



MEET THE TEACHER

Year 3

Thursday 10th September



The Year 3 Team

3G Class teachers: Miss Jahmoyah Cole

3B Class teacher: Mr Jack Edmondson

Additional Adults: Ms Lauren Daly, Ms Jean Hartley, Mr Jean-Francois Julien, Ms Edain Bradley, Mr John Norwood, Ms Lily Azevedo

SaLT Teaching Assistant: Ms Khalida Begum

SEND: Ms Flora Steafel

Spanish Teacher: Ms Marie Nkhan

Music Teacher: Mr Tom Hewins

PE Coaches: Naim Koliqi, Kevin Badu-Siaw & Jayden Marshall

Drumming Tutors: Mr Mouhamadou Sarr and Aaron Tanice

Excellence for All – Our Values



collaboration

creativity

focus

kindness

responsibility



Excellence for All

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/carer contact.
Consequence if undesirable behaviour persists or if a child's actions are considered extreme.



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 Wednesday and Thursday, 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.

Pre-loved uniform is available through the school office and at PSA events.

Timetable

new wave
federation

Grazebrook Primary School
Autumn
2026-2027

3G- Jahmoyah Cole														
Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 11.40am	11.40am - 12.00pm	12.00pm - 12.30pm	12.30pm - 1.00pm	1.00pm - 1.30pm	1.30pm - 2.00pm	2.00pm - 2.30pm	2.30pm - 3.00pm	3.00pm - 3.30pm
Monday	Reading/RWI		Assembly /Story Time	B r e a k	Maths		Spanish		Lunch		Science		TTRS	SC
Tuesday	Reading/RWI				Maths		Music				Humanities		Art/DT	
Wednesday	Reading/RWI		Singing Assembly		Maths		Writing				Computing		Science	
Thursday	Reading/RWI		Assembly /Story Time		Maths		Writing				MM	PE		H W
Friday	PE				Maths		PSHE/RE				Humanities		MM	HW

3B-Jack Edmondson															
Day	9.00am - 9.30am	9.30am - 10.00am	10.00am - 10.20am	10.20am - 10.35am	10.40am - 11.00am	11.00am - 11.40am	11.40am - 12.00pm	12.00pm - 12.30pm	12.30pm - 1.00pm	1.00pm - 1.30pm	1.30pm - 2.00pm	2.00pm - 2.30pm	2.30pm - 3.00pm	3.00pm - 3.30pm	
Monday	Reading/RWI		Assembly /Story Time	B r e a k	Maths		PSHE/RE		Lunch	Humanities		Art/DT			
Tuesday	Reading/RWI				Maths		HW	Spanish		Science		Humanities			
Wednesday	Reading/RWI		Singing Assembly		Maths		Music			MM	PE		HW		
Thursday	Reading/RWI		Assembly /Story Time		Maths		Writing			TTRS		SC	Science		
Friday	Maths				PE		Writing			Computing		MM		HW	

Half Termly Curriculum Information

ENGLISH



In English we will:

- Read books at our level to develop our vocabulary, fluency and comprehension;
- Read 'Leon and the Place Between' and 'Stars with Flaming Tails' to inspire our writing;
- Write an adventure story and list poems including expanded noun phrases and adverbs.

MATHS



In 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



Our topic this half term is, 'Light'. We will learn 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.

PSHE



Our topic is, 'My Healthy Self'. We will:

- Describe how emotions can affect our bodies and learn strategies to help manage strong emotions;
- Recognise how others might be feeling using clues;
- Understand how our minds and bodies are connected;
- Understand why sleep is important and how we can sleep well.

YEAR 3 CURRICULUM LEAFLET AUTUMN 1

new wave
education

COMPUTING



Our topic is, 'Connecting Computers'. We will:

- Develop our knowledge of the relationship between inputs, processes and outputs;
- Apply our knowledge to devices and parts of devices that we are familiar with from our everyday surroundings.

GEOGRAPHY



Our topic is 'Map It!'. We will learn to:

- Locate Northern and Southern hemispheres on maps/globes and name the continents and oceans found there;
- Label the 5 major lines of latitude on a map and locate four main climate zones;
- Identify countries in Europe;
- Recognise simple Ordnance Survey symbols.

ART & DESIGN



Our topic is, 'Shell Structures'. We will learn to:

- Investigate a range of materials, components and techniques;
- Develop and use knowledge of cube and cuboid nets;
- Build gift boxes, using scoring and by creating tabs;
- Design, make and evaluate a product.

PE



Our topics are, 'Football' and 'Handball'. We will:

- Develop control when sending and receiving a ball;
- Send the ball with some accuracy and maintain possession;
- Pass and catch a ball;
- Learn basic defensive techniques. Don't forget to wear your PE kit to school on PE days.

English

New Wave - Year 3 - Reading Pathway

Books to Read for Pleasure

The Classic



The Future Classic



The Non-Fiction One



The Poetry Collection



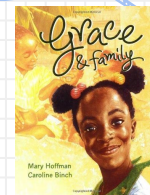
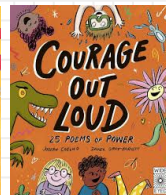
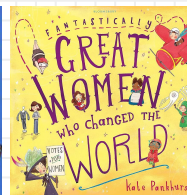
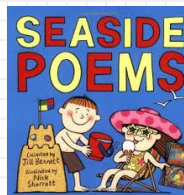
The Graphic Novel



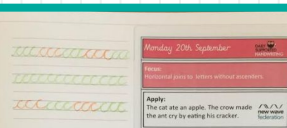
The Funny One



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.



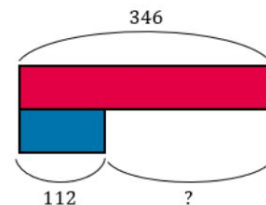
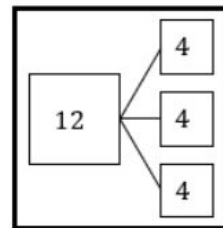
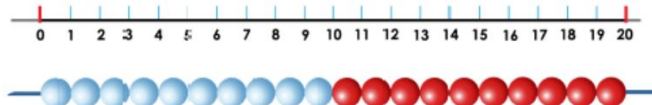
The cat ate an apple
The cat ate an apple
The cat ate an apple
The crow made the ant cry by eating his cracker.
The crow made the ant cry by eating his apple
The crow made the ant cry by eating his apple
The crow made the ant cry by eating his apple

new wave federation

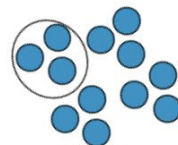
Year 3 Spellings
Autumn Term 1

Test w/c 07.09.26	Test w/c 14.09.26	Test w/c 21.09.26	Test w/c 28.09.26	Test w/c 05.10.26	Test w/c 12.10.26	Test w/c 19.10.26
prefix -dis	prefix -in	prefix -im	prefix -un	prefix -mis	silent letters	suffix -ous
dislike	incorrect	impatient	unkind	misbehave	answer	famous
disagree	invisible	impossible	unhappy	miscount	island	enormous
disappear	incomplete	impolite	unsafe	mislead	length	fabulous
disapprove	independent	imperfect	unlock	misplace	strength	jealous
dishonest	incapable	impress	undone	mistrust	business	tremendous
displease			unfair	misspell	February	hazardous
answer	build	centre	circle	complete	different	early
breath	busy	century	certain	describe	difficult	earth

Maths



One quarter of 12 is three.



Hundreds	Tens	Ones

Mathematics Curriculum Map: Year 3

Mastery

	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	
	- 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			- 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		Collect, interpret and present data using charts and tables	- Develop and use a range of mental calculation strategies - Illustrate and explain formal written methods – column method			- Measure, draw and compare lengths - Add and subtract lengths - Calculate perimeter	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spring	Multiplication and division		Deriving multiplication and division facts			Time		Fractions		
	- 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		- 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			- Tell, record, write and order the time analogue and digital 12-hour, a.m., p.m. - Measure, calculate and compare durations		- Part-whole relationships - Fractions as part of a whole or a whole set and as a number - Add, subtract, compare and order fractions		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Summer	Angles and shape			Measures			Securing multiplication and division	Exploring calculation strategies and place value	
	- 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			- Read scales with different intervals when measuring mass and volume - Weigh and compare masses and capacities with mixed units - Estimate mass and capacity			Recall and use multiplication and division facts for 6 and 8 times table	- 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.

Year 3 Wider Curriculum Map

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
History/ Geography	Geography: Map It! 	History: Stone Age to Iron Age 	Geography: Settlements 	History: Ancient Civilizations 	Geography: Rivers 	History: Ancient Egypt 	
Design Technology / Art and Design	DT: Shell Structures 	Art: Gestural drawing with charcoal 	Art: Working with Shape & Colour 	DT: Levers & Linkages 	Art: Making animated drawing 	DT: Healthy & varied diet 	
Computing	Connecting Computers 	Stop Frame Animation 	Sequencing Sounds 	Branching Databases 	Desktop Publishing 	Events & Actions in Programmes 	
PE: Coach	Football 	Netball 	Gymnastics Unit 1 	Tag Rugby 	Athletics 	Cricket 	
PE: Teacher	Handball 	Hockey 	Dance 	Orienteering 	Basketball 	Rounders 	
RE/ PSHE	PSHE: My Healthy Self 	RE: Hindu Beliefs 	PSHE: Connecting With Others	RE: Beliefs about God 	PSHE: Citizenship	RE: Prayer 	PSHE: Health Protection 
Science	Light 	Forces & Magnets 	Rocks 	Plants & their Life Cycles 	Healthy Bodies 		
Spanish	All About Me 	My Body 	My Family 	Clothing 	Recap & Review 		

Knowledge Organisers

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 on an object and the shadows made.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Taking measurements
Gathering and recording
Results

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.

Subject Specific Vocabulary

light

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



The light from the sun can damage our eyes. We should not look directly at the sun and can protect our eyes by wearing sunglasses or sun hats in bright light.



light source

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



Natural light sources include the sun and stars. Lamps and torches provide artificial 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 bounce back. 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.



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.



Shell Structures - Year 3 - Autumn 1

DT Themes

Tier 2

Key Vocabulary

structure

Something that is made up of a number of parts connected together in an ordered way.

A house is a **structure** that people live in.

We can build a simple structure by stacking blocks on top of each other.

A shell structure is a hollow structure with a thin outer covering.

accuracy

Doing something in an exact way without making a mistake.

A clock is **accurate** if it tells the correct time.

We will measure our gift boxes with **accuracy**.

We need to be **accurate** when cutting out our gift boxes.

construct

To build or put together.

Some things can be **constructed** quickly but others can take a long time.

We **constructed** our moving gift cards.

We will **construct** our gift boxes.

2D

2D stands for two dimensional. An object that is flat so only its length and width can be measured.

Triangles, pentagons and octagons are all examples of 2D shapes.

A net of a shape is **two dimensional**.



3D

3D stands for three dimensional. A solid shape where the height, length and width can be measured.

Cuboids, pyramids and cylinders are examples of 3D shapes.

A shell structure is **three dimensional**.



scoring

Partly cutting through a hard material to make it easy to fold.

It is advisable to use a safety ruler when **scoring**.

We will score our nets to make them easy to fold.



tabs

A small loop, strap or flat attached to something.

Adding a **tab** can make it easier to open.

We will add **tabs** to our net to make it easier to join together.



How this connects with previous learning

In Reception, you planned and created a model based on Jabari Trees.

In Year 2, you designed, made and evaluated a moving poster.

In Year 2, you designed, made and evaluated a freestanding structure.

How this connects with future learning

In Year 4, you will work accurately when making a fabric pouch.

In Year 4, 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.



Map It - Year 3 - Autumn 1

Tier 2 Vocabulary

identify

To show who or what someone or something is.

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

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

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

classify

To divide things into groups.

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

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

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

Key Vocabulary

hemisphere

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

The northern hemisphere is above the Equator.

The southern hemisphere is south of the equator.



latitude

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

There are five major lines of latitude.

The equator is at the centre of the lines of latitude.



climate

The typical weather conditions of a place.

London has a warm and dry climate in the summer.

France's climate is mild winters and hot summers.



climate zone

Areas around the world with its own distinct climate.

There are four main climate zones.

England is in the temperate climate zone.



orienting

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.



How this connects with previous learning

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

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.

Shell Structures - Year 3 - Autumn 1

DT Themes

Tier 2

Key Vocabulary

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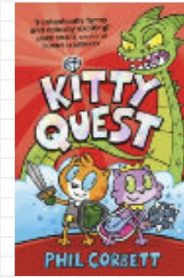
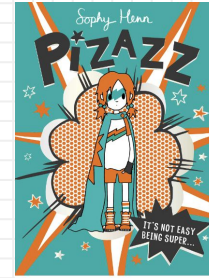
In Year 5, you will design, make and evaluate a playground structure.

In Year 6, you will use your construction skills when designing, making and evaluating an electrical board game.



Home learning

- weekly spelling practice
- reading - 20 mins daily (books can be borrowed from school)
- reading journals can be completed at school or at home: 3 entries per week (e.g. a character description, a summary, favourite new words with meanings)
- weekly maths practice including learning times tables and key facts
- geography, history or science home learning projects and links to wider curriculum resources



new wave federation			Year 3 Spellings Autumn Term 1			
Test w/c 07.09.26 prefix-dis dislike disagree disappear disapprove dishonest displease	Test w/c 14.09.26 prefix-in incorrect invisible incomplete independent involve incapable	Test w/c 21.09.26 prefix-im impatient impossible impolite imperfect impact impress	Test w/c 28.09.26 prefix-un unkind unhappy unsafe unlock undone unfair	Test w/c 05.10.26 prefix-mis misbehave miscount mislead misplace mistrust misspell	Test w/c 12.10.26 silent letters answer island length strength business February	Test w/c 19.10.26 suffix-ous famous enormous fabulous jealous tremendous hazardous
answer breath	build busy	centre century	circle certain	complete describe	different difficult	early earth

Start and End of Day Reminders

- 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 missing the start of lessons, late marks and unauthorised absences
- children should be collected from their classroom at 3.30pm, the KS1 playground from after school clubs and the reception area from Our Space (if someone different is collecting your child, please let the office and/or teacher know)

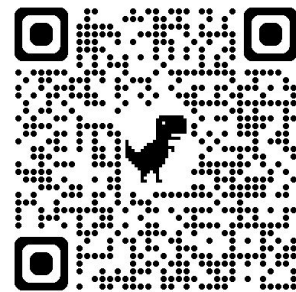


Absence Reminders

- if your child is unwell, please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am
- holiday during term time will not be authorised
- schools are required to inform parents when attendance goes below 95% and does not improve and will monitor this
- attendance below 90% is classified as persistent and is reported to the school's Education Welfare Office
- Pam Sealy is Grazebrook's Attendance Officer

Communication Reminders

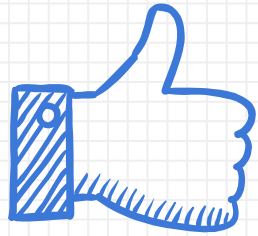
- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists and core books can be found under the [Year 3 tab](#) of the KS1 & KS2 section of the website
- you can make appointments to see the class teacher or other members of staff via the school office (we can usually offer times before and after school)
- e-mails with messages for class teachers or school leaders should be sent to gboffice@newwavefederation.co.uk for the attention of the member of staff you wish to contact



Admin Reminders

- please make sure the school has up to date contact details and three contact numbers for emergencies
- all clubs and wraparound care can be booked and paid for through My Child At School (MCAS)
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- we are a nut and sesame free school
- **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?