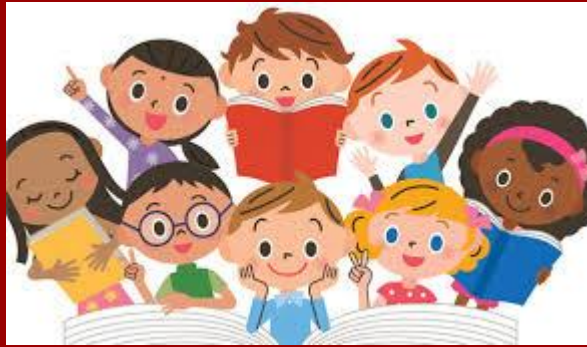




Welcome to Year 3/4

Mrs Bunyan, Mrs Pearson, Mrs Craske and Mrs
Masterson

TA Support - Mrs Churcher

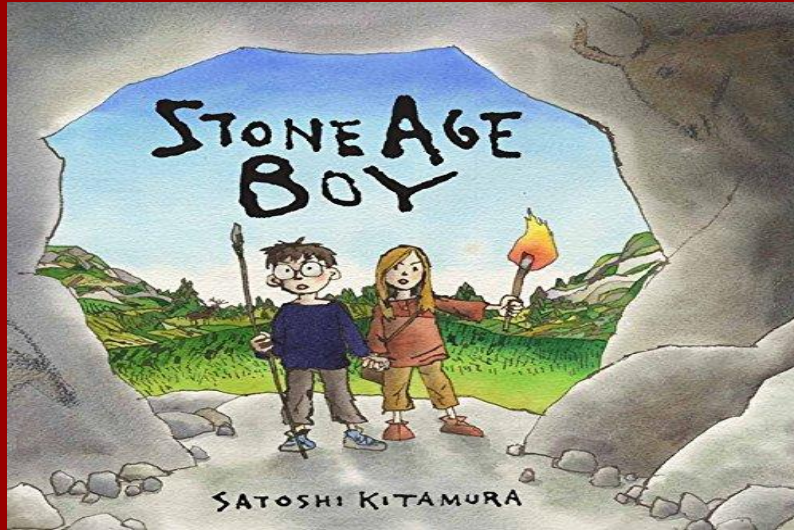


The key things we will be discussing today are:

1. 3/4 classes
2. routine
3. expectations
4. handwriting
5. assessments
6. any questions?

Autumn 1 Topic

Our Topic for this half term is The Stone Age and our core text will be Stone Age Boy and the Boy with the Bronze Axe.



We hope that trips/visitors and topic themed experiences can continue again this year. Nothing yet has arranged for this half term.

How would it feel to trip over one day and fall into a world that existed 20,000 years ago? Well, that's exactly what happens to the young boy in this book.

Far from being distressed by his experience, he makes friends with a young girl and is welcomed into her family camp where he learns how to make fire, make tools, hunt, cook and prepare animal skins - all with implements made of wood, stone and bone.

The highlight of his stay is a trip to some distant caves where he sees some amazing cave paintings, meets a ferocious bear....and falls back into the twenty first century!

Daily Routines and Homework

PE Days - 3/4CB - Tuesdays 3/4IP - Thursdays, 3/4CM - Monday

Children are to continue coming into school in their PE kits.

Homework - has now been sent home children will need to select a piece of homework each week and bring it in on Wednesdays starting from 15th Sept, this will be returned on Fridays.

Spellings - Spellings have now gone home, children will be tested on Fridays from 17th September.

Times tables - Times tables have gone home, children will be tested in their maths lessons starting from Friday 17th September

Teachers PPA - This will take place every Wednesday morning - children will have music with Mrs Cooper, Spanish with Mrs Malloy and Grammar with Mrs Denyer (this is until Mr B is back)

Break is at 11am for 15 mins and lunch is at 12.20pm for 1 hour. There is no afternoon break for KS2. Golden time has now been reintroduced to the timetable on a friday afternoon.

Reading Expectations - Year 3



- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Reading Expectations - Year 4

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader. I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion



Children must read everyday!

We expect to see every child with their reading book in school everyday.

The 3 key areas of reading comprehension are:

- Retrieval
- Inference
- Word Reading and Decoding

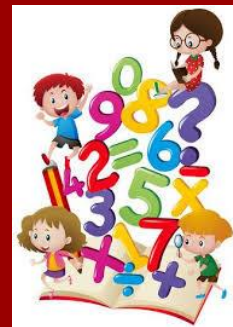
Reading underpins all areas of the curriculum and will support children to progress in all subject areas. It is important that children read at home everyday for 10-20 mins.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>



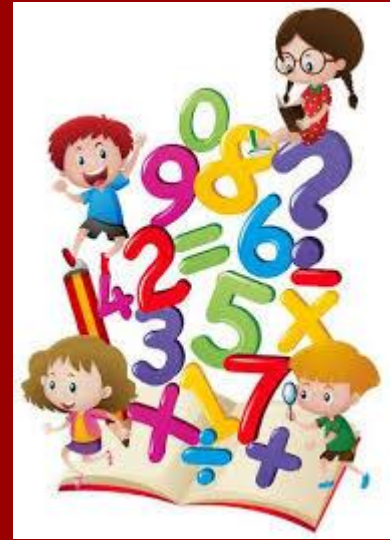
Maths Expectations - Year 3

- Place value! Place value! Place value!
- Times Table- 3,4, and 8
- Estimate, compare and order numbers
- Read and write numbers up to 1000
- Calculations with numbers up to 1000
- Using the written method
- Fractions
- Time- 12 hour clock, nearest minute
- Shapes- 2D and 3D
- Angles- right angles



Maths Expectations - Year 4

- Place value including Roman Numerals
- Times tables up to 12×12
- Estimate, compare and order numbers
- Read and write numbers - 3, 4, 5 digits
- Calculations with numbers - 3, 4, 5 digits
- Using the written method
- Fractions and decimals
- Time- 12 hour clock, nearest minute, Analogue/digital
- Shapes- 2D and 3D, symmetry, Triangles
- Angles and grid positions



Writing Expectations - Year 3



- Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. Spell some words from the YR 3-4 statutory word list
- Writing is legible and follows the school handwriting policy - cursive
- Write to suit purpose, and show some features of the genre being taught.
- Create chronological narratives; write in sequence. Write simple beginning, middle, ending. With scaffold, organise sections broadly, within a theme.
- Use headings and subheadings to aid presentation.
- Describe characters, settings and /or plot in a simple way, with some interesting details. Evaluate own and others' writing, with direction; reread and check own writing; make changes.
- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.
- Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions.
- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.
- Usually use the past or present tense appropriately. Sometimes use the present perfect

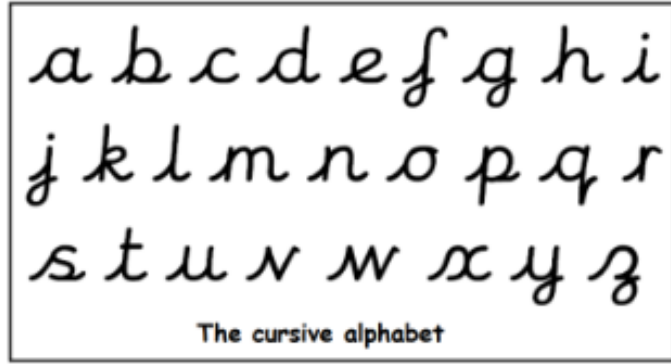
Writing Expectations - Year 4



- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly misspelled words from the Y3/4 word list.
- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases.
- I can use fronted adverbials.
- I can write in paragraphs.
- I can make an appropriate choice of pronoun and noun within and across sentences.
- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I can use commas after fronted adverbials.

Handwriting

Lower case:



Upper case:

A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

Children should be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

It is important for children to use a cursive style to achieve expected in writing at the end of the year.

Handwriting practice will take place most days of the week, we will begin with pre-cursive letter formations, moving onto joining letters.

Children in 3/4 will be able to earn a 'pen licence' from the Spring term - if their handwriting is of a consistent high standard they will be awarded a handwriting pen to use in class (except maths).

New Behaviour System and Golden Time



We have introduced a new behaviour chart for the new academic year, something similar to what we have used previously.

All children will start the day in the green box and move up or down based on work ethic, following the school values and making good choices.

Moving up the chart, children will be rewarded with house points, stickers, teacher prize.

Should they move down, the yellow section is a warning - giving children the opportunity to think about their choices and move back up the chart. If they reach consequences, depending on the reason for reaching here, children could lose a small amount of break or may spend time with a member of SLT. Parents will also be spoken to at the door/phone call. They will then move back to the green to start a fresh.

On a friday afternoon, all children will have an hour of Golden Time - if a child has reached 'consequence' numerous times in the week they may miss a small amount of their free time - they will never miss it all.

Assessments - End of Term assessments and the MTC for Year 4

Children are assessed formally at the end of every term and teacher assessed at the end of every half term.

In June 2022 - children from year 4 will undertake the Multiplication Check - 25 questions, 6 seconds to answer each question, takes place on a computer.

To prepare for this, we will be teaching/practicing/revising timetables at the start of every maths lesson.

Please continue to use TT Rockstars at home - logins will be sent out again if they have not been already.

Questions...

Thank you for taking the time to meet us today.

Are there any other questions?

