

Welcome to Year 3 and 4

Wednesday 14th September 2022

The Team: Teachers

Year 3 - Mrs Burleton (Meerkats)
Miss Bobbett (Gophers)

Year 4 - Mr Sansam (Orcas)
- Miss Burge (Dolphins)

The Team: Teaching Assistants

Year 3 - Mrs Rampere (Meerkats)
Mr Bromham (Gophers)

Year 4 - Mrs Chiffers (Orcas)
Miss Brown (Dolphins)

A Typical Day

Time	
8:40	Pupils arrive at school
8:45 - 9:00	Spellings/reading/handwriting/grammar
9:00 - 9:15	Maths Challenge
9:15 - 10:35	English
10:35 - 10:50	Break
10:50 - 12:00	Maths (one session a week - science)
12:00 - 12:20	Literacy Challenge
12:20 - 1:20	Lunch
1:20 - 1:50	Guided Reading
1:50 - 3:10	Foundation subjects (e.g history, geography, art, computing, music etc.) plus one science
3:15	Home

Visits

- ▶ Year 3 - Lyme Regis - summer term
- ▶ Year 4 - TBC

Topics - Year 3 - Mrs Burleton

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Ourselves	Light	Ancient Greece	Extreme Earth	Extreme Earth	Romans
Science	Skeleton & Muscles Exercise, Health & Nutrition	Light	Forces	Rocks	Fossils	Plants Sun safety Shadows Reflection

A balanced curriculum - Year 3 - Mrs Burleton (part 1)

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
History	Black History Month Historical people	Guy Fawkes Thomas Edison Carnival	Ancient Greeks	Famous rock landmarks	Mary Anning	Romans
Geography	Counties Somerset Local map	Day and night Hemispheres Climate zones Latitude and Longitude	Locate countries on a map Geographical features Compare two cities	Layers of the Earth Tectonic Plates Continental drift	Local fossil discovery Field Trip Volcanoes Earthquakes	Locate continent, countries and cities Earthquakes
Computing	Computing systems and networks	Creating media	Creating media – desktop publishing	Data and Information – branching databases	Programming – events and actions	Programming – sequencing in music
Art	Pointillism Aboriginal art Self portrait Print	Firework art Noton art Remembrance day art Stained glass window	Greek pottery patterns Hoplite shield	Stone Henge Landscape Collage	drawing Fossil patterns & press print	Observe and draw carefully Mosaics

A balanced curriculum - Year 3 - Mrs Burleton (part 2)

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Music	Call and response songs	Rhythm and Pulse	Reading notation Music theory	The Glockenspiel	The Glockenspiel	Perform actions in time to different speed and tempos.
DT	Make a skeleton using cotton buds. Create a balanced diet meal and prep and cook.	Design, make and evaluate a reflective dog jacket.	Design and make a pot Design a Greek flat bread meal	Create a replica of Stonehenge.	Design and create flood barrier.	Design, make and evaluate an aqueduct.
PE (With teachers)	Personal skills	Social skills	Cognitive skills	Creative skills	Physical skills	Health and Fitness
PSHE	Me and My Relationships	Keeping Myself Safe	Be my Best	Valuing Difference	Rights and Responsibilities	Growing and Changing
RE	Diwali	Christmas	Jesus's Miracles	Easter and forgiveness	Hindu beliefs	Pilgrimage to the River Ganges
French	Moi – All about me		On Fait La Fete – celebration		Portraits – Body parts and Colours	

Topics - Year 4 - Mr Sansam

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Teeth & Eating	Egyptians	Dramatic Landscapes		Electricity	The Fall of Roman Britain and the Anglo Saxons
Science	Animals, including humans	Sound	States of Matter	Living things and their habitats	Electricity	Working scientifically

A balanced curriculum - Year 4 - Mr Sansam (part 1)

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
History	Rosa Parks	Egyptians	'Discovery' of the Amazon Indigenous vs settler Changes to Somerset landscape	Ernest Shackleton Polar explorers	The History of Electricity Famous Inventors	The end of the Roman Empire Anglo Saxons come to Britain
Geography	<u>Globalisation</u>	Egypt	The Amazon Rainforest Somerset Levels	Dramatic Landscapes Deserts Antarctica Mountains Tundra	Power stations	Influence of settlers
Computing	Computing systems and networks - The internet	Creating media - audio editing	Programming - repetition in shapes	Data and information - data logging	Creating media - photo editing	Programming - Repetition in games
Art	Iris Scott The art of camouflage	Cartouche relief painting Death Masks	Drawing perspective Somerset levels	Northern and southern lights Desert perspective Mirages	Perspective and optical illusions Brookside Leaves	Research an artist – <u>Mr Doodle</u>
Music	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay

A balanced curriculum - Year 4 - Mr Sansam (part 2)

Subject	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
French	On y va! - Let's go!		Raconte-moi une histoire! - Tell me a story!		Le Carnaval des Animaux - Carnival of Animals	
DT	The Human Digestive System	Egyptian Death Masks	Water cycle		Electrical circuits	
PE With teachers	Personal Coordination & Static balance	Social Dynamic Balance to Agility & Static balance	Cognitive Dynamic Balance & Ball skills	Creative Coordination & Counter balance	Physical Agility & Floor work	Health and Fitness Agility & Stance
PSHE	Relationships and Teamwork	Internet safety Emotions	Dares vs challenges Secrets and surprises	Growth vs fixed mindset	The Power of Yet Learning zones	Inner and outer self
RE	Beliefs and Practices Judaism	Christmas Christianity	Passover Judaism	Easter Christianity	Rites of Passage and good works Judaism	Prayer and worship Christianity

Maths

- ▶ Format of lessons: arithmetic, times tables, weekly skills, fluency, problem solving & reasoning
- ▶ Weekly Cracking Times Tables and arithmetic tests
- ▶ Daily Maths Challenge - revises previously taught skills
- ▶ **TIMES TABLES** are really important!

Times tables

In Year 4 the children will be tested on their times tables.

What is the Multiplication Tables Check

- ▶ The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The purpose of the MTC is to make sure the times tables knowledge is at the expected level. In the 2021/2022 academic year, the multiplication tables check (MTC) is statutory for primary schools.
- ▶ The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.
- ▶ In school the children will have daily work on their tables.
- ▶ At home, please encourage the children to practise. They all have a TT Rockstars login.

Times Tables

Times Table Practice Booklet D
4 Times Table

Name: _____

Class: _____

New facts in this booklet:

$$3 \times 4 = 12$$

$$4 \times 4 = 16$$

$$6 \times 4 = 24$$

$$7 \times 4 = 28$$

$$8 \times 4 = 32$$

$$9 \times 4 = 36$$

1		2	
$4 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$8 \div 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$
$12 \div 4 = \underline{\quad}$	$24 \div 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$
$5 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$
$4 \times 3 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$
$20 \div 4 = \underline{\quad}$	$16 \div 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$24 \div 4 = \underline{\quad}$
$3 \times 4 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$
$6 \times 4 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
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$4 \times 4 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$2 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$12 \div 4 = \underline{\quad}$
$24 \div 4 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$
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$8 \div 4 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$
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$4 \times 2 = \underline{\quad}$	$4 \times 6 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$3 \times 4 = \underline{\quad}$

Year 3 - White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW		Number Addition and subtraction VIEW				Number Multiplication and division A VIEW					
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW		Measurement Mass and capacity VIEW					
Summer term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW		Consolidation		

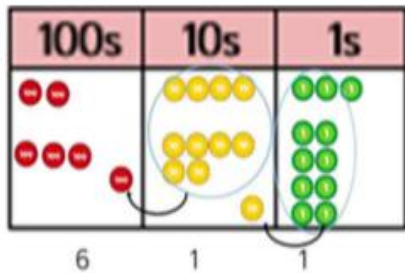
Year 4 - White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW		Number Addition and subtraction VIEW		Measurement Area VIEW		Number Multiplication and division A VIEW		Consolidation			
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation		Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW

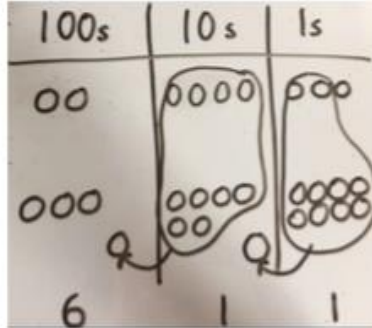
The Four Operations

Addition

Use of place value counters to add HTO+TO, HTO+HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.



Children to represent the counters in a place value chart, circling when they make an exchange.

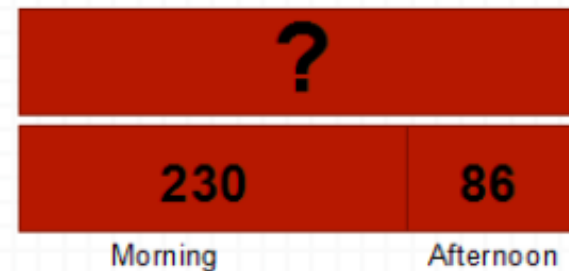


$$\begin{array}{r} 243 \\ +368 \\ \hline 611 \\ \hline 11 \end{array}$$

Bar Model to support understanding of problem solving:



A man sold 230 balloons at a carnival in the morning. He sold another 86 balloons in the evening. How many balloons did he sell in all?



$$\begin{array}{r} 2634 \\ +4517 \\ \hline 7151 \\ \hline \end{array}$$

Year 3 - adding 2 and 3 digit numbers

Year 4 - adding 4 digit numbers

The Four Operations

Subtraction

<p>Column method using place value counters.</p> <p>234 - 88</p>	<p>Represent the place value counters pictorially; remembering to show what has been exchanged.</p>	<p>Formal column method. Children must understand what has happened when they have crossed out digits.</p> $\begin{array}{r} \overset{2}{2}\overset{1}{3}4 \\ - \quad 88 \\ \hline \quad \quad 6 \end{array}$
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$$\begin{array}{r} \overset{3}{6}\overset{1}{2}\overset{2}{3}2 \\ - \overset{4}{4}814 \\ \hline \overset{1}{1}418 \end{array}$$

Year 3 - subtracting 2 and 3 digit numbers
 Year 4 - subtracting 4 digit numbers

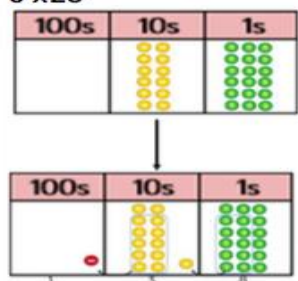
315		315 - 185 = ?
185	?	185 + ? = 315
?		185 + 315 = ?
185	315	? - 185 = 315

The Four Operations

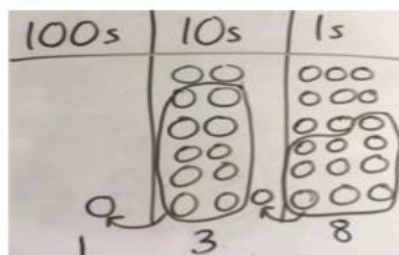
Multiplication

In Year 3 pupils should be able to recall the 2, 5, 10, 3, 4 and 8 times tables and multiply a two-digit number by a one digit.

Formal column method with place value counters.



Children to represent the counters/base 10, pictorially e.g. the image below.



Formal written method

$$\begin{array}{r} 6 \times 23 = \\ 23 \\ \times 6 \\ \hline 138 \\ \hline 11 \end{array}$$

In Year 4 children to know all times tables to 12 x 12.

Children multiplying both two and three digits by a one digit number using place value counters.

$$235 \times 6 = 1410$$

2	3	5
x		6
<hr/>		
1	4	10
<hr/>		
2	3	

A computer costs 5 times as much as a television. The television costs £429.

How much does the computer cost?

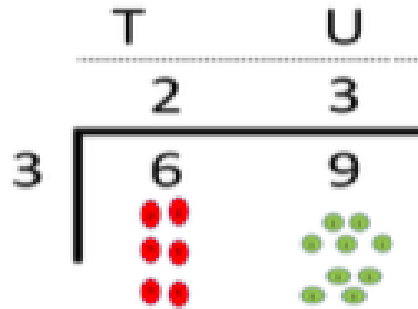
Cost of the computer

?				
£429				

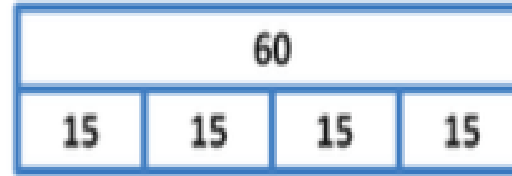
The Four Operations

Division

In Year 3 children divide using short division

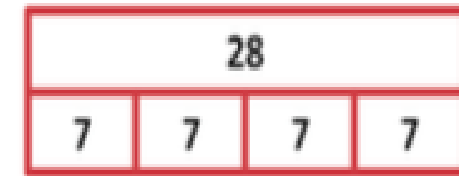


$$60 \div 4 = 15$$



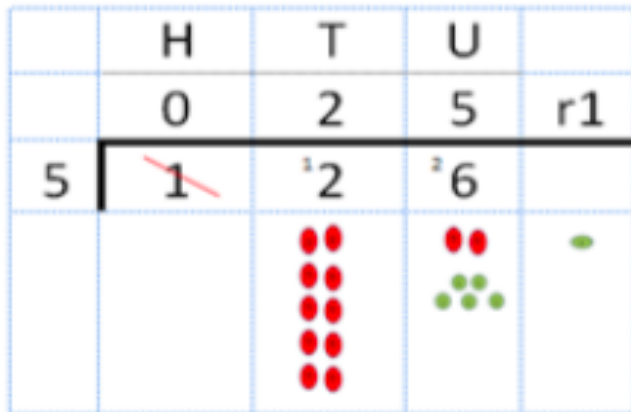
'60 in four equal parts'

$$28 \div 7 = 4$$



'How many 7s in 28?'

In Year 4 divide up to three digit numbers by a one digit number using short division.



Desmond and Melissa collect cards. They have 192 cards in all. Melissa has three times as many cards as Desmond. How many cards does Desmond have?



English

Format: Spellings, grammar, main focus with reading/writing activity

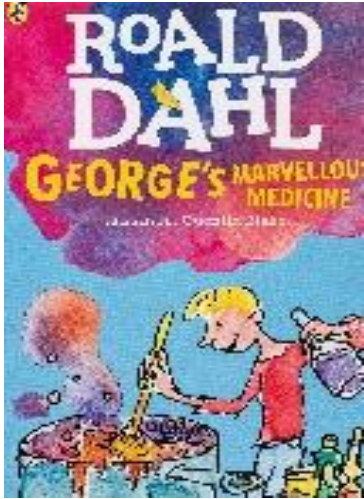
Units will last between 1 and 3 weeks with an assessed write taking place at the end.

Opportunities to edit, proof-read and improve are built in.

Spelling and Literacy Challenges sessions

Please read as much as possible at home.

English - Year 3



This term the children will be writing:

Narratives

Diary entries

Character descriptions

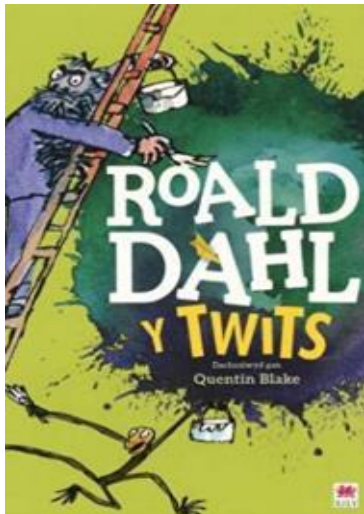
Story opening

Persuasive texts

Descriptions

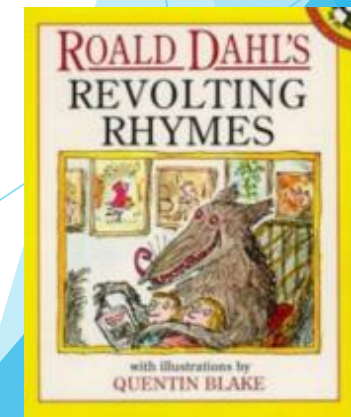
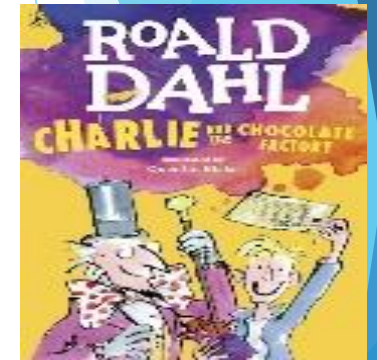
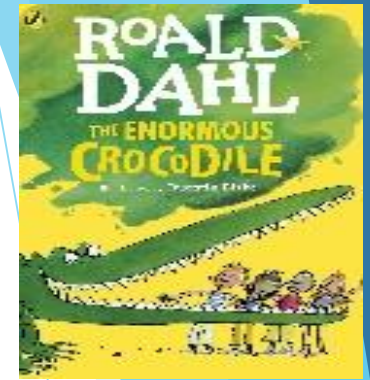
Instructional texts

Non-Chronological reports

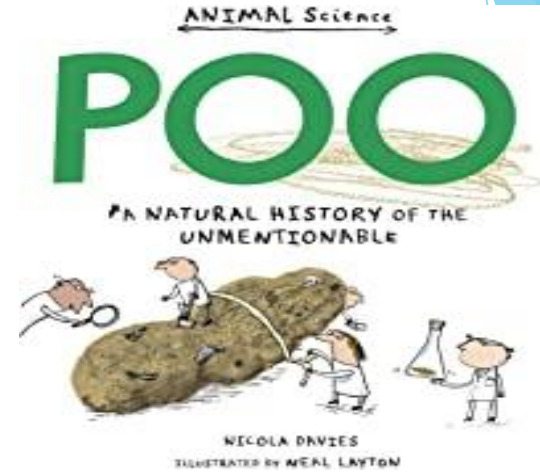
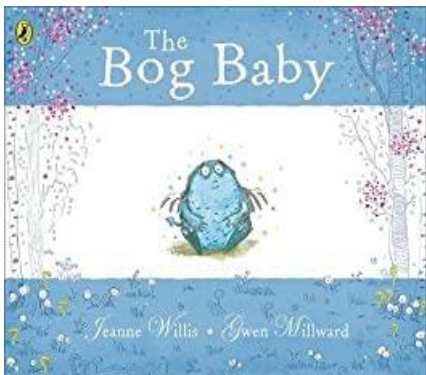


Grammar: capital letters, full stops, fronted adverbials, expanded noun phrases, adjectives, prepositions, conjunctions and adverbs

Spellings: suffixes, plurals, contractions, irregular tenses



English - Year 4



This term the children will be writing:

Settings and characters

Diaries

Instructions

Narrative

Informal letters

Persuasive writing

Instructions

Poetry

Non-chronological reports

Grammar: capital letters, full stops, prepositional phrases, expanded nouns phrases, conjunctions, inverted commas, clauses, pronouns, fronted adverbials

Spellings: suffixes, plurals, irregular past tense



Homework - Miss Bobbett

- ▶ TT Rockstars
- ▶ Read 4 times (days) a week and record in Reading Records. Please note one House point will be awarded for reading 3 times (days will be counted rather than the number of times). If a child reads 7 days a week, they will receive a bonus House point.
- ▶ Spellings - weekly spellings to learn. Tested on Monday. In Year 3, new spellings will be sent home on Tuesday. Year 4 will send new spellings home on Monday.
- ▶ Snacks - a piece of fruit/ breadsticks/ veg sticks / crackers/ plain popcorn/ dried fruit.
- ▶ Do not bring fruit bars, cheese biscuits, fruit winders, nuts

PE

	Year 3	Year 4
Mr Ball and Mr Perry	Tuesday morning	Thursday afternoon
Class teachers	Every other Friday	Tuesday morning

- ▶ PE kit: red Brookside t-shirt, black shorts/joggers/leggings, trainers, sweatshirt/hoodie (own choice)
- ▶ For morning PE sessions, children may wear their PE kit into school. They must bring in their school uniform to change into. For afternoon sessions, children need to wear school uniform into school; they will then change into their PE kit.

Online Safety

There are lots of positives...



Online games can enhance teamwork and creativity



Add to the child's store of knowledge



Households with computers perform better academically



Improve both visual intelligence and hand-eye coordination

89% of 8-11 year olds said that using social media made them feel happy and 82% said it helped them to feel closer to their friends

2020 Ofcom

Risk is not harm

Positive action can limit risks becoming harmful. Here are 5 tips for parents:

- 1 Understand the risks
- 2 Communicate regularly
- 3 Keep the risks in proportion

4 Agree on helpful mediation strategies

5 Develop coping strategies that foster resilience



Controlling tech time

Your children will be watching the way you use technology and they will copy; make sure there is some consistency in how you **role model** good behaviour:

1 Turn off notifications on apps to avoid that constant 'ping'

2 Buy an alarm clock so you don't have devices in the bedrooms

3 Keep phone on silent in your pocket or bag when you pick the kids from school

4 'No phones at the table' rule or 'no phones between 6 and 7' rule

5 Family tech-free days!



internet
matters.org

Controlling tech time

And there are tactics you can put in place **to help manage** their screen time...

- 1 Set a good example
- 2 Talk together about the time spent online
- 3 Agree on appropriate length of time they can use their device
- 4 Get the whole family to unplug & create screen-free zones

- 5 Use technology/apps to help manage screen time e.g. Forest App



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Dealing with inappropriate CONTACT

What to talk about

- Sometimes people hide behind fake profiles for dishonest reasons
- Agree how they will respond to requests from people they don't know in real life
- Never ever to meet up with anyone they don't know in real life

Top tips / tools to use

- Set up safe social media profiles that don't share personal information
- Turn off geolocation settings on devices
- Use the strongest privacy settings on social media
- Learn how to report/block/mute

Why is cyberbullying different?



Hard to
escape



Instantly reach
audience



Repetitive



24 hour
access



Anonymity



Hard to
police

Have great internet manners



1. Treat others as you would like to be treated



2. If you wouldn't say it to someone in person don't say it online



3. People can't see your body language, facial expressions or hear the tone of your voice online – so don't over-use icons and punctuation to convey meaning



4. Don't make a situation worse by provoking people even more



5. Don't start rumours or spread gossip about someone online



6. Don't make fun of someone in an online chat

Safe social media profile



Use a strong password



Use an alias and avoid personal pictures



Don't include date of birth and other personal information



Show your child how to block and report



Change settings to private



Consider the minimum age



Don't accept friend requests from strangers



Switch off location services



Tell them to think before they post

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How can you help?



Remember this is an emotionally-charged problem



Encourage them not to treat bullying as a secret – they can use you as release for their emotions; importantly keep the dialogue open



Stay calm, patient, and ask how you can help



Praise them for being brave enough to share with you



Believe them, refrain from judging or belittling and acknowledge their feelings



Think very carefully about approaching other parents

Any questions?

- ▶ If you have any worries, questions or concerns, please do not hesitate to contact the class teacher.

The best ways to contact us:

- ▶ email the school office. We will respond as soon as possible.
- ▶ catch us at the end of the day when we bring the children out.