



Radipole Primary School

An introduction to your child's year.



The Team

Year 3 and 4 Phase Leader
Karen Ireland

4C Teacher
Nikki Charlesworth

4H Teacher
Sophie Hardy

Teaching Assistant
Sandra Beale

Teaching Assistant
Kate Jackson

1:1 Assistant
Shelley Turnbull



Topics

Autumn Term

Stone Age to Iron age

Australia

Electricity - Science

Isambard Kingdom Brunel

French Fortnight

Christmas Traditions

Spring Term

Anglo-Saxons and Scots - Britain's Settlements

Teeth and Digestion - Science

Mexico

Sound - Science

Jurassic Coast Leeson House

Summer Term

States of matter – Science

The Lost Thing- designer Shaun Tan

Creative Arts week

Habitats and Living things – Science

Andy Warhol

Literary study



Trips and Visits

Leeson House
8th – 10th May





Timetable/Routines

Indoor PE – Wednesday afternoons

Outdoor PE – Friday afternoons

Spelling tests- Monday afternoon

Times tables tests- Thursday afternoon





Interventions

Interventions are small focused groups that are designed to support children to reach their full potential. These include; spellings, times tables, phonics, handwriting, reading and maths.

Some interventions are delivered during morning assembly time and others in the afternoon.



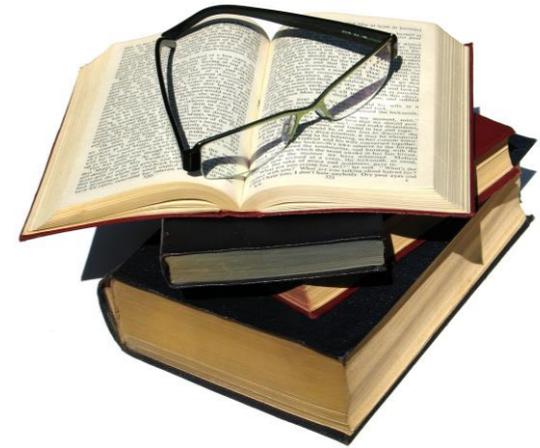
Home Learning

We expect your child to read regularly, learn spellings and times tables. Every fortnight there will be a Mathematics challenge for your child to complete online.





Reading



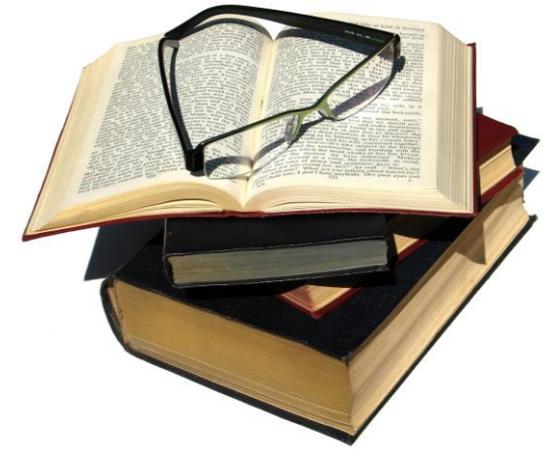
We expect you to listen to your child read at least 5 times a week. This needs to be recorded in your child's little blue reading diary and signed by an adult.

An essential part of listening to your child read is questioning them on their understanding about the text. You can do this by asking them questions about character intentions, plot and their own thoughts on the story.

Each class has a book chart to record their reading progress with rewards for regular readers.



Reading



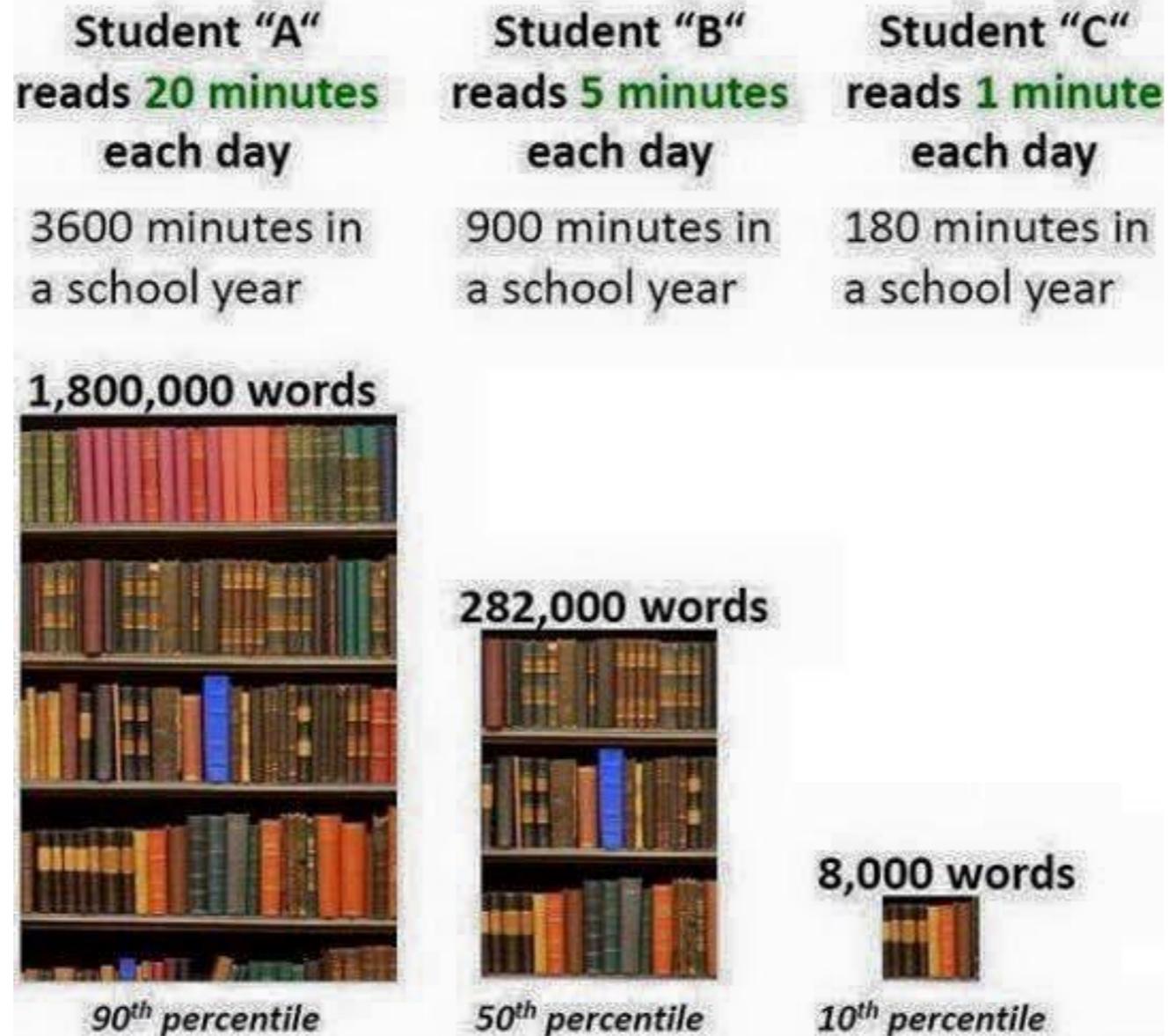
Applying phonic knowledge/
decoding (otherwise known as
'reading aloud').

- Checking text makes sense to them.
- Asking questions to improve understanding.
- Discussing a wide range of fiction/non-fiction.
- Drawing inferences such as a character's feelings (and backing this up with evidence from the text).
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and then summarising them.
- Discussing words and phrases that capture the reader's interest and imagination.
- Identify how language, structure and presentation contribute to meaning.





Why Can't I Skip My 20 Minutes of Reading Tonight?



By the end of year 6 student 'A' will have read the equivalent of 60 whole school days.

Student 'B' will have read only 12 school days.

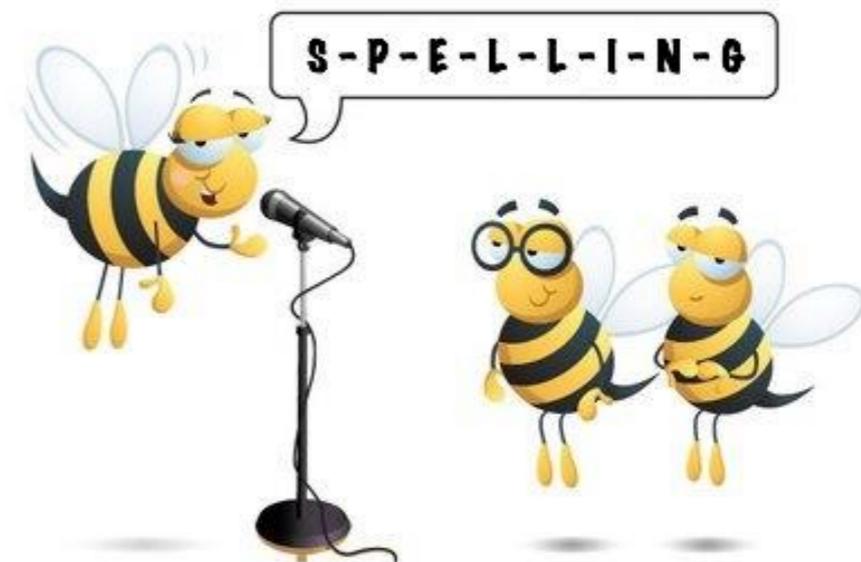
Which child would you expect to have a better vocabulary?

Which child would you expect to be more successful in school.....and in life?



Spellings

The children will be taught one new spelling rule each week and will be set a list of words to learn or an investigation to complete.





Spellings

Group 2

‘recognising homophones’

Please learn the spellings below and make sure you can use the correct spelling in the correct context.

1. there
2. their
- 3 they're
4. are
5. our
6. one
7. won



Times Tables

Children will have one times table to learn at a time. They will be tested on this table weekly until they can accurately and fluently recall them in 45 seconds. Once they have mastered the twelve times table in, they will move on to a mixed 'speed challenge'.

Squeebles
Times Tables Grid

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Targets

Targets are given to children for writing. These are specific to your child. Children mark these off as they achieve them.





IEPs/Provision Maps

Some children have individual educational plans with more detailed targets designed to give your child greater support or provision maps which outline the further support your child is receiving. These will be discussed with you at a later date on a one-to-one basis.



Maths Objectives

- Count in multiples of 6, 7, 9, 25 and 1000.
- Count backwards through zero to include negative numbers.
- Order and compare numbers beyond 1000.
- Round any number to the nearest 10, 100 or 1000.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Recall multiplication and division facts for multiplication tables up to 12×12 .
- 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.
- Round decimals with one decimal place to the nearest whole number.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure [for example, kilometre to metre; hour to minute].
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Plot specified points and draw sides to complete a given polygon.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Reading Objectives

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.
- Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.
- Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].
- Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.
- Retrieve and record information from non-fiction.



Writing Objectives

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Draft and write by organising paragraphs around a theme.
- Draft and write by creating settings, characters and plot in narratives.
- Proof-read for spelling and punctuation errors.
- Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.
- Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].
- Indicate grammatical and other features by using and punctuating direct speech.



Aspects of Learning

Dinosaurs

Persevere

Tryasaurus Rex

A learner needs to keep going in the face of difficulties. They need to stick at things even when they find it difficult or really challenging.



Explore

Explorasaurus

A learner needs to ask questions and be curious. They need to think about what to do and where to go to support their learning.



Care

Careodactyl

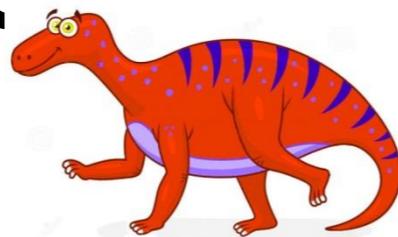
A learner needs to look after themselves and others. They need to think about how to take care of things.



Collaborate

Collabadon

A learner needs to work with and learn from others. They need to respect others and recognise different viewpoints.



Reflect

Reflectadon

A learner needs to reflect and learn from experience. They need to think about what they do and what they have done.

