

Welcome to Year 3/4

Our School Vision



Our school's Christian Vision is to 'Live live in all it's fullness' John 10:10.

Behaviour



Ready

Respectful

Safe

Who's who?

Cherry Class
Teacher



Mrs Goodwin

Hazel Class
Teacher



Miss Barney

Willow Class
Teacher



Mrs Gormusoglu (Mrs G)

Year 4 maths
and cover
teacher



Mr Clark Deputy Headteacher

Support Staff



Mrs Haines



Mrs Andrews



Mrs Kirkland

Year 4 maths
and cover
teacher



Mrs Power

The school day



The gates open at 8:30a.m. and close at 8:40a.m. The classes will come in from 8:35a.m.

Any messages can be passed on to Mrs Gordon or Mr Clark who will be on the gate the vast majority of the time.

Children have break time from 10:20 until 10:35, can you please send them in with a snack.

Lunch takes place at 12 in the hall. All children eat together. Hot dinner choices are made first thing in the morning. These should be paid for through parent pay.

Children should bring in a drinks bottle which they can access throughout the day.

A range of after school clubs are available. Information around this is available through Classdojo and the school office.

Breakfast and afterschool provision are provided externally by Bright Kidz.

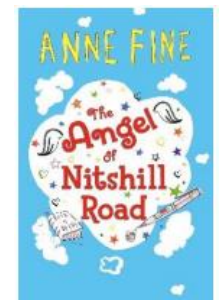
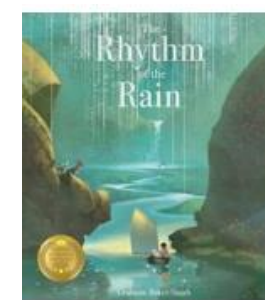
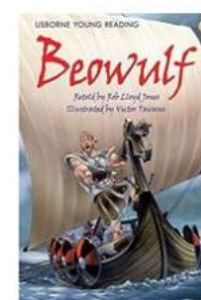
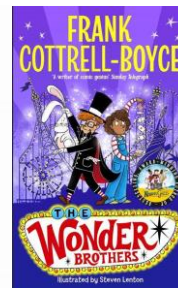
Reading

Reading is at the heart of our curriculum. Our aim is that children leave us being confident in selecting and reading a wide range of material and enjoy reading for pleasure.

All children in Year 3 will have completed a phonics screening check. We will then fill in any gaps if children have them using our phonics scheme, Little Wandle. If your child requires a little more support with their phonics, you will be invited to a phonics information afternoon in a couple of weeks.

All children are will take part in 3 fluency lessons a week and 2 extended reads, where children take part in deeper discussions about a text.

Children are also read to daily.



Reading at home

We would love for every child to read at home for at least 10 minutes daily. As a minimum, we would expect all children to read 5 times a week.

3 of these reads should be a 'banded' reading book. This will be aimed at a level that your child should be able to read independently, reading approximately 95% of the words fluently. If they are not finding any of the words in their book difficult, and you are confident they have a good understanding of what they have read (you could ask questions such as tell me what has happened, tell me how a character was feeling, or tell me why the author might have chosen this word) then please encourage them to select a book in the next band up next time.

If your child is reading their banded book and they come to a word they are struggling with, pause for 3 seconds to see if they can read it independently, and if not, encourage them to sound it out (sound would be s-ow-n-d), and they are still struggling, you can tell them the word. The focus should be on developing fluent reading through practice.

2 of the reads should be a choice that your child has made themselves. This could be a book from school, home or the library, or it could be a magazine, or online articles. It is fine to read this to or with your child, and the focus should be on enjoyment of the content. If your child finds a word difficult to read, read it for them immediately, allowing them to copy you, and then discussing the word at the end of the sentence.

Other Homework

Spellings

We would encourage a little and often approach with spellings daily, selecting a few words and checking children are confident with these before moving on. Fortnightly spellings will follow a rule, so this should be learned and then children should be able to apply this to their other spellings. Homophones (such as there and their) have been spread out across the year to make learning them more manageable.

Spellings could be practiced through rainbow writing (using different coloured pens), rearranging letters, look, write, cover, check, pyramid writing (writing one letter, then two, then three etc., until the word is finished).

TTRS

We would encourage the use of the 'garage' game as this is specifically linked to the tables your child needs to develop. However, all games will support them in their learning. Encourage your child to spend a certain amount of time playing before they spend their rewards on their avatar.

Wider Curriculum

This is an optional project which children can complete. Guidance will be provided on possible options, and house points/ merits will be awarded for completion.

Uniform



Main Uniform

1. Royal Blue Sweatshirt or Cardigan with school logo
2. White Polo Shirt with school logo. Those without the school logo are also acceptable.
3. Black trousers (not leggings or tight-fitting trousers) or black tailored shorts
4. Black skirt (not fashion stretchy skirts)
5. Black socks or tights
6. Blue gingham dress or playsuit with white socks

Footwear:

2. Flat black shoes

Coats:

3. A coat with a hood is required all year round

P.E. Kit:

4. Trainers
5. Black shorts or skirt
6. Black PE T shirt with school logo
7. Black tracksuit bottoms for cold weather - no logo needed.
8. Black Sweatshirt or Royal Blue Sweatshirt with school logo

Jewellery:

- Jewellery must not be worn to school. Children with pierced ears may wear studs, but these will need to be covered over during PE lessons.
- A small watch is also acceptable, SMART watches e.g. Apple watches are NOT allowed in school.
- Extremes of fashion with regard to hairstyles, nail varnish, piercings and make up are not allowed. Sanctions will be determined according to the breach.

PE days for Year 3 and 4 are a Wednesday and Thursday. Children should come to school in their PE kit.

Year 3s PE on a Thursday is swimming. Children should come to school in their normal school uniform and bring their swimming costume and towel to school in a separate bag. If your child would prefer not to change, they can come to school with their swimming costume under their uniform, but we are not swimming until the afternoon.

Swimming bags can be kept in children's lockers during the day. To ensure that we can continue to offer swimming until Easter, we are asking for a voluntary donation of £1 per child per week for swimming sessions. This is payable through ParentPay or through the School Office.

The curriculum Year 3

Maths

Number and Place Value

- Hundreds tens and ones.
- Partitioning of 2- and 3-digit numbers.
- Find 1, 10 or 100 more than any number.
- Use and estimate on number lines to 1000.
- Compare numbers to 1000.
- Order numbers to 1000.
- Count in 50s.

Addition and Subtraction

- Apply number bonds to 10.
- Adding and subtracting 1s, 10s and 100s.
- Spotting patterns

Humanities

Geography- Spatial unit

- Maps, compasses and symbols
- Four and six figure grid references
- Fieldwork- The Local Area

PSHE

Being me in my World

- Recognise their self-worth and identify positive things about themselves and their achievements.
- Discuss new challenges and how to face them with appropriate positivity.

Autumn 1

Willow, Holly and Hazel



Enrichments and Experiences

- Experience Church
- 'Joy' our Therapy Dog

PE

- Swimming
- Dance

RE

- Religion and Worldviews - Why are nature and the seasons significant for Religion and Worldviews?
- Understanding Christianity- What can Christians learn from the creation story?

Art

Line Drawing

- Using sketching pencils
- Straight and curved lines
- Shading techniques
- 2D pictures
- Using a grid for drawing
- Self Portraits

Science

Human Body-

- Identify that animals, including humans, need the right types and amount of nutrition
- Identify that humans and some other animals have skeletons and muscles for support

MFL

Spanish

- Introducing myself
- Numbers 1-10
- Where I live?

English

Writing

- Forming and joining our letters correctly.
- Writing about dreams and goals
- Writing a story opening
- Writing information texts.
- Using the required grammar for these pieces.
- Spelling rules and the Year 3/4 statutory spellings.

Reading

- Practice reading and writing using our phonics.
- Reading books that can be read independently.
- Fluency
- Reading a range of fiction and non-fiction texts.

The curriculum Year 4



Studley St. Mary's
Church of England Academy

Maths

Number and Place Value

- Represent numbers to 10,000.
- Partition numbers to 10,000
- Number lines to 1,000
- Use and estimate on number lines to 10,000.
- Compare numbers to 10,000.
- Order numbers to 10,000.
- Roman numerals
- Rounding to the nearest 10, 100, 1,000

Addition and subtraction

- Add up to 4-digit numbers with exchange
- Subtract up to 4-digit number with exchange

English

Writing

- Writing about dreams and goals
- Writing a story opening
- Writing information texts.
- Using the required grammar for these pieces.
- Spelling rules and the Year 3/4 statutory spellings.

Reading

- Practice reading and writing using our phonics.
- Reading books that can be read independently.
- Fluency
- Reading a range of fiction and non-fiction texts.

Humanities

Geography- Spatial unit

- Maps, compasses and symbols
- Four and six figure grid references
- Fieldwork- The Local Area

PSHE

Being me in my World

- Recognise their self-worth and identify positive things about themselves and their achievements.
- Discuss new challenges and how to face them with appropriate positivity.

Year 4

Autumn 1

Willow, Hazel & Cherry



Enrichments and Experiences

- Experience Church
- 'Joy' our Therapy Dog

PE

- Dance
- Gymnastics

RE

- Religion and Worldviews - Why are nature and the seasons significant for Religion and Worldviews?
- Understanding Christianity- What can Christians learn from the creation story?

Art

Line Drawing

- Using sketching pencils
- Straight and curved lines
- Shading techniques
- 2D pictures
- Using a grid for drawing
- Self Portraits

Science

Human Body-

- Identify that animals, including humans, need the right types and amount of nutrition
- Identify that humans and some other animals have skeletons and muscles for support

MFL

Spanish

- Introducing myself
- Numbers 1-10
- Where I live?

Mixed Ages



For all subjects apart from mathematics (where children are taught in their year groups), children are taught in their classes. The same content is taught, but in a slightly different way depending on if children are in Year 3 or Year 4.

For example:

Geography

Year 3 may work on 4 figure grid references.

Year 4 may work on 6 figure grid references.

History

Year 3 children may be given one historical source to look at.

Year 4 may look at a number of different historical sources and compare them.

Writing

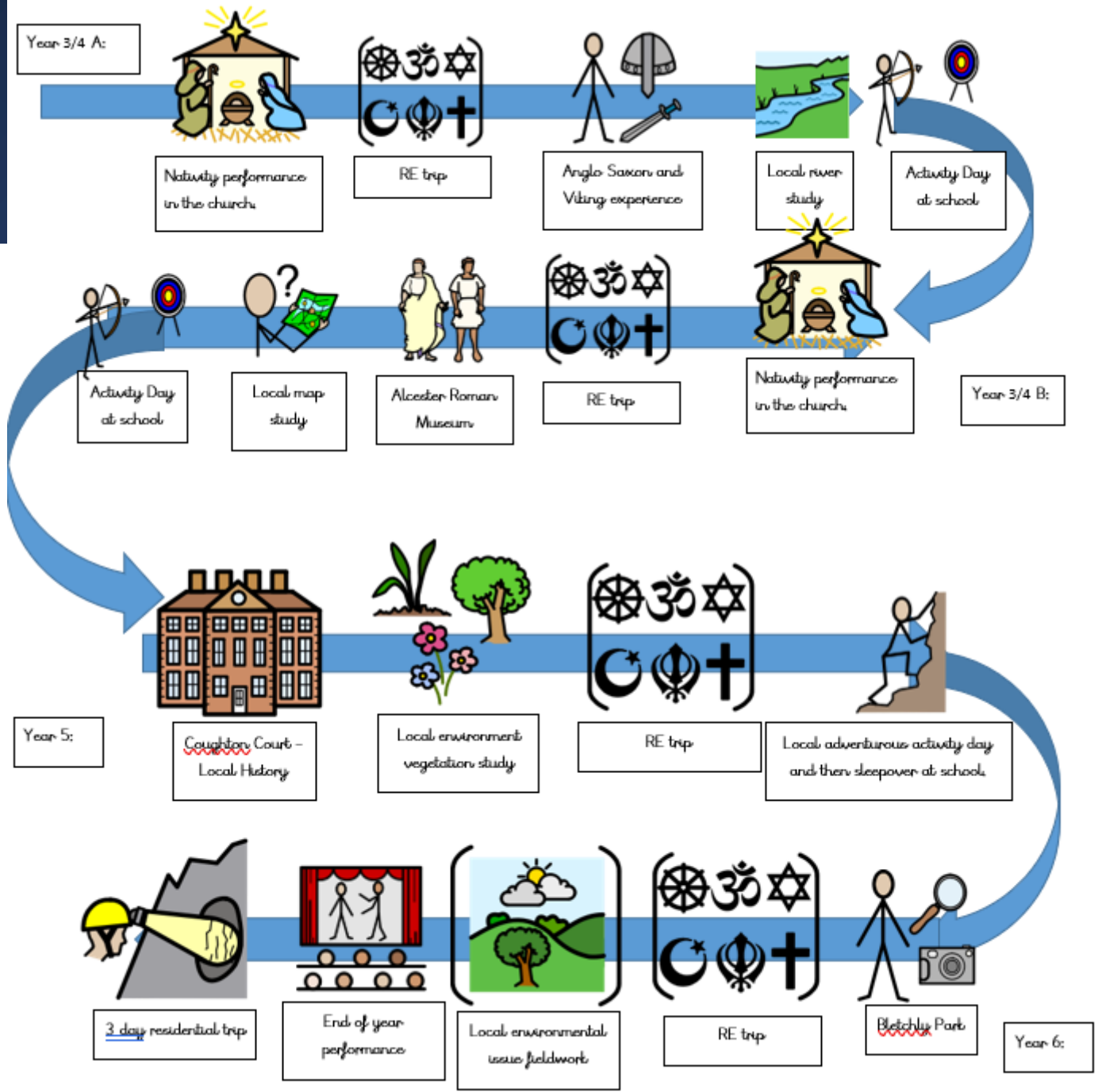
All of the children may be writing the same piece (a short story)

Year 3 may be expected to show some speech and adverbial phrases

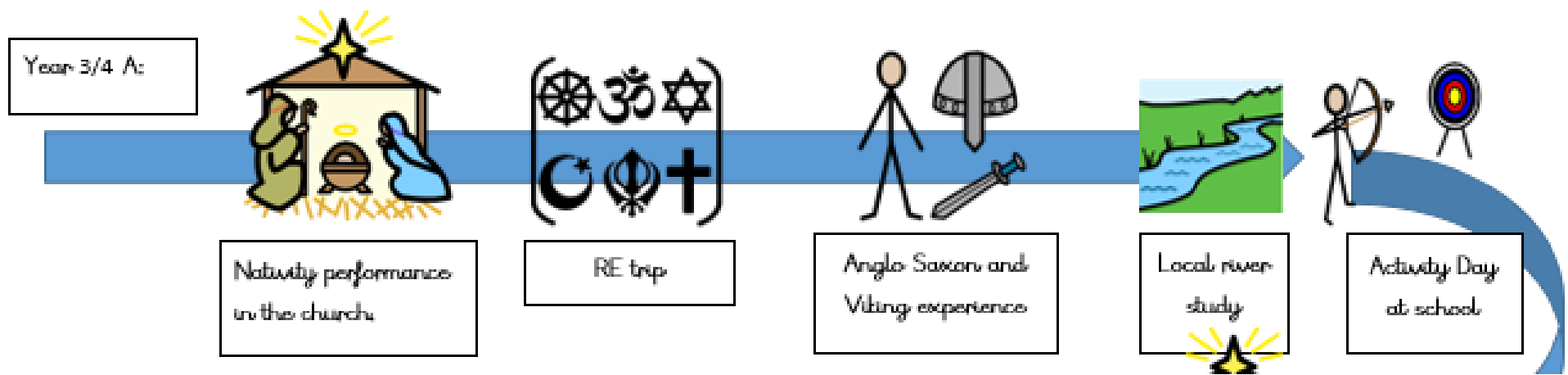
Year 4 may be expected to use all speech punctuation and fronted adverbials

We have a two-year rolling programme, so the full curriculum will be delivered during your child's time in Lower School and there will be no repeating of topics.

Enrichment



Enrichment



The **estimated** voluntary donations required to run the trips are:

RE trip - £7.50

Anglo Saxon and Viking experience - £17.50

Local river study and activity day – no cost

Year 3 swimming - £27

These are payable through ParentPay. You are able to top your account up throughout the year, with a suggested payment plan identified below. This is completely optional, and trip costs will be confirmed closer to the date of the trip, so you are able to pay on a trip by trip basis.

Monthly (September to June – 10 payments) - £2.50 per month

Year 3 – including swimming - £5.20 per month

Attendance



We would like to take this opportunity to remind you the importance of achieving good attendance for your children. Missing school not only impacts academic achievement, it also has a big impact on their social interactions.

One day off school loses 5 hours of learning time and 1 hour of social time.

- Below 90% attendance is the same as missing half a day a week. This is 19 days, which is 95 hours of learning lost.
- Below 85% attendance is the same as missing three quarters of a day a week. This is 28 days, which is 140 hours of learning lost.
- Below 80% attendance is the same as missing a day of school a week. This is 38 days, which is 190 hours of learning lost.

We do understand that children will need time off if they are unwell, but, if in doubt, please send them in. We are able to administer medicine and will send them home if we don't think they are well enough to be in. Often school can be a good distraction from them.

If your child is ill, please phone the school office to inform them as soon as possible. If your child's attendance drops below 90%, or is at risk of dropping below 90%, you will be invited to school to discuss how we can best support them to attend.

Stationary



Thank you to everyone who has contributed towards our stationary this year. It really does make a difference to be able to ensure that all children have access to all of the stationary that they require and to reduce wasted learning time sharing resources. If you have not yet paid the £10 donation and are able to do so, could we ask that this is paid through ParentPay or in the school office.

Any Questions?

