



Welcome back!
January 2023

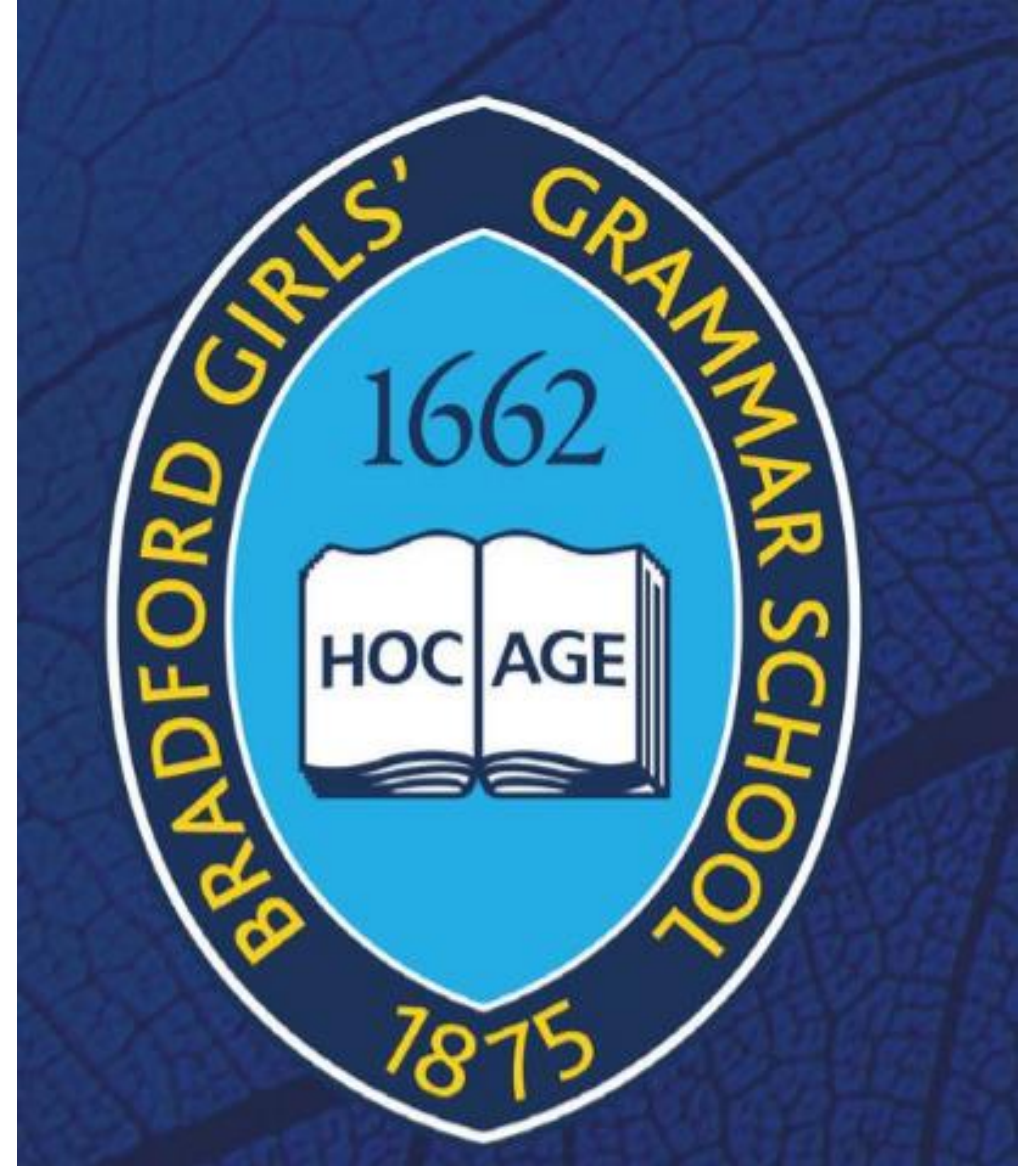
WELCOME TO

BRADFORD GIRLS' GRAMMAR SCHOOL

Witamy Vitajte Bienvenue Bienvenidas

خوش آمدید أهلا بك 英语 ਸਵਾਗਤ ਹੈ

ברוך הבא Բարեգալութ ڀه را غلاست



Aims of this session

- Reminder about ASPIRE Values
- Reminder of lines of communication
- Inform you about what your child will be learning this term
- Inform you about PSHE content for the Spring Term
- Attendance
- Homework expectations
- Parental engagement opportunities
- Any other information
- Questions

Strong Values
guide our
actions



High Expectations

Students
should **LEAD**
their learning

Listen

During **registration** and **teacher explanation**.
When other students are **feeding back** to the class,
answering a question or **presenting** their work.

Equipment

Planner, Calculator, Pencil case and contents,
subject specific equipment, text books,
exercise/sketch books, homework...
and a **positive attitude**.



Ask

Questions
For **support**
For **extension** activities

Deliver

High quality, well presented work
During the 15-20 minute period of **independent**
silent, but **supported** **working** in **every lesson**

Principal

Mrs Martin



Head of Lady Royd

Mrs Poole



Assistant Head SEND, Behaviour, Attendance and Safeguarding,

Mrs Leary



Assistant Head Curriculum and T & L

Mr Wood



EYFS Leader

Miss Khan



KS1 Leader

Miss Hanson



KS2 Leader (L classes)

Ms Heathcote

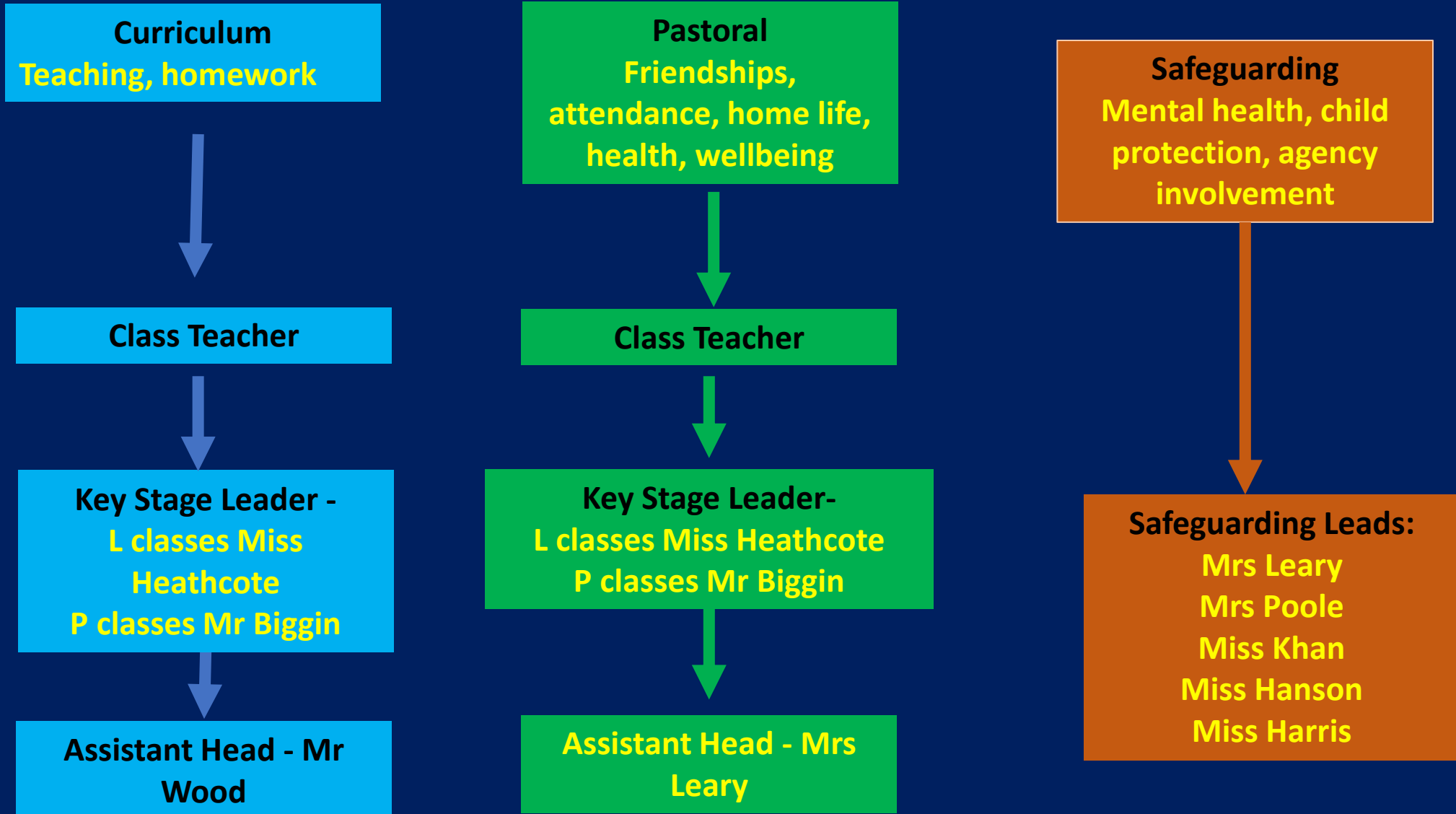


KS2 Leader (P classes)

Mr Biggin



Who to contact



Curriculum Spring 1



- In spring 1, we will be looking at the water cycle.
- Our enquiry question for the topic is
- 'Do rivers run up hills?'
- In this topic, we will be learning all the important terms and information about rivers.
- We will also be going on a trip to River Wharfe on the 6th Feb. You will be getting letters and all the information about this trip next week. There will be a small charge.

Do rivers run up hills?

Year Group: 3

Term: Spring 1

Previous learning connected to this unit:

- Name and locate the 5 oceans.
- Identify characteristics of the United Kingdom and its surrounding seas.
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key Vocabulary	Definition
Source	The point at which a river starts.
V-Shaped Valley	The river in the upper course flows through
Meander	The natural bend in a river.
Mouth	The point where the river ends.
Delta	Characterised by mud deposits, formed at the mouth of a river when the incoming tide cannot wash
Estuary	In the lower course, where the river meets

Fact 1 - A river is a flowing body of water which flows from a source to another body of water.

Fact 2 - Rivers usually begin in upland areas and flow down-hill.

Fact 3 - Water is constantly moving around the world through evaporation, condensation and precipitation.

Fact 4 - Rivers are important to the communities that live near them.

Fact 5—The river in Bradford is called the River Aire.

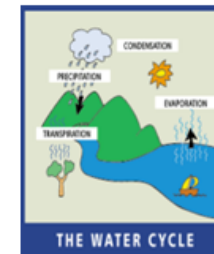
This unit links to our values in the following ways:

- A—We will take Accountability for our learning in each subject.
- S— We will display self confidence when trying to identify the features of a river from source to mouth.
- P— We will persevere when learning about the water cycle
- I— When handling laptops, we will take care.
- R— We will show respect when we work in teams. Towards each other and the environment.
- E— I can show empathy to my world and surroundings.

Pictures, places & people I will learn about:



Source to mouth



The water cycle



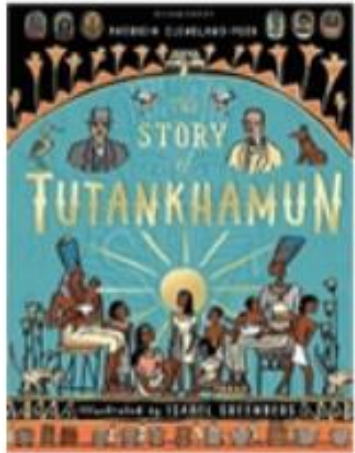
Counties



River Aire

Was Ancient Egypt a 'Cradle of Civilisation'?

Curriculum Spring 2



- Our topic for Spring 2 is about Ancient Egypt These are the 4 books we will be looking at.
- Our enquiry question is 'Was Ancient Egypt a cradle of civilisation?'
- The five hand facts we will be learning about are:
- Fact 1 - Ancient Egypt was an important civilisation that existed over thousands of years.
- Fact 2 - The Ancient Egyptians believed in Gods.
- Fact 3 - Laws in Ancient Egypt were based on common sense
- Fact 4 - Pharaoh was the most powerful person in Ancient Egypt.
- Fact 5 - The Ancient Egyptians constructed pyramids to bury Pharaohs.

PSHE Spring 1 Dreams and Goals

		Learning Objective
Lesson 1	<p>Dreams and Goals.</p> <p>Stay motivated when doing something challenging.</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</p>
Lesson 2	<p>My Dreams and Ambitions.</p> <p>Keep trying even when it is difficult.</p>	<p>I can identify a dream/ambition that is important to me.</p> <p>I can imagine how I will feel when I achieve my dream/ambition.</p>
Lesson 3	<p>A New Challenge.</p> <p>Work well with a partner or in a group.</p> <p>Puzzle Outcome: Garden design/decoration.</p>	<p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it.</p>
Lesson 4	<p>Our New Challenge.</p> <p>Have a positive attitude.</p> <p>Puzzle Outcome: Garden design/decoration</p>	<p>I am motivated and enthusiastic about achieving our new challenge.</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p>
Lesson 5	<p>Our New Challenge - Overcoming Obstacles.</p> <p>Help others to achieve their goals.</p> <p>Puzzle Outcome: Garden design/decoration.</p>	<p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p>I can manage the feelings of frustration that may arise when obstacles occur.</p>
Lesson 6	<p>Celebrating My Learning.</p> <p>Are working hard to achieve their own dreams and goals.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</p>

PSHE Spring 2 Healthy Me

		Learning Objective
Lesson 1	Being Fit and Healthy. Have made a healthy choice.	I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge.
Lesson 2	Being Fit and Healthy. Have eaten a healthy, balanced diet.	I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.
Lesson 3	What Do I Know About Drugs? Have been physically active.	I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.
Lesson 4	Being Safe. Have tried to keep themselves and others safe. Puzzle outcome: Keeping safe.	I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. I can express how being anxious or scared feels.
Lesson 5	Safe or Unsafe. Know how to be a good friend and enjoy healthy friendships.	I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.
Lesson 6	My Amazing Body. Know how to keep calm and deal with difficult situations	I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.

Attendance

Year 3
attendance for
Spring Term:

School target:
97%

Getting Your Child to School Really Matters



Did You Know... ?

In a School Year, If Your Child is Late Every Day By...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
5 Minutes	3.5 Days from School	20 Lessons
10 Minutes	7 Days from School	41 Lessons
15 Minutes	10 Days from School	55 Lessons
20 Minutes	14.5 Days from School	82 Lessons
30 Minutes	22 Days from School	123 Lessons

Please Encourage Punctuality to Maintain Attendance

ABSENCE = LOST OPPORTUNITY



Did You Know... ?

If Your Child's Attendance During the School Year...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
was 95%	9 Days from School	50 Lessons
was 90%	19 Days from School	100 Lessons
was 85%	29 Days from School	150 Lessons
was 80%	38 Days from School	200 Lessons
was 75%	48 Days from School	250 Lessons

Getting Your Child to School Really Matters

Parental engagement opportunities Spring

- Friday 10th February Curriculum showcase – 3:30 – 4:00pm
- We need a few parent volunteers for our River Wharfe trip on the 6th Feb.
- If you would like to volunteer please email us on
mabid@bggs.com
nsutcliffe1@bggs.com

Homework

Reading at home - Year 3 visit the library every 2 weeks and select a new book. They should be taking their chosen book home every night to read. Their reading records contain questions that someone at home can ask them after they have read a small section. This Also needs to be updated on the 'Go Read App'. Children will also have a class reading book to take home. All the books in the class reading corner are age related so they can choose which ever book they would like to read. Chn can only change a book when they bring it back from home.

Timetables - Please ensure your child practices 10 minutes each day.


Spellings - Children will focus on ten words a week, which can be accessed through Spelling Shed.

Topic- follow ideas on homework menu- 1 piece per half term minimum.

Any other information

- Access your reading book

Login



Please select your user type.

Students

Teachers

Parents


Class or student username

Password


Login

[Help](#)[Forgotten my login](#)

OxfordOWL



We will be carrying out maintenance work on Wednesday, 15 between 7:00am and 10:00am (GMT). You won't be able to access Owl during this time. We are sorry for any inconvenience caused.



Oxford Owl for School

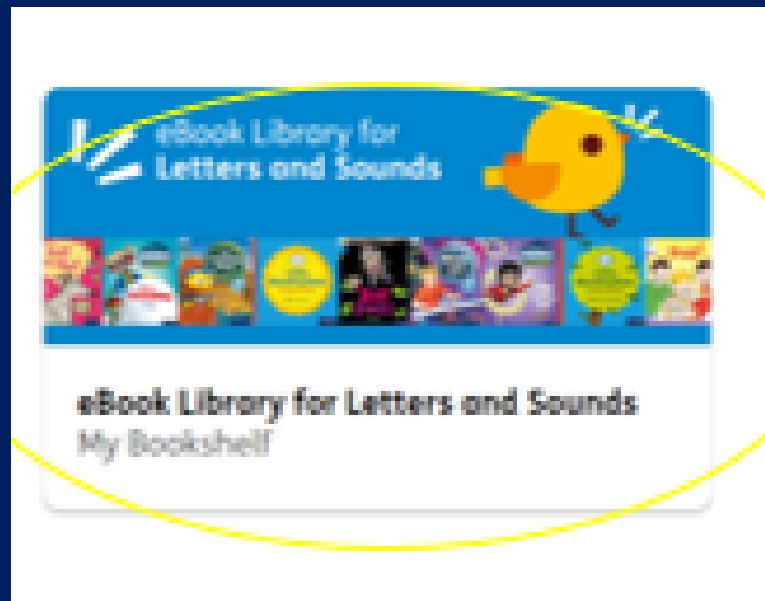
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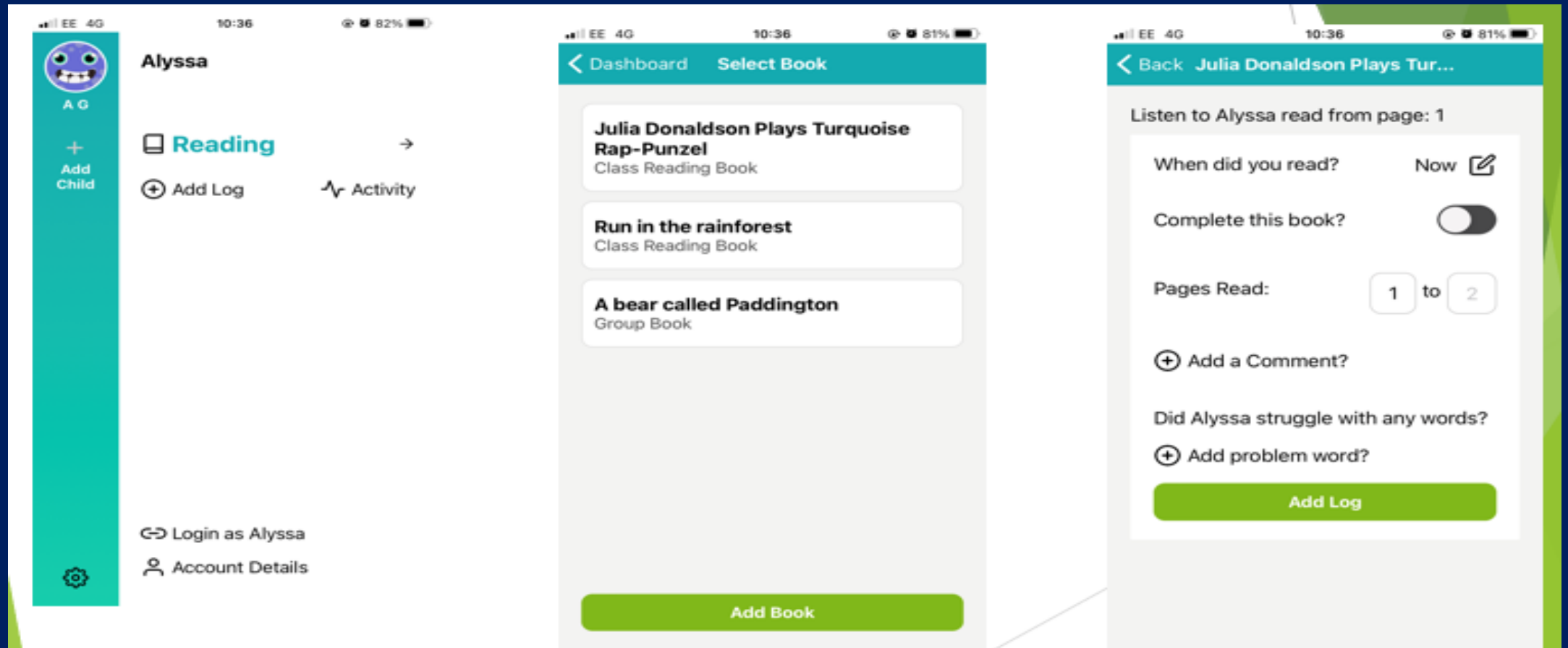
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Any other information

- Log your reading on the go read app.



Questions