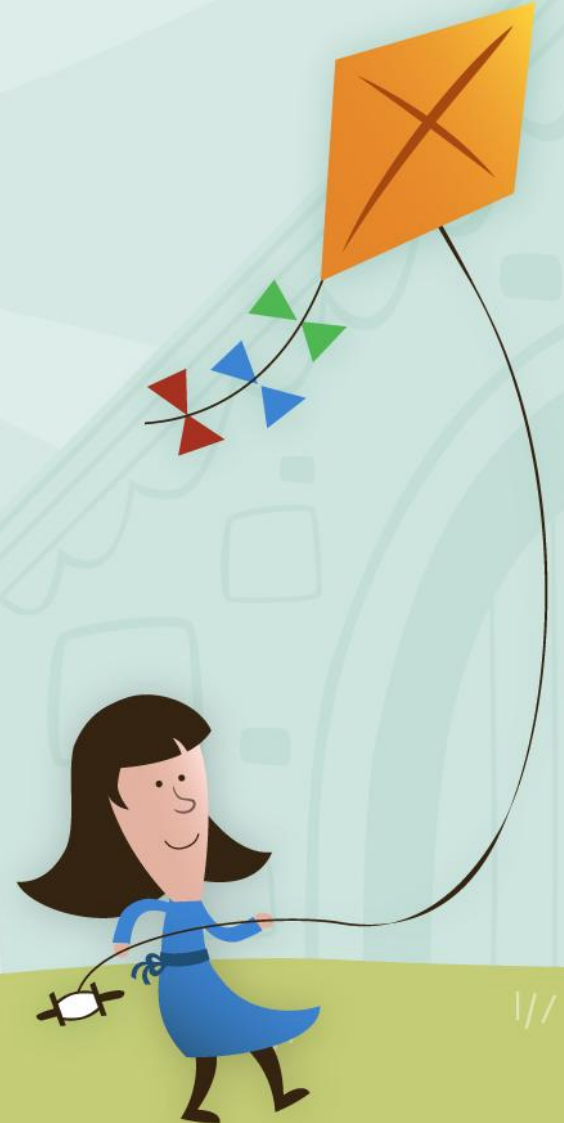




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Year 3 Parent/Carers Curriculum Meeting

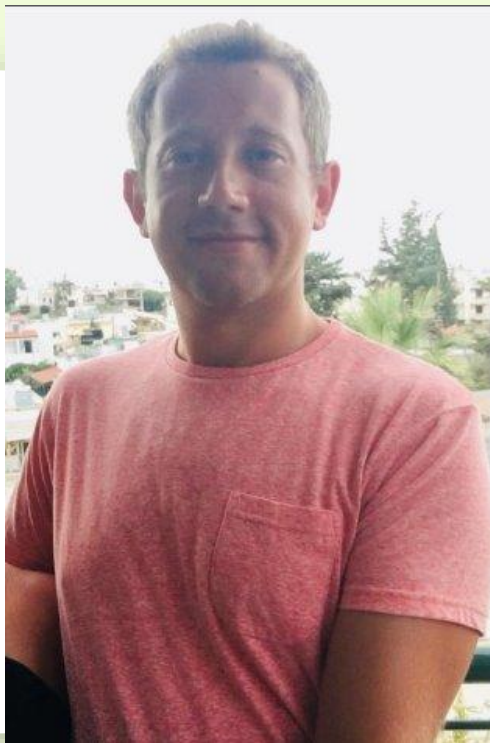




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Mrs Stewart



Mr Tillsley



Mrs Walker





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Our Year 3 curriculum

Yearly overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and design	Geography	History	DT	Citizenship WONDERFUL WATERWAYS	
Subject: Art Enquiry Question: Who am I and what are my values? Concepts: Individuality, creativity, beauty End outcome: Art gallery where the whole school is invited, followed by parents.	Subject: Geography Enquiry Question: What treasures are near us? Concepts: organisation, connection End outcome: Create an interactive map of Braintree with a grid reference overlay. Year 4 will be invited to see our maps and provide critique.	Subject: History Enquiry Question: How did Early Man change? Concepts: change, adversity, resourcefulness End outcome: Class museums charting the changes from the stone age to the iron age. Invite parents to visit our museum.	Subject: History WW2 Enquiry Question: How has GBJs kept WW2 history alive? Concepts: Innovation, restoration, preservation End outcome: We will create a pop-up book telling the story of GBJs and the Costain shelters. Books will be shared with all year groups and then kept in the library.	Subject: Geography - Rivers and mountains. Science – plants and animals PSHE local Enquiry Question: Why and how can we look after our local river? Concepts: duty, stewardship, diversity End outcome: Field guide of Blackwater River	Subject: Geography PSHE global Enquiry Question: How can we keep it clean downstream? Concepts: Responsibility, rights, equity End outcome: Create a class assembly that answers the Big Question and present it to parents

Autumn 1 project poster



Come along to our art
gallery to view our
wonderful portraits on Friday 6th
November



Who am I
and what
are my
values?



Autumn 1 project poster



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English: Non-fiction:

Art analysis
We will focus on using technical language.

Fiction: The Three Little Pigs

We will focus on using powerful verbs and adjectives and using appropriate adverbs to add detail.

Non-fiction: Art analysis Guided Reading

Roy Lichtenstein
Fantastic Mr Fox by Roald Dahl
We will focus on retrieval skills and prediction.



Maths

Place Value

- Representing and partitioning numbers to 1000, including by using place value counters and on a number line.
- Comparing and ordering numbers to 1000
- Finding 10, 100 or 1000 more or less than a given number
-

Addition and subtraction

- Add and subtract 1s, 10s and 100s.

Science

Names and functions of different bones within the human body.
Name and identify bones in animals.
We will learn about animals with and without a spine.
We will learn about the different hinge joints in the human body.
We will discover how muscles work.



Autumn 2
project
poster

What treasures are near us?

Our key concepts are:

Beauty

and

Connection

In this half term project, we will be working as geographers to explore our local area and uncover Braintree's hidden treasures. We are going to create an interactive map of Braintree with a **grid reference** overlay. We will invite Year 4 to see our maps and provide critique.





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Autumn 2 project poster

English

Persuasive leaflet about Braintree

We will be using fronted adverbials, similes and alliteration.

Narrative: The Secret of Black Rock

We will be choosing effective adjectives, verbs and adverbs.

Guided Reading

Class book: Charlotte's
Web by E. B. White

Science

- Comparing vegan, pescatarian, omnivorous and vegetarian diets in animals, including humans.
- What the 5 main food groups are and why it is important to follow a varied and balanced diet.
- What food waste is, why it is an issue and how it can be avoided.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Maths

- Complements to 100
- Inverse calculations
- Arrays and their corresponding number facts
- Multiples of 2, 3, 4, 5, 8 and 10.

Geography

Revise the continents.

Name and locate some countries in Europe

Study of the UK, using maps, atlases and digital mapping

Use symbols and 4-figure grid references.

Field work – Traffic study





How did early man change?

**STONE
AGE**

**BRONZE
AGE**

**IRON
AGE**



We will investigate the food, clothing, settlements and tools that people used during the Stone Age, Iron Age and Bronze Age. We will then compare these against each other to see what changes were made. We are going to present our findings by creating a Class Museum.

**VISIT OUR AMAZING PREHISTORIC
CLASS MUSEUMS!**

WEDNESDAY 10TH FEBRUARY 2027

Key concepts:

Change
Adversity
Resourcefulness



History Skills:

- Use sources of information to find out about events, people and changes
- Select and record relevant information about the Stone Age to Iron Age
- Ask and answer different perceptive questions
- Sequence several events or artefacts into periods of time
- Recognise similarities and differences between periods of time
- Begin to give reasons for and results of the main events and changes
- Distinguish between different sources – compare different versions of the same story
- Understand the concept of change over time, representing this, along with evidence, on a timeline.

Maths

Multiplication and Division

- 4 and 8 Times tables
- Share equally using objects, a place-value chart and a number line
- Times-table practice

Measurements

- measure accurately
- Measure using different units

English

Adventure Story — 'Stone Age Boy'
Skills:

Alliteration
Repetition
Dialogue
Fronted adverbials

Science

Fossils and soil

- What is a fossil?
- How is a fossil formed?
- Different types of soil and its purposes
- Testing soil

Light

- How does light travel?
- How are shadows formed?

Class book: we are reading Stig of the Dump by Clive King



Great Bradfords
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Autumn 1
project
poster



Spring 2 project poster

How has GBJS
kept WW2
history alive?

Halsted 21st Group will be coming in to talk to us about the Halstead Costain shelters: Date TBC

innovation
restoration
preservation



In this project we look at GBJS's history working towards saving a group of Costain shelters in Halstead. We will then turn this information into a pop-up book whilst working on our Design and Technology skills. The children will share their books with the rest of the school.



English

Narrative—'Wolves in the Walls'

Skills:

- Personification
- Paragraphs
- Verbs and adverbs
- Inner thoughts
- Similes

Diary linked to WW2 and the Blitz

Skills:

- Subordinate clauses
- Time adverbials
- Dialogue
- Past tense
- Emotive language

Mathematics

Fractions

Understand numerators and denominators of unit and non-unit fractions

Count in fractions on a number line

Identify equivalent fractions on a number line

Mass and capacity

Measure in grams and kilograms using scales

Measure capacity and volume using millilitres and litres

Compare, add and subtract capacity and volume

Science

Light

Understand natural and artificial sources of light

Explain what shadows are and how they are formed

explain how we are able to see objects

identify whether objects are opaque, translucent or transparent

Plan and conduct an experiment about shadows

Evaluate the findings of their experiment



Guided reading

We will be reading The Alien in the Jam Factory in guided reading. We will be focusing on our prediction skills.



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Summer 1 project poster

Why and how should we look after our local river?

OUTCOME



A FIELD GUIDE TO
BRITISH RIVERS

We are going to create a field guide that presents information we have gathered through studying our local river. We will also include some useful ideas about how and why we should care for it.

River walk— Provisional Dates

3S Tuesday 13th April

3T Wednesday 14th April

3W Thursday 15th April

School Trip



DUTY

concepts

stewardship

Diversity





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Summer 1 project poster

English

Narrative writing — 'Flood'

Key skills: Personification, Complex sentences, Repetition for effect, Similes

Adverbs

Non-Chronological report — river animals

Key skills: sub-headings, technical vocabulary and rhetorical questions

Maths

Fractions:

Adding and subtracting fractions

Partition the whole

Unit and non-unit fractions

Money:

Pound and pence

Adding and subtracting money

Time:

Tell the time to minutes

Hours, minutes and seconds

Science

Plants:

Plant growth

Seed dispersal

Plant life cycle

Forces:

Explore forces

Friction

In our Guided Reading sessions, we will be reading *The Thames and Tide*. We will focus on retrieving information.



Summer 2 project poster



Expert visitor:

Water Aid

Anglian Water

Why is water wonderful and why shouldn't we waste it?

CONCEPTS

- Responsibility
- Rights
- Equity

END OUTCOME

The children will create an informative class assembly that answers the big question and perform it to parents. They will consider a variety of ways in which to conserve water:

3S—TBC

3T—TBC

3W—TBC

Science

Forces

Understand and investigate friction

Magnets

Understand magnetic and non-magnetic materials.

GEOGRAPHY

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

MATHS

Time

- Tell the time to the nearest minute.
- Read the time on a digital clock
- Know how many days are in each month of the year
- Solve problems with time

Shape

- Name different types of angles
- Recognise and describe 2-d shapes
- Make 3-d shapes

Statistics

- Interpret and draw pictograms
- Draw bar charts
- Collect and represent data

Class Book: The Wild Robot by Peter Brown.

We will focus on answering summary questions.



English

Fiction

Iron Man

- Noun phrases
- Precise verbs and adjectives
- Subordinate conjunctions

Non fiction

Robo-dog explanation text

- Imperative verbs
- Language of cause and effect
- Time adverbials
- Technical vocabulary



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Summer
2 project
poster



Trips and visitors for the year

Autumn Term 1 – Sketching expert – Mrs Drake

Autumn Term 2 – Mrs Dickens

Spring Term 1 – Kaiden Dickens

Spring Term 2 - Halstead 21st Century Group

Summer Term 1 – Several visits to the River Blackwater
- Bryan Baker

Summer Term 2 - Expert from Anglian Water
- Water Aid



Homework expectations

Reading:

All year groups: all children are expected to read, either aloud to an adult or independently, 5 times per week, for 20 minutes and record this in their homework book or reading record.

Times Table Rock Stars:

10 minutes 5x per week **(this will be set)**

Emile:

In lower school, 5x 10-minute sessions per week.

Century nuggets:

These will be varied depending on year group focus (maths, reading, spelling/grammar or science). **They will only be completed from Spring 2 onwards.**



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Year 3	Year 4	Year 5	Year 6
1 nugget	2 nuggets	3 nuggets	4 nuggets



Renaissance

See Every Student.



Welcome Back!

I'm a Student

I'm a Teacher/Administrator



Great Bradfords
Junior School

Renaissance



OS

Home

Practice



Accelerated
Reader

Star Assessments

English



Star Reading

Assignments

Showing

All Assignments

From

Everyone



Reading Practice Quiz: Boy in the Tower
Santhkumar, Ovia

Completed ✓



Reading Practice Quiz: Horrid Henry and
the Mega-Mean Time Machine (Early
Reader)
Santhkumar, Ovia

Completed ✓



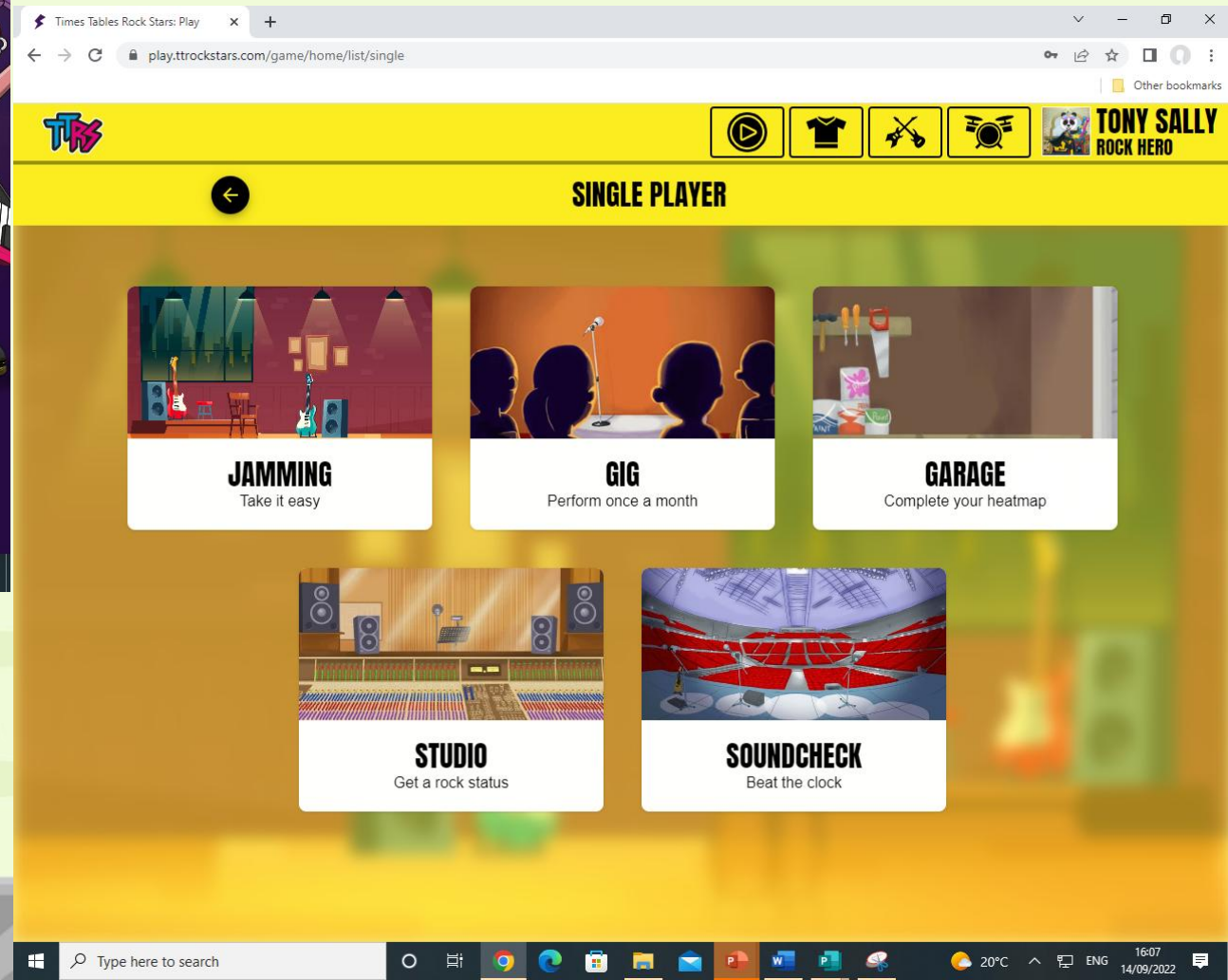
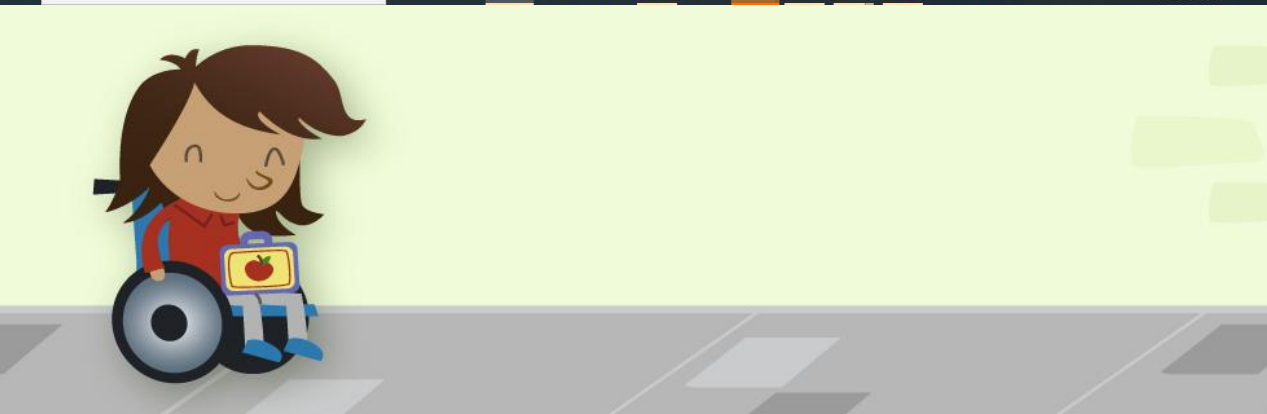
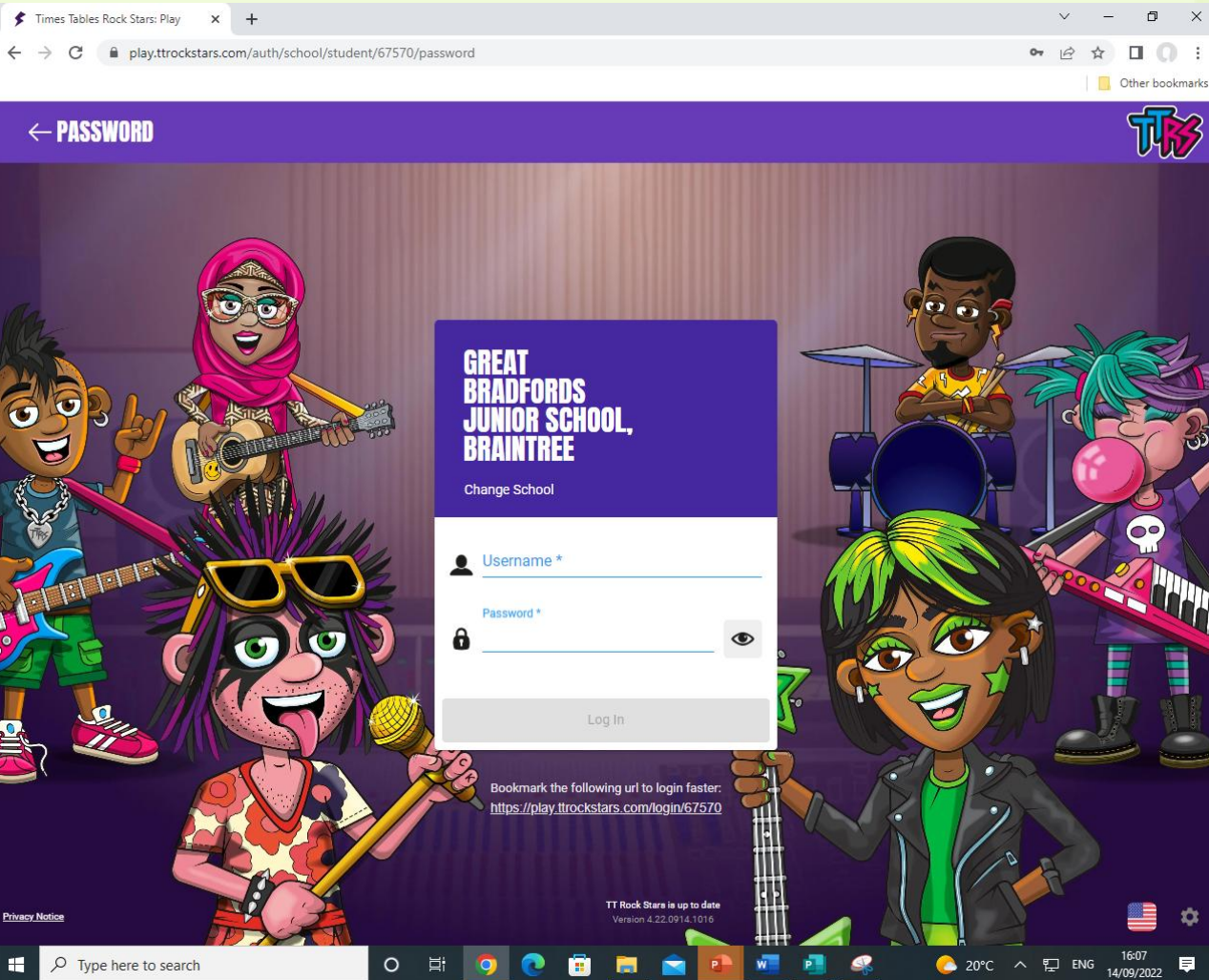
Reading Practice Quiz: Wildly Weird
Santhkumar, Ovia

Completed ✓



Reading Practice Quiz: The Hedgehog
Mystery
Santhkumar, Ovia

Completed ✓



0/20



GARAGE
Auto Level 45

You have 20 session games to go.

SINGLE PLAYER



STUDIO
12 x 12



SOUNDCHECK
25 questions



FESTIVAL
12 x 12

MULTIPLAYER



ARENA
Auto Level 45



ROCKSLAM
12 x 12

GARAGE

 **CONTINUE**

 Tables:
Auto Level 45

 Play solo

 10 per correct answer





Spelling with Emile



1299🕒 ∞Question 8/10Exit Game

Emile is exploring the _____ in his rocket.

q	w	e	r	t	y	u	i	o	p
a	s	d	f	g	h	j	k	l	←
Shift	z	x	c	v	b	n	m	'	-

AudioSubmit





CENTURY

Username or email

Password

[Forgot your password?](#)

☐ Show password

SIGN IN

OR



Sign in with Google



Sign in with Office 365

I have a class code



CENTURY | Online Learning | Eng x My Path x +

app.century.tech/learn/my-path/

Other bookmarks

Frankie's Recommended Path ?

Mathematics
Telling the Time in Words [PM7.03]
Start

Mathematics
Roman Numerals (up to 20) [PM7.07]

English
Full Stops [PSPG7.02]

Mathematics
Pounds and Pence

Due Assignments ?

Subject	Material	Due
Other Subject	Nuggets	20 Sept
Homework 14/9		

My Streak ?

0 / 5

CENTURY

I am feeling neutral 😐

Type here to search

16:16 14/09/2022



Year 3 Weekly Homework



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading 5 x 20 minutes per week	Record signed	Record signed	Record signed	Record signed	Record signed	Record signed	Record signed
Times Tables 5 x 10 minutes per week							
Spelling 5 x 10 minutes per week							
Century 1 nugget (From Spring 2)							

Our learning behaviours

Enthusiastic
Eddie



Engagement
Emily



Perseverance
Primrose



Independent
Ivan



Resilient Rose





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Positive Behaviour policy

Be Safe; Be Kind, Be Responsible



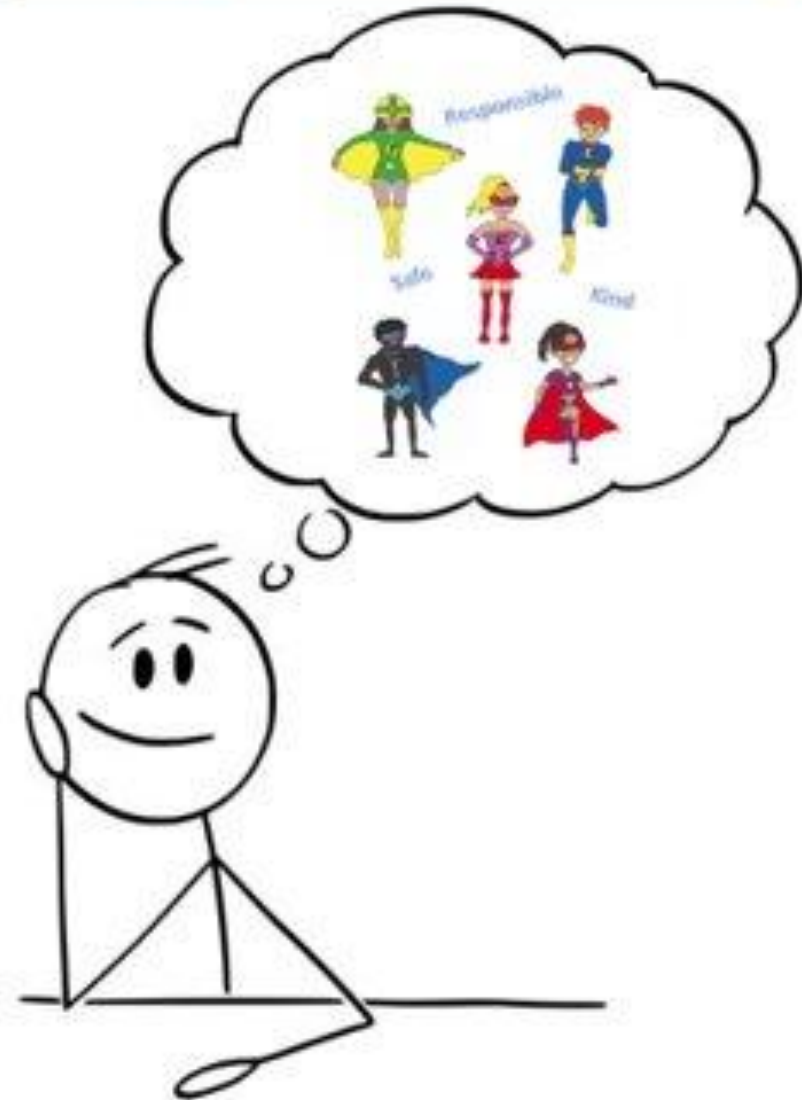
Expected Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having a reading book in school
- Handing in homework, and Reading Record if appropriate, on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners
- Ignoring the distractions of others
- Accepting learning challenges
- Being respectful
- Being polite, saying please and thank you

I'm ready to learn!



Stop, think and change



Our behaviour
policy is on our
website.



Restore and Repair



Uniform:

All information can be found on the school website.

- Royal blue sweatshirt or cardigan with white polo shirt;
- Grey or black trousers/skirts;
- Blue and white summer dresses for girls;
- Black or white socks;
- Black shoes or black trainers – no boots or trainers of any other colour;



Girl's uniform

Boy's uniform

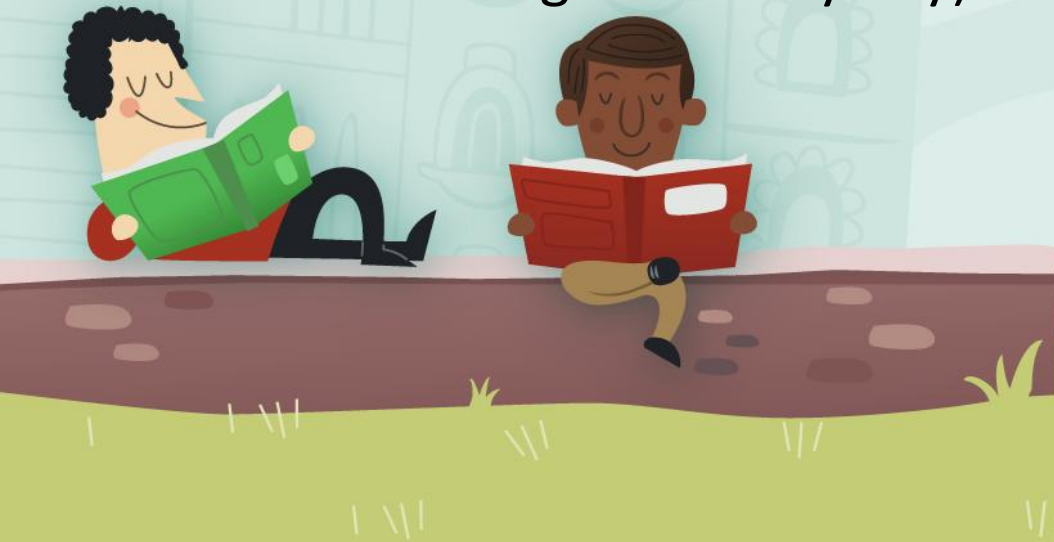
P.E. kit



- House colour T shirt
- Loose-fitting black shorts (not cycling shorts)
- Black or white socks
- Black jogging bottoms (not leggings)
- Black sweatshirt for winter (no logos)
- Black or white trainers.

Other important equipment needed for the school day:

- A labelled, reusable, basic water bottle (**water only** - **no juice**).
- A snack for breaktime (preferably fruit or vegetables) if desired.
- A small pencil case containing a pencil, blue biro pen, ruler and rubber. (This will need to fit into their tray so cannot be too large!)
- Reading Book and Homework Book (these are provided by the school but need to be brought in every day).



Contacting the school

All initial enquiries/queries to go through the admin or finance team via admin@gbjs.co.uk or finance@gbjs.co.uk or 01376 326739

Administration/
Finance

Your enquiry/queries will be passed to the class teacher in the first instance.

Class teacher

If necessary, the class teacher will pass your enquiry on to the SENDCo or Deputy Headteacher.

SENDCo

Deputy
Headteacher

The Headteacher will support when all other lines of enquiry have been followed.

Headteacher



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ANY QUESTIONS?

