



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Year 3 and 4 Transition

Miss Carroll
Head of Year 3

Mrs Grace
Head of Year 4

What do you need to know?

- Classrooms/Staffing
- Arrangements/timings
- Expectations including homework
- Curriculum
- Mountain Climber Passport
- How you can help your child
- PPA
- Multiplication tables check

Year 3 Arrangements/timings

- Children will be dropped off at the Year 3/4 entrance gate. Children are welcome into their classrooms from 8.30am. The gate will be locked promptly at 8.50am and the register will be taken shortly afterwards. Anybody arriving after this time will need to report to the office and a late mark will be recorded.
- Playtimes are 10.30am-10.45am and 2pm-2.10pm.
- Lunchtimes are slightly earlier than in year two, 11.45am-12.40pm.
- Children will need to be collected from the KS2 playground at the end of the school day. Permission can be given for your child to walk down to the KS1 area and meet you there if they have siblings or you would like them to do this. You can write in a note or a letter usually comes home during the first week back.

Classrooms

- Year 3 classrooms are situated in the new building directly above the year 2 classrooms and like this year, there is a cloakroom within the classroom.
- Like the children have been used to having this year, there are toilets and a shared/communal area in between the four classrooms.

Year 4 Arrangements/timings

- The school day remains the same (as year 3)
8:30-8:50 flexi drop off. Children to enter through the door which is to the right of the current year 3 entrance. Staff will show children where to go.
- **If your child arrives after 8:50am, they will need to go via the main office to sign in.**
- **Home time (3:30pm)** KS2 playground. You will need to notify the school in writing if you are happy for your child to meet you at another point in the school (for e.g. KS1) otherwise all children will be taken by their teacher to the KS2 playground to be collected by an adult. This is the same system as last year but you will need to complete a new form for the new academic year.
- Lunchtimes and playtimes are in the same place (KS2 hall and playground)
- Curriculum: The children will have different topics this year. We use White Rose for maths and Power of Reading to ensure a full and creative coverage of the curriculum.

Year 4 Classrooms/Staffing cont'd

- 3 classrooms situated to the left of the school office
- Shared/communal area between 4AB and 4MB – a space for group work/circle-time sessions
- There are two sets of toilets; situated between 4MB & 4KG and between 4AB and 5CM.

National Curriculum: Year 3 and 4

- Year 3 and 4 follows the National Curriculum and skills are across the phase. For example spelling common exception words are across years 3 and 4.
- Children will be taught a variety of subjects (Spelling, Guided reading, English, Maths, R.E, History, Geography, Art, D.T, Science, Computing, PSHCE, Music and P.E).
- Children will be taught daily English and Maths.
- RE will be taught weekly as well as daily Worship and Meditation.
- There will also be a designated time to visit the computer suite for Computing lessons.
- Each week children will have two sessions of PE.

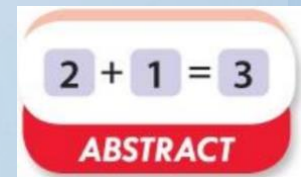
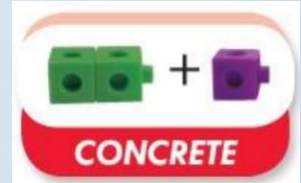
Maths

We use **White Rose** in order to deepen children's knowledge and understanding.

We teach new concepts using CPA approach.

Concrete – Pictorial – Abstract

- **Concrete** resources give pupils time to investigate a concept first - and then make connections when formal methods are introduced
- **Pictorial representations** can be used to build on from concrete resources and can then be used to reason and solve problems.
- **Abstract** – with the foundations firmly laid, children should be able to move to an abstract approach using numbers and key concepts with confidence.

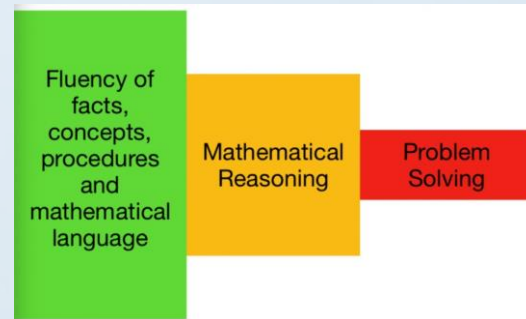


Maths

When children have grasped a new concept fluently we will then move them onto reasoning and problem solving.

Reasoning

- What's the same, what's different?
- Convince me/how do we know that...
- Always, sometimes, never
- Odd one out (and why!)
- True or False



Problem Solving

Don't be too quick to prompt children. They need to build their confidence and skills in solving problems, so that they can apply them naturally in other situations.

Use **stem** sentences:

What do we know?

What do we want to find out?

- A red brick is double the size of a blue brick.
Which is longer?
2 red bricks or 4 blue bricks?
3 red bricks or 7 blue bricks?

How many ways can you find to put the bricks together so they are equal sizes?

Maths - Need help?

Look at the calculation policy on the website?

Key language: share, group, divide, divided by, half.

Concrete	Pictorial	Abstract
<p>Sharing using a range of objects. $6 \div 2$</p>	<p>Represent the sharing pictorially.</p>	<p>$6 \div 2 = 3$</p> <p>Children should also be encouraged to use their 2 times tables facts.</p>
<p>Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$</p> <p>3 groups of 2</p>	<p>Children to represent repeated subtraction pictorially.</p>	<p>Abstract number line to represent the equal groups that have been subtracted.</p> <p>3 groups</p>

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). $4 - 3 = 1$</p>	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p>	<p>$4 - 3 =$</p>
<p>Counting back (using number lines or number tracks) children start with 6 and count back 2. $6 - 2 = 4$</p>	<p>Children to represent what they see pictorially e.g.</p>	<p>Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line</p>

APAT Maths YouTube Channel

Created by the APAT Maths Curriculum team, each year group from Years 1-6 can access Maths teaching videos to support our school calculation policy. Each short video breaks down the specific teaching for each topic, using clear and easily understood strategies for learning, which are consistent with the approach used by your child's class teacher. **To access the videos, please click on the image below:**



[Old Bexley C of E Primary School - APAT Maths YouTube Channel](#)

How can I help my child?

Maths





- Discuss the place value of ones, tens and hundreds and thousands in numbers.
- Practice formal methods for the four operations. E.g. Column method.
- Learn and practice times tables including the corresponding inverse calculations.
- Notes and coins are used increasingly less often. Whenever you have coins, try to discuss the appearance and value of them with your child.
- Telling the time – focus on key times initially (o'clock, half past etc) and then extend learning as appropriate.

Year 4 Multiplication Tables Check

- The MTC stands for Multiplication Tables Check.
- Set by the government, the MTC is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions.
- Results from the check will not be published at school-level, and will not be used by Ofsted and others to force changes in schools.
- www.gov.uk

How do we prepare?

Every year TT Rockstars runs 3 Officially Unofficial MTCs ("OUMTC"). These take place in the Autumn, Spring and Summer terms. Each OUMTC lasts for 3 weeks and during this time any student in Year 4 can complete a mock MTC test.

 OUMTC SCORECARD		
NAME: _____		
AUTUMN 	SPRING 	SUMMER 
DATE: _____	DATE: _____	DATE: _____
SCORE: /25	SCORE: /25	SCORE: /25
COMMENTS:	COMMENTS:	COMMENTS:

How do we prepare?

- We will spend a bit more time practicing our times tables in class.
- Children will be set more times tables specific homework.
- We will ask pupils to play on Times Tables Rock Stars 15 minutes a week.

➤ MTC PREP SCHEDULE

SEPTEMBER

GARAGE
(mins per week)
21

21 minutes a week is the magic number for achieving top MTC scores.

OCTOBER

GARAGE
(mins per week)
21

AUTUMN OUMTC*

NOVEMBER & DECEMBER

GARAGE
(mins per week)
21

JANUARY & FEBRUARY

SOUNDCHECK
(games per week)
3

GARAGE
(mins per week)
18

SPRING OUMTC*

MARCH

SOUNDCHECK
(games per week)
5

GARAGE
(mins per week)
16

APRIL

SOUNDCHECK
(games per week)
3

STUDIO
(games per week)
3

GARAGE
(mins per week)
15

MAY

SOUNDCHECK
(games per week)
6

STUDIO
(games per week)
15

SUMMER OUMTC*

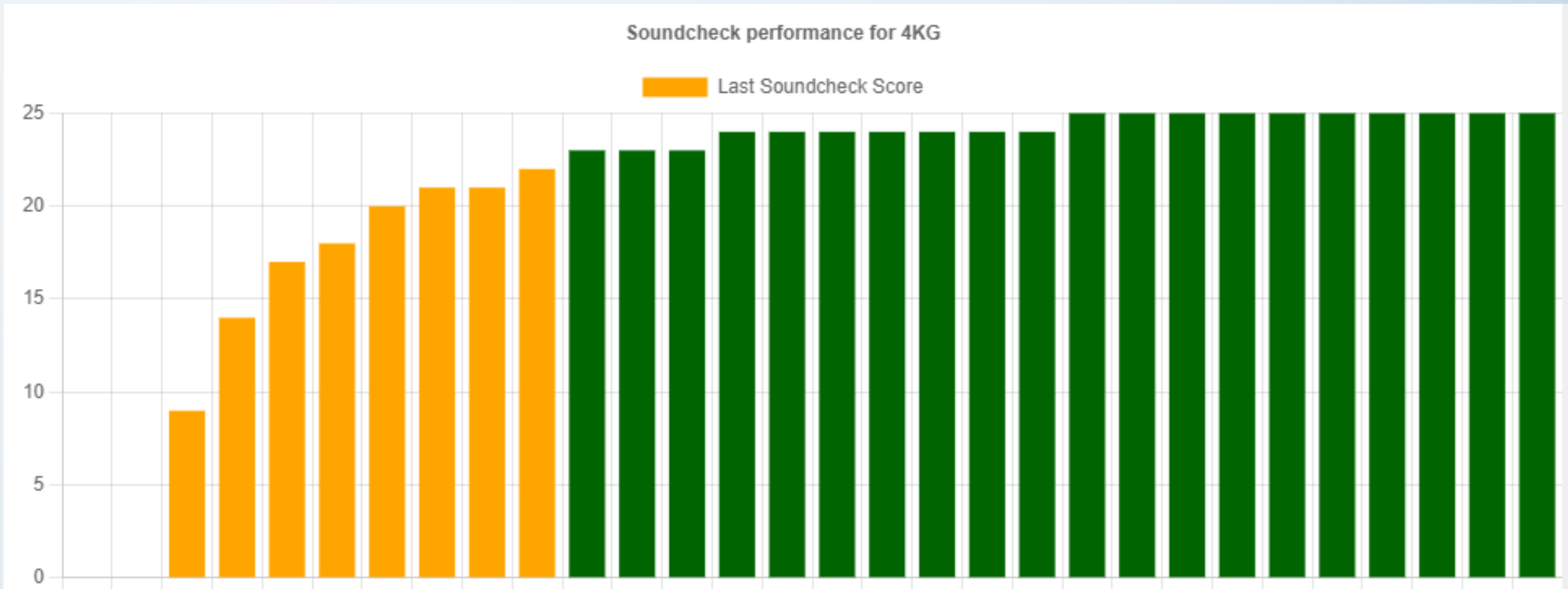
JUNE

SOUNDCHECK
(games per week)
21

*The OUMTC is our own mini MTC and it is in semi test conditions. It will give you a good idea of how your students will perform on the real thing. Take part in three OUMTCs throughout the year to give you a baseline, benchmark and time to respond to the results



How do we prepare?



How do we prepare?

	10	2	5	3	4	8	6	7	9	11	12
10	10 x 10	10 x 2	10 x 5	10 x 3	10 x 4	10 x 8	10 x 6	10 x 7	10 x 9	10 x 11	10 x 12
2	2 x 10	2 x 2	2 x 5	2 x 3	2 x 4	2 x 8	2 x 6	2 x 7	2 x 9	2 x 11	2 x 12
5	5 x 10	5 x 2	5 x 5	5 x 3	5 x 4	5 x 8	5 x 6	5 x 7	5 x 9	5 x 11	5 x 12
3	3 x 10	3 x 2	3 x 5	3 x 3	3 x 4	3 x 8	3 x 6	3 x 7	3 x 9	3 x 11	3 x 12
4	4 x 10	4 x 2	4 x 5	4 x 3	4 x 4	4 x 8	4 x 6	4 x 7	4 x 9	4 x 11	4 x 12
8	8 x 10	8 x 2	8 x 5	8 x 3	8 x 4	8 x 8	8 x 6	8 x 7	8 x 9	8 x 11	8 x 12
6	6 x 10	6 x 2	6 x 5	6 x 3	6 x 4	6 x 8	6 x 6	6 x 7	6 x 9	6 x 11	6 x 12
7	7 x 10	7 x 2	7 x 5	7 x 3	7 x 4	7 x 8	7 x 6	7 x 7	7 x 9	7 x 11	7 x 12
9	9 x 10	9 x 2	9 x 5	9 x 3	9 x 4	9 x 8	9 x 6	9 x 7	9 x 9	9 x 11	9 x 12
11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12
NO DATA	0 - 1 s	1 - 2 s	2 - 3 s	3 - 4 s	4 - 5 s	5 - 6 s	6 - 7 s	7 - 8 s	8 - 9 s	9 - 10 s	> 10 s

What can you do to help your child?

- Regular verbal times tables practice.
- Download the TTRS free app on to a home device.
- Play Times Tables Rock Stars 3 minutes a day.

Year 3 Maths

Number – Number and place value	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; 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 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas
Number – Addition and subtraction	<ul style="list-style-type: none"> Add and subtract numbers mentally, including: <ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> 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 that 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 objects.

Number - Fractions	<ul style="list-style-type: none"> 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above.
Measurement	<ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts 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].

Year 3 Maths

Geometry – Properties of shapes	<ul style="list-style-type: none">• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them• 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 angle• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Statistics	<ul style="list-style-type: none">• 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.

Year 4 Maths

Number – Number and place value	<ul style="list-style-type: none">• Count in multiples of 6, 7, 9, 25 and 1000• Find 1000 more or less than a given number• Count backwards through zero to include negative numbers• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)• Order and compare numbers beyond 1000• Identify, represent and estimate numbers using different representations• Round any number to the nearest 10, 100 or 1000• Solve number and practical problems that involve all of the above and with increasingly large positive numbers• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
Number – Addition and subtraction	<ul style="list-style-type: none">• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate• Estimate and use inverse operations to check answers to a calculation• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Number – Multiplication and division	<ul style="list-style-type: none">• Recall multiplication and division facts for multiplication tables up to 12×12• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers• Recognise and use factor pairs and commutativity in mental calculations• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Year 4 Maths

Number – Fractions (including decimals)	<ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places. 	Measurement	<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
		Geometry – Properties of shapes	<ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry.
		Geometry – Position and direction	<ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.
		Statistics	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Writing expectations – Year 3

Handwriting

In many pieces of writing, handwriting has the diagonal and horizontal strokes needed to join letters and an understanding of which letters are best left unjoined.

In many pieces of writing, letters are consistently the correct size in relation to each other.

Punctuation

In many pieces of writing, there is evidence of an emerging use of inverted commas to punctuate direct speech.

In many pieces of writing, there is evidence of the correct use of an apostrophe to mark possession.

Sentence Level

In some pieces of writing, there is evidence that shows the use of compound sentences (using more than one independent clause) e.g. while, as a result of, because. I like grammar because I find language interesting.

In some pieces of writing, there is evidence that shows an awareness of complex & compound sentences (using more than one clause)

In many pieces of writing, there is evidence of the use of a variety of adverbs/adverbial phrases that build a relationship or cause e.g. despite, as a result of, considering. It rained very heavily this summer. Therefore, many of the vegetables were small.

In many pieces of writing, there is evidence of the use of a variety of adverbs/adverbial phrases that position in time e.g. then, next, later that day, at the break of dawn.

In many pieces of writing, there is evidence of the use of a variety of prepositions that position in place/environment e.g. in the distance, behind the, on the horizon, on, behind, under. 'In the distance, I could see my friends waving at me.'

In many pieces of writing, there is evidence that tenses are used correctly.

In many pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive noun phrases.

Text Level

In many pieces of writing, there is evidence that paragraphs are used to group related material. e.g. change in paragraphs to show a change in time, topic, place or person.

Spelling

In many pieces of writing, there is evidence that Year 3 spelling patterns are spelt correctly.

English expectations at the end of the year – Year 3

ke
today

Thursday 23rd May 2023
WALT Use sub-headings in a non-chronological report
WALT include a colon.

Stone Age Facts

There were 3 periods of the Stone Age. They were called the Palaeolithic (started in 10,000 BC), the Mesolithic which was in 4,000 BC and the Neolithic which was in 2,300 BC. Did you know? That the Stone Age started 2.6 million years ago and ended 3,300 BC.

What tools did Stone Age people use?

Stone Age people used a handaxe for cutting and slicing. They created a variety of tools such as: Borer, Hammerstone, spears and chopping blades. They used the Borer for shapping. The Hammerstone for bashing and hammering. Also, they used chopping blades for hunting. Then, they used spears so they can hunt easier.
could


What were Stone Age clothes like?

Stone Age clothes were mostly made from animal skin. The other thing it was mostly made from was animal bones + to pin together. They began weaving. They weaved flax and grass stems to make cloaks. Weaving was still an unknown art until the very end of the Stone Age.

FLP 08 WM

English expectations at the end of the year – Year 3

Thursday 8th June 2023.
WALT Use noun phrases in a character description.
WALT Use capital letters for proper nouns.



Augustus Gloop is the most repulsive boy in the entire world. If you meet him you'll probably throw up. Augustus Gloop has an enormous, chubby belly. He is the size of a ~~single~~ whole who eats all day long. He ~~doesn't~~ ~~doesn't~~ ~~deserve~~ to go to Willy Wonka's chocolate factory because he will get even ~~no~~ more sat. Unsurprisingly, people knew that he would get the golden ticket because he eats way too much chocolate. ~~It's bad~~ ~~got him~~.

Augustus Gloop is as greedy as a pig. He is so selfish because all he thinks about is himself and chocolate. Augustus Gloop is so undeserving who who would think he won't get the special, golden ticket.

He is so gluttonous he wouldn't ever stop eating delicious, yummy chocolate from Willy Wonka. He is so excited around chocolate his baby blue eyes light up. When he's away from chocolate he always demands for more. He would risk his life for chocolate. A gluttonous Gloop will never share his chocolate. How cruel is that?

WRITING... YEAR 4 - END OF YEAR EXPECTATIONS

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency

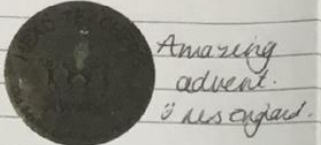
English expectations at the end of the year – Year 4

- * You have used 'therefore' to start a sentence
- * Lots of persuasive language used

Thursday 2nd February 2023

WALT use persuasive language to advertise
WALT use "therefore" to start a sentence

PLASTIC PURSES



Problems with plastic bags!
Plastic bags are a cheap bags and almost every time you go to the shops there are loads of them. You might be saying "well what's the problem with that" but there are lots of problems. For example, plastic bags are not biodegradable so it takes up above a few years for plastic bags to decompose. A bag has just been made by a brilliant young resident called I Satou or Cessay. This magnificent bag is sturdy and is made out of recycled plastic bags. As well as the bag being sturdy, there were more things you need to know before you throw your money at the shops!

How I Satou made the bags

I Satou made the bags with plastic bags that had been thrown on the floor in Ghana!
Therefore, the purses are 100% made from recycled plastic bags. In Ghana, she created the bags with her friends for a very long night. The eye-catching bags catching bags were hand made and look so magnificent to her say it was hand made! The bags are as incredible as the human body.

WALT use adverbials to make connections This bag is comfy, stylish and amazing. As a result, we have an incredible amount of happy customers!

Customer comments

This bag has completely changed how I carry things. Said Bob, aged 28. I can carry all my belongings with me without a fuss. Said Karen, aged 37. As you can tell from these reviews we have mostly praise now on our bag! John who is a builder says this bag is life changing as it is comfortable and can carry all my tools on the dangerous building site!

You have worked really hard on this well done!



Offer

An exclusive offer if you buy the number below you get 50% off the bag which is only 5 dollars!
5543-77231-8298

Picture Picture



Attractive features

This magnificent, abstract bag is truly made from recycled plastic that has gone from being old, ugly plastic to good use. The bag is surprisingly soft but still very sturdy and comfortable at the same time. The catching bags are magnificent in lots of ways but the best bit is how fashionable they are as well!

You wouldn't want to miss out on this magnificent bag, or would you? Who wouldn't want this magnificent bag? You want to buy this bag... or do you?

English expectations at the end of the year – Year 4

Friday 19th May 2023

WALT use figurative language to describe a setting

WALT use embedded clauses

In the gloomy ~~forest~~ ^{grotto}, Metallic Plants shimmer and dance in the forest wind when turned on. The hard, dense trees stand proudly and ^{offer} shelter from the harsh weather of the metallic, boring forest. ^{Sometimes} ~~the~~ flowers, ~~which~~ ^{are} as grey as freshly cut metal, grow and swish and shush in the wind. Swish! Swish! Swish. The ~~attractive~~ ^{attractive}, enchanting flowers are the only plants to be beautiful as their ~~light~~ ^{glow} is very bright.

Normally, the animals come out to play. The fantastic lion hunts his poor prey and is ~~menacing~~ ^{menacing} to any one in his way. Suddenly, the ~~frog~~ ^{frog} bounces as high as a kangaroo ~~his~~ ^{his} tiny, green lilypond and loves to seize over his colossal, orange tongue to catch his prey. The fuzzy lizard, we can change his metallic ~~colour~~ ^{colour} on demand.

The screeching sound of metal hitting the trees was ~~sharp~~ ^{sharp} -ing to your ears and it will never leave your soul. The smell of roasting metal is unbeknown to man and it stings so bad. The only thing that is somewhat nice is the lovely humid air against your delicate skin.

Writing

Grammar – (1 lesson)

Grammar is at the centre of both our spoken and written communications, and allows us to be clearly understood by others. Using grammar poorly can result in messages being unclear, which affects our ability to communicate, and can hinder relationship building – an important skill for young children to develop. Using grammar correctly, on the other hand, makes listening and reading easier for others, making communication more enjoyable, and positively impacting relationships. Grammar also enables children to expand their vocabulary as they learn more interesting ways to communicate messages and present information.

English – Power of Reading (3 lessons)

The Power of Reading is about teaching Literacy through using high quality books and creative teaching approaches (such as art and drama). This approach aims to engage and motivate children in their literacy learning. It also enables children to deepen their understanding of texts and provides a meaningful context for writing.

Creative Writing – (1 lesson)

Children have the opportunity to ‘show-off’ the skills learned in english and grammar lessons in a piece of creative writing. For example they might write a letter in role as a character or write a newspaper recount about the events in the text.

Writing – What can I do to help?

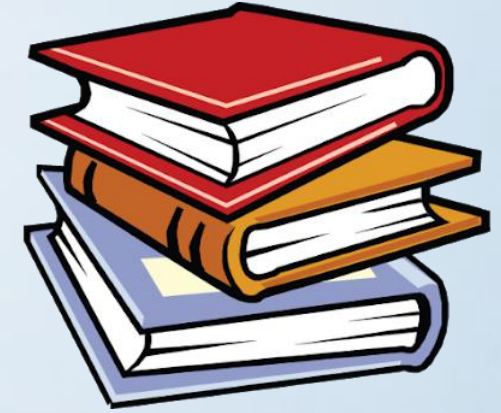
Handwriting – practise joins.

Composition – encourage your child to edit their work after writing. Looking for any errors in spelling, punctuation or grammar.

Punctuation and grammar – encourage your child to extend their sentences by adding more information.

Spelling – encourage your child to learn their spellings each week. Ensure that they understand what the word means and can orally compose a sentence using that word.

Reading



Reading continues to be really important in year 3 and 4.

Children should read with an adult at home as often as they can. It is important to discuss the text that you are reading and it can be really beneficial to ask your children questions related to the text to ensure they are understanding what they are reading.

Children are expected to change their reading books themselves, although we will of course remind them!

How can I help my child?

In Guided reading, we focus on the following 5 skills (represented by our super heroes):

- **Robin Retrieval** - identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.
- **Priya Prediction** - predict what you think will happen based on the information that you have been given.
- **Izzy Inference** – look for clues in the text. For example, if a character is running for a train, it might indicate that he is late or rushing even if it does not directly say so.
- **Vinnie Vocabulary** - draw upon knowledge of vocabulary in order to understand the text.
- **Suzie Summary** – know the main point of the paragraph, chapter or story.



Examples of guided reading activities

Inference

The Wizard of Oz by Frank Baum



Who are the suspects?

Chose 3 words to describe the lion and the tin man. Do they have any in common?

Is the person/character who killed the Wicked Witch bad?

How did the Wicked Witch die?

Which do you think is most likely to have killed the Wicked Witch? Why?

Which do you think is least likely to have killed the Wicked Witch? Why?

Reading

What can I do to help?

One of your main goals when reading is to get your child more actively engaged and get them thinking beyond the text.

Listen to your child read their book from school and read to them or allow them to listen to an audio story.

- **Before Reading**
 - what will the book be about?
 - What does the title tell me?
 - What do I already know about the topic?
 - What do I want to learn?
- **During Reading**
 - What would happen if...?
 - How is this character feeling?
 - What do I think will happen next?
 - What have I learned so far?
- **After Reading**
 - What did I learn?
 - What was the main idea?
 - What new words did I learn?
 - What do I still want to know?

READING... YEAR 4 - END OF YEAR EXPECTATIONS

- A GUIDE FOR PARENTS AND CARERS

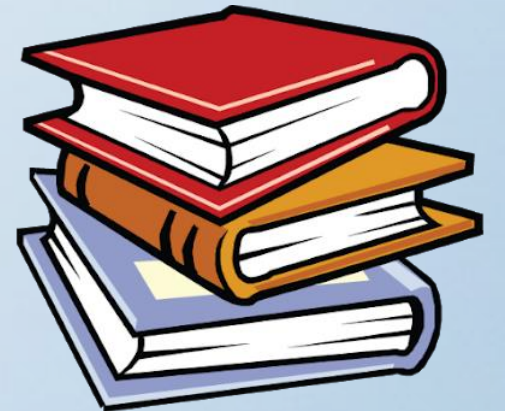
- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question

PPA (Planning, Preparation and Assessment)

- All teachers are entitled to PPA time away from class.
- PPA will be on a Thursday.

Children will rotate between four lessons that morning which include; PE, Music, French and Computing.

- Children are required to wear their PE kits on this day.



This year, our topics will be...

- Autumn 1: Who lives in Antarctica? (Geography)
- Autumn 2: How has children's lives changed? (History)
- Spring 1: Are all settlements the same? (Geography)
- Spring 2: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (History)
- Summer 1: Why do people live near volcanoes? (Geography)
- Summer 2: What did the Ancient Greeks do for us? (History)

Educational Trips

- Children learn in a multitude of different ways – traditional classroom learning may not always be best for every child.
- Educational trips can be used to support all kinds of subjects – bringing learning to life.
- Children can develop a sense of responsibility outside the classroom, giving them opportunities to put into practice, the content learned in the classroom.
- It can help develop students' self-esteem, self-confidence, and self-belief.
- Tours are a strong way to consolidate learning, the experience from a trip can be directly related to the real world.
- Trips have long lasting benefits – Can you remember your favourite school trip? Many children recall their favourite exhibit, visit or destination with fond memories.
- It can ignite a child's passion for that subject that they may not have had the inspiration for in the classroom.
- It can benefit teachers as well as students! Teachers can see how their students learn and view the world, this can generate ideas which teachers can bring back into classroom.
- **In order to support trips, it is really important that these trips are paid for. Please always speak to your class teacher if you have any concerns paying for trips.**

Swimming



Each class will have swimming lessons for a term. This will be on a Thursday afternoon.

3/4EA (only Year 3 children) Autumn

3OC Spring

3SK Summer

Swimming will take place at Crook Log and children will travel to the leisure centre by coach.

A letter will go home to advise you on which term your class is going, and on which day your child's class will attend, alongside details on how to pay. On this day, you will need to bring in a full one piece swimming costume (not bikini) or swimming shorts, towel and goggles/cap if required. The swimming pool often provide swimming hats.

In the event of a verruca, special verruca socks must be worn and all jewellery must be removed on these days – the swimming pool is very strict on this and will not allow earrings to just be covered so they must be fully removed. If the children can do this themselves, they can remove them before the lesson or if they are unable to do this independently, they will need removing before school. Class teachers will be unable to remove the earrings for them.

PE

One of the PE sessions will take place on a Thursday, during the PPA rotation.

Swimming will be the second session of PE for Year 3 only. Year 3 will have a PE slot on a different day when they are not swimming.

During the remaining months in which your child is not swimming and throughout the entire year for year 4, the class teacher will teach PE – a mixture of Dance, Gymnastics and Athletics. Your child's class teacher will advise you of the day so that children can wear PE kits to school for this.

Please ensure that PE Kit is the required school PE Kit and not general gym wear.

Homework

Homework will build on skills already learnt in the classroom that week so children should be able to access all tasks and choose from different levels of difficulty.

Google Classroom

All tasks will be placed on Google Classroom on a Friday and will be expected in on a Thursday. Only in exceptional circumstances will homework be printed off.

Weekly

- English task or Maths task
- Timestable Rockstars or other form of practise
- Reading at least 3x a week

Half Termly Chilli Challenge Menu

There will be a range of additional activities for children to choose from each half term. At least 3 homework tasks need to be completed from the chilli challenge menu each half term. One of these challenges should be a 'hot' harder task. All activities will be based upon the learning from that half term – often Topic or Science. Children are invited to bring in anything they do and display it on our shelves in the shared area.

Sharing information

- If you need to share any information with the school please email or call the school office.
- Teachers will be based in the classrooms - please only speak with them if it is urgent.
- If you require a meeting/phone call with your class teacher or the Head of Year please contact the office.

Year 3 teachers

Miss Carroll (Head of Year)



3OC

Miss Alabaster



3/4 EA

Miss Kohealee



3SK

Year 4 Teachers



**Mrs Grace
4KG
(Head of Year)**



**Ms. Murray/Mrs. Budgen
4MB**



**Mrs Bronock
4AB**



**Mrs Atkins
Cover 4AB
Monday**

A busy year ahead!



Enjoy the Summer!
See you in September! 😊

Questions

