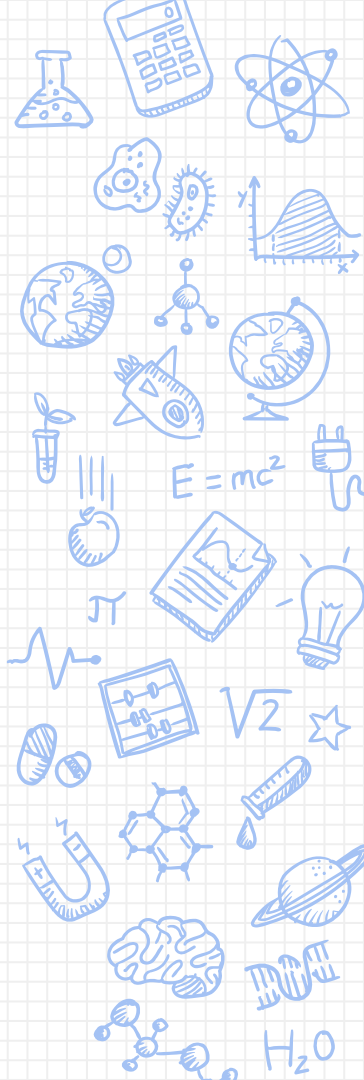
- identifying the challenges and aspirations for the year ahead
- recognising our worth and identifying positive things about ourselves



Art and Design

We will be exploring shell structures, looking closely at:

- building gift boxes, using scoring and creating tabs
- 2D and 3D objects
- designing, making and evaluating a product



English

New Wave - Year 3 - Reading Pathway

Books to Read for Pleasure

The Classic



The Future Classic



The Non-Fiction One



The Poetry Collection



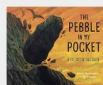
The Graphic Novel



The Funny One



Books to Write From

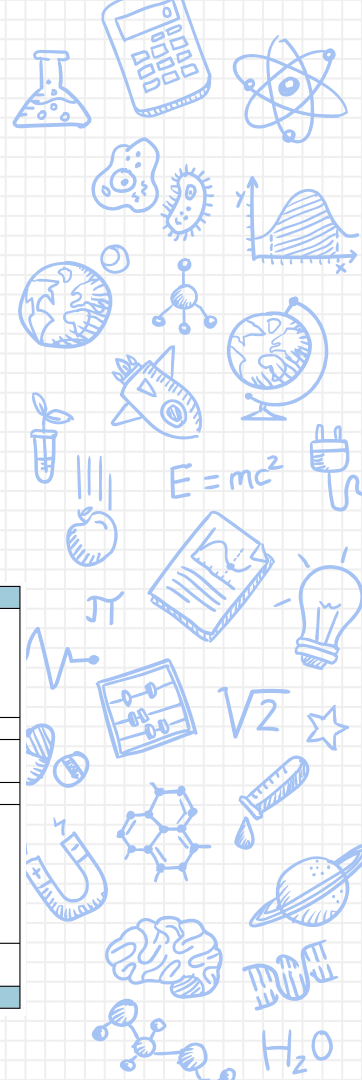


This year, Year 3 will be writing: a magical story; poetry; a friendship story; a diary entry in role; instructions; persuasive texts including posters, leaflets and letters; explanations; a tale with a moral; recounts – a biography and an autobiography; non-chronological reports; a fantasy story and instructions.

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Year 3 Spellings
Autumn Term 1

Unit 1	Unit 1	Unit 2	Unit 2	Focus Unit 1	Unit 3
Test w/c 11.09.23	Test w/c 18.09.23	Test w/c 25.09.23	Test w/c 02.10.23	Test w/c 09.10.23	Test w/c 16.10.23
prefix -dis dislike disagree disappear disapprove dishonest displease	prefix -in incorrect invisible incomplete independent involve incapable	prefix -im impatient impossible impolite imperfect impact impress	prefix -un unkind unhappy unsafe unlock undone unfair	silent letters answer island length strength business February	suffix -ous famous enormous fabulous jealous tremendous hazardous
answer breath	build busy	centre century	circle certain	complete describe	different difficult



Maths

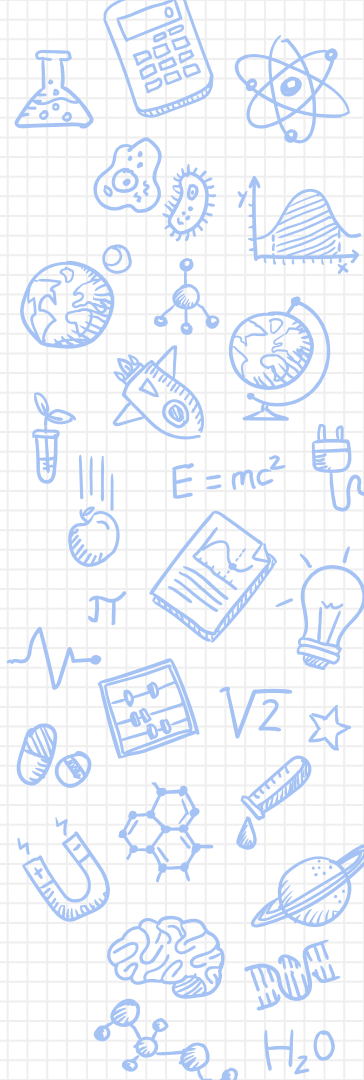


Mathematics Curriculum Map: Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Number sense and exploring calculation strategies			Place value		Graphs	Addition and subtraction		Length and perimeter		
	<ul style="list-style-type: none">•Read, write, order and compare numbers to 100•Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference•Derive new facts from a known fact			<ul style="list-style-type: none">•Read, write, represent, partition, order and compare 3-digit numbers•Find 10 and 100 more or less•Round to the nearest multiple of 10 and 100		<ul style="list-style-type: none">•Collect, interpret and present data using charts and tables	<ul style="list-style-type: none">•Develop and use a range of mental calculation strategies•Illustrate and explain formal written methods – column method		<ul style="list-style-type: none">•Measure, draw and compare lengths•Add and subtract lengths•Calculate perimeter		
Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Multiplication and division		Deriving multiplication and division facts			Time		Fractions			
	<ul style="list-style-type: none">•Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10•Multiplicative structures: equal groups/parts, change and comparison, correspondence problems•Relationships: commutativity and inverse		<ul style="list-style-type: none">•Multiply and divide by 10 and 100•Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations•Divide 2-digit by a 1-digit			<ul style="list-style-type: none">•Tell, record, write and order the time analogue and digital•12-hour, a.m., p.m.•Measure, calculate and compare durations		<ul style="list-style-type: none">•Part-whole relationships•Fractions as part of a whole or a whole set and as a number•Add, subtract, compare and order fractions			
Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9		
	Angles and shape			Measures			Securing multiplication and division		Exploring calculation strategies and place value		
	<ul style="list-style-type: none">•Identify angles including right angles and recognise as a quarter of a turn•Identify and draw parallel and perpendicular lines•Draw/make, classify and compare 2-D and 3-D shapes•Measure the perimeter			<ul style="list-style-type: none">•Read scales with different intervals when measuring mass and volume•Weigh and compare masses and capacities with mixed units•Estimate mass and capacity			<ul style="list-style-type: none">•Recall and use multiplication and division facts for 6 and 8 times table		<ul style="list-style-type: none">•Add and subtract mentally•Find 10, 100 and 1000 more or less•Order and compare beyond 1000•Round numbers		



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Science

Light - Year 3 - Unit 1



Scientific Enquiry



comparative & fair testing

Comparative testing means testing objects to rank them. We will test and compare materials to find the most reflective. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will carry out fair tests to explore how shadows can be changed.

pattern seeking

We **seek patterns** by looking for links between variables. We will seek patterns between changes to a light source or an object and the shadows made.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results

Concluding (drawing conclusions)

Predicting

Evaluating an enquiry

light

We see objects because our eyes can sense **light**. Dark is the absence of **light**. We cannot see anything in complete darkness.



light source

Some objects, like the sun, light bulbs and candles are **light sources** or sources of light.



opaque

If a material is **opaque**, no light is able to pass through it. It is not able to be seen through.



transparent

Transparent materials allow light to pass through. They are see-through.



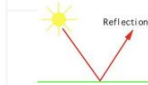
translucent

Translucent materials are not completely see-through but clear enough to allow rays of light to pass through.



reflect

Reflect means to throw back light without absorbing it. Light is **reflected** from surfaces.



Objects are easier to see when there is less light if they are **reflective**.



shadow

Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks the light.



The size of the shadow depends on the position of the source, object and surface.

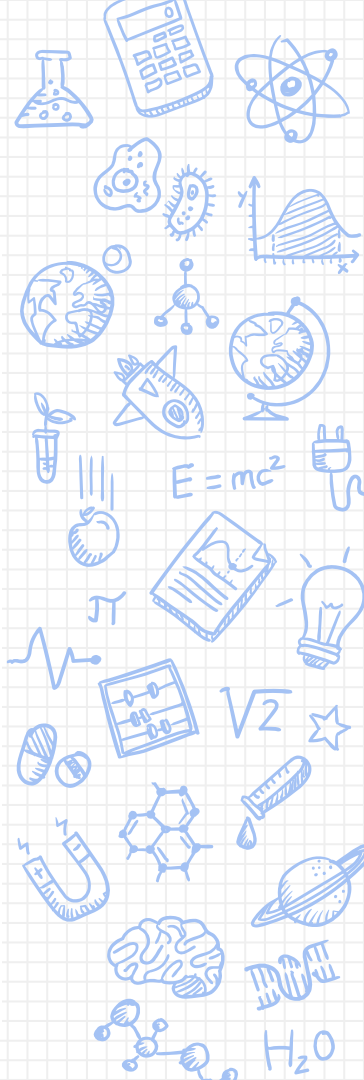
Things you learnt in previous topics

In Year 1 you identified, named, drew and labelled the basic parts of the human body and were able to say which part of the body is associated with each sense. You described the simple physical properties of a variety of everyday materials for example plastic is see-through and waterproof.



How this connects with future learning

In Year 6 you will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye. You will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. You will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



Map It - Year 3 - Autumn 1

Tier 2 Vocabulary

identify

To show who or what someone or something is.

classify

To divide things into groups.

I have **identified** that England is in the temperate climate zone.

In Year 2, you **classified** places into hot and cold places of the world.

We can **identify** countries in the Southern Hemisphere.

We will **classify** places based on their climate zones.

I **identified** my jumper because it had a label.

We **classified** the balls based on their use.

Key Vocabulary

hemisphere

One half of the Earth, above and below the Equator.

latitude

The distance between the equator and a point north or south on the earth's surface.

climate

The typical weather conditions of a place.

London has a warm and dry **climate** in the summer.

climate zone

Areas around the world with its own distinct climate.

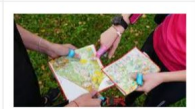
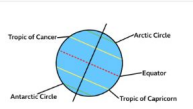
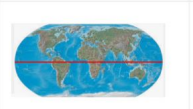
There are four main climate zones.

orienteering

A sport in which people use a compass and a map to guide them between points marked on the map.

People often compete in **orienteering** challenges in teams.

I had to use a map and a compass to take part in the **orienteering** challenge.

[illegible]

In Year 2, you learnt that there are seven continents.

In Year 2, you learnt about the Equator and hot and cold places of the world.

In Year 2, you learnt that symbols are used on maps.



How this connects with future learning		
<p> How to use the 3000+ free resources on the site </p>	<p> How to use the 3000+ free resources on the site </p>	<p> How to use the 3000+ free resources on the site </p>

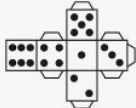




In Year 4, you will learn about longitude and use this with latitude to describe the location of places.

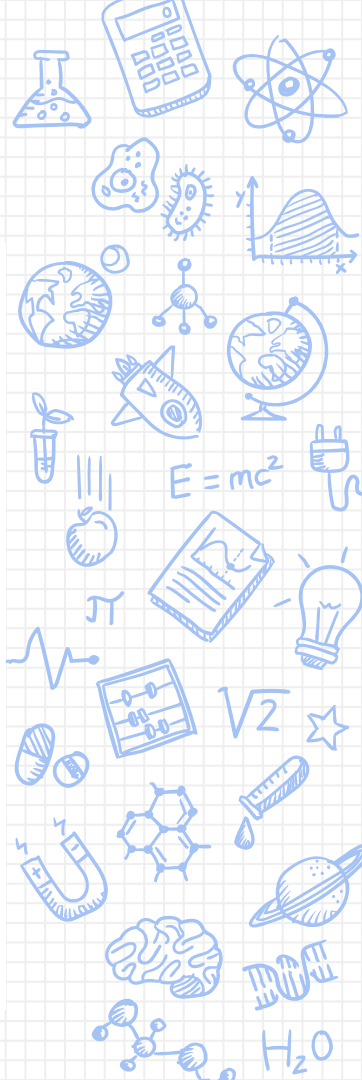
In Year 4, you will learn about the countries within North and South America.

In Year 5, you will continue to learn about orienteering by looking at 4 and 6 figure grid references.

Art & Design/Design Technology

Shell Structures - Year 3 - Autumn 1

DT Themes			Key Vocabulary			
Tier 2			2D	3D	scoring	tabs
structure	accuracy	construct				
Something that is made up of a number of parts connected together in an ordered way.	Doing something in an exact way without making a mistake	To build or put together.	2D stands for two dimensional. An object that is flat so only its length and width can be measured.	3D stands for three dimensional. A solid shape where the height, length and width can be measured.	Partly cutting through a hard material to make it easy to fold.	A small loop, strap or flat attached to something.
A house is a structure that people live in.	A clock is accurate if it tells the correct time.	Some things can be constructed quickly but others can take a long time.	Triangles, pentagons and octagons are all examples of 2D shapes.	Cuboids, pyramids and cylinders are examples of 3D shapes.	It is advisable to use a safety ruler when scoring .	Adding a tab can make it easier to open.
We can build a simple structure by stacking blocks on top of each other.	We will measure our gift boxes with accuracy ..	We constructed our moving gift cards.	A net of a shape is two dimensional .	A shell structure is three dimensional .	We will score our nets to make them easy to fold.	We will add tabs to our net to make it easier to join together.
A shell structure is a hollow structure with a thin outer covering.	We need to be accurate when cutting out our gift boxes.	We will construct our gift boxes.				
How this connects with previous learning			How this connects with future learning			
In Reception, you planned and created a model based on Jabari Tries.	In Year 1, you designed, made and evaluated a moving poster.	In Year 2, you designed, made and evaluated a freestanding structure.				
			In Year 4, you will work accurately when making a fabric pouch.	In Year 5, you will design, make and evaluate a playground structure.	In Year 6, you will use your construction skills when designing, making and evaluating an electrical board game.	



Spanish

Year 3 Spanish Knowledge Organiser Todo sobre mí

Saludos Greetings



Buenos días
Good morning



Buenas tardes
Good afternoon



Buenas noches
Good night

Learning intentions

- ☐ To understand basic Spanish greetings and ask about their name.
- ☐ To ask about well-being and identify some basic emotions.
- ☐ To name and identify numbers 1-10 in Spanish.
- ☐ To associate number and quantity and talk about age.
- ☐ To recognise the days of the week.
- ☐ To recognise the months of the year.

Preguntas Questions



¿Cómo
estás?
Estoy
.....



¿Cómo te
llamas?
Me
llamo.....
.



¿Cuántos
años tienes?
Tengo
años.

Los números The numbers

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez

Días de la semana Days of the week



lunes
Monday

martes
Tuesday

miércoles
Wednesday

jueves
Thursday

viernes
Friday



sábado
Saturday

domingo
Sunday

Los meses The months

enero
January

febrero
February

marzo
March

abril
April

mayo
May

junio
June

julio
July

agosto
August

septiembre
September

octubre
October

noviembre
November

diciembre
December

Sentimientos Feelings

Estoy



bien



mal



feliz



triste



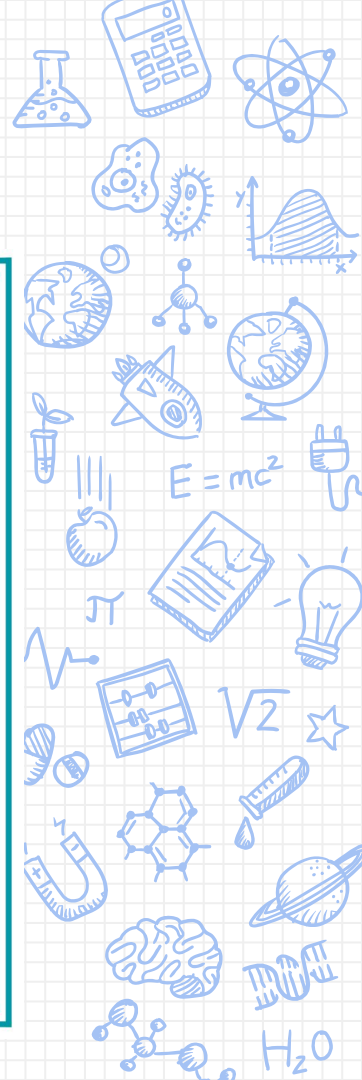
estupendo



hambriento



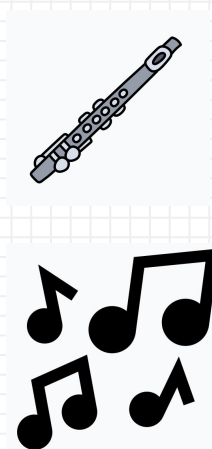
cansado

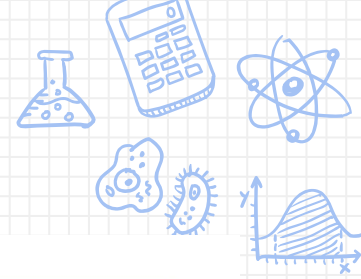


Music

Every child in Year 3 will have a 45 minute whole class flute lesson every Thursday beginning Thursday 28th September. They will also have a term of drumming lessons and a term of guitar lessons this year. This is in collaboration with Hackney Music Service. The lessons will be taught by specialist tutors.

There will be an opportunity to join a Year 3 and 4 choir, for those who wish to and to have additional singing and composition lessons later in the year.





Excellence for All – Our Values



collaboration

creativity

focus

kindness

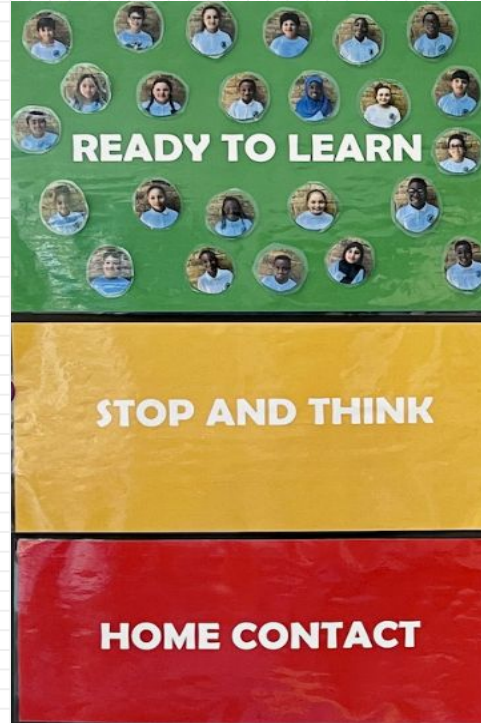
responsibility



Green-ready for learning.

Orange -Stop and think. Children are given the opportunity to reflect on their choices and get ready for learning again.

Red – Parent contact. Consequence if undesirable behaviour persists or if a child's actions are considered extreme or dangerous.



School Uniform

- navy crewneck sweatshirt or cardigan with logo
- light blue polo shirt with logo
- black school trousers, knee-length skirt or shorts, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

PE Uniform

- light blue polo shirt with logo
- plain black PE shorts or tracksuit bottoms
- plain black, white or grey socks
- plain black (or white) plimsolls or plain trainers
- **on Tuesday and Friday, children should come to school dressed in PE kit**

**Simple ear studs and religious items are the only jewellery permitted.
Please leave all other jewellery at home including headbands.
Pre-loved uniform is available through the PSA website and from the office.**



Arrival and Collection

- the school day begins at 8:55am
- there are two bells in the morning – one at 8.53am where children get ready to learn in their lines and one at 8.55am where children go into their classrooms to complete their morning review tasks whilst the register is taken
- please be punctual to avoid late marks and unauthorised absences
- late = after registration has closed
- children should be collected from their classroom at 3.30pm; the KS1 playground from after school clubs and the reception area from Our Space



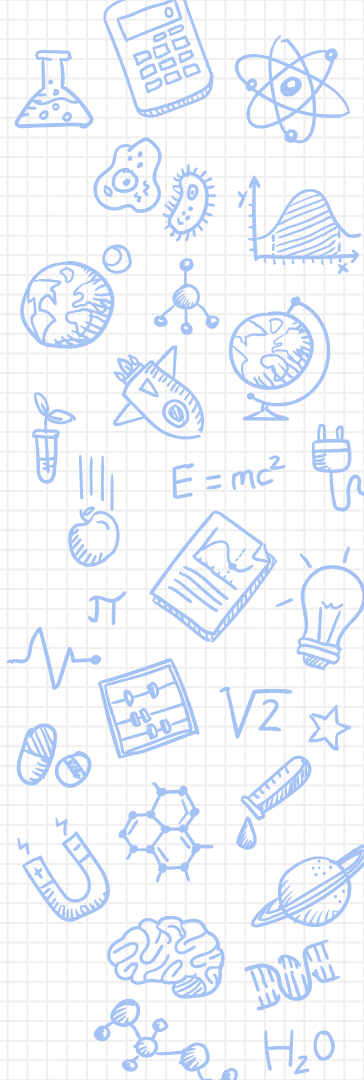
Absences

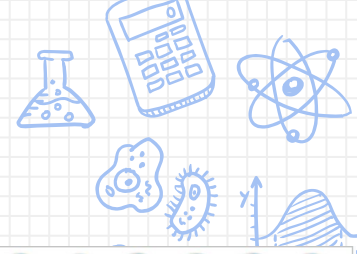
- if your child is sick please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am
- holiday during term time will not be authorised
- you may receive a fine for unauthorised absences
- the government now requires schools to inform parents when attendance is below 95%
- attendance below 90% is classified as persistent and is reported to the local authority



Communication

- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists and home learning are saved in the classes section of the Grazebrook website
- you can make appointments to see the class teacher or phase leader/SENCo after school (we can usually be flexible with timings to meet your needs)
- e-mails with messages for class teachers or school leaders should go through the school office gboffice@newwavefederation.co.uk





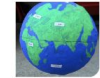
Home learning

- spelling practice (weekly tests begin this week)
- reading – 15 to 20 mins daily
- maths practice weekly including learning key facts
- geography, history or science tasks
- iPads (and google classroom spaces) are being updated and reallocated. Once children are confident using 1-to-1 devices and google classroom in class, we will send an acceptable use agreement home for you and your child to sign which will allow your child to take their iPad home

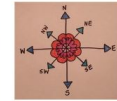
Year 3 Geography Homework Project

It's time to get creative, Year 3! We would like you to use the materials you have at home to make one of the following:

1. A model of the world, labelling the continents and oceans.



2. A compass with 8 points



3. A model of a country near the equator or near the polar regions.



Please hand in your projects by **Friday 13th October**. We can't wait to see them!

Science



Computing

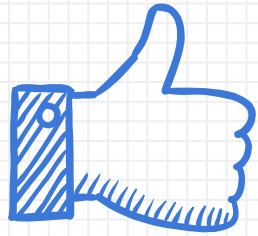


Art / DT



[illegible]

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all monies are collected through ParentPay
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- **ensure your child's clothes and property are named**
- **ensure your child brings in (and takes home) daily a named water bottle**



THANK YOU
ANY
QUESTIONS?