



Gayton Primary
School

Year 3 & 4
October 6th 2021
2021-2022



The Creative Curriculum Y3

- Autumn Term:

Geography: UK geographical regions Local Study (Parkgate)

Science Focus: 1. Animals including Humans
2. Begin 'Rocks' - coastal regions

- Spring Term:

History : Changes in Britain from Stone Age to Iron Age

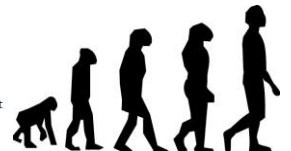
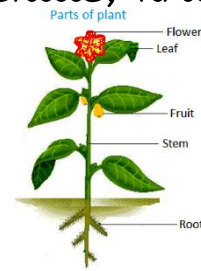
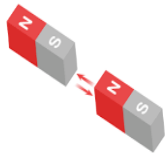
Science Focus: 1. Continue Rocks
2. Forces and Magnets

- Summer Term:

History Focus: Early Civilisations - Ancient Egypt

Science Focus: 1. Plants
2. Light

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





The Creative Curriculum Y4

- Autumn Term:

History Focus:

Ancient Greece - Life, Achievements and Influence on Western World

Science Focus:

Animals including humans
Sound

Spring Term:

History Focus:

The Roman Empire and its Impact on Britain

Geography Focus:

Volcanoes and Earthquakes

Science Focus:

States of Matter.

Living things and their habitats

Summer Term:

Geography Focus:

South America

Rainforests (including climate zones and biomes)

Science Focus:

Electricity

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





The Year 3 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 8:40 - 8:55	Maths Challenge	Maths Challenge	Maths Challenge	Maths Challenge	Spelling Test
Session 1 9:00 - 10:00	Maths - The numberline to 1000	Maths - Finding 1, 10, 100 more/less	Maths - Comparing numbers to 1000	Maths - Comparing numbers to 1000 (2)	Maths - Ordering numbers to 1000
Session 2 10:00- 10:20	Handwriting (Change reading books)	Spelling (Change reading books)	Handwriting (Change reading books)	Spelling	Maths - mental maths fluency
10:20 - 10:35	B	R	E	A	K
Session 3 10:35 - 11:35	English - Using prepositions in a non-chronological report	English - Using powerful verbs to write a riddle Picture News 11:20 - 11:35	English - Editing, publishing and performing a riddle 11:20 - 11:35 Church assembly	English - Editing and publishing a non-chronological report.	English - Role play and dialogue
Session 4 11:35 - 12:05	Guided Reading Whole Class Guided Reading session	Guided Reading Group 1& 2	Guided Reading Group 3 & 4	Follow up Picture News	Celebration Assembly 11:20 Follow up task
Lunch 12:05 - 13:05	L	U	C		H
1:05 - 1:15	Rest Easy	Rest Easy	Rest Easy	Rest Easy	Rest Easy
Session 4 1:10 - 1:45	PSHE Coding - what is coding introduction? Cup activity	Science Lesson 2 Plant child	Topic - Atlases - cities and counties of UK	PPA RE/PE	Give out new homework
Break 1:45 - 2:00					Art/Music
Session 5 2:00 - 3:05	Coding lesson 1	Requirements for living things (diet)	Topic - UK and the regions continued		PE



Timetable Year 4

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9.00	Maths Skills Activity	Times Tables	Reading	Handwriting	Handwriting
9.00 - 10.20	Maths	Maths	Maths	Maths	Maths
	break	break	break	break	break
10.35 - 11.20	English	English	English	English	English
11.20 -11.35		Picture Assembly	Church Assembly		Assembly
11.35 - 12.05	Whole Class GR	Guided Reading – Whole Class	English	Guided Reading - Group	Spellings
Lunch					
1:05-1:15pm	Register and Rest Easy	Register and Rest Easy	Register and Rest Easy	Register and Rest Easy	Register and Rest Easy
1.15pm - 2.00pm	P.E	Science	P.E	Times Tables Practise	Spelling Test
				Computing	History
	break	break	break	break	break
2.20 - 2:40	PSHE	Science	French	Music	History Ancient Greece
2:40 - 3:10	Class Assembly	Spellings	Spellings	Class Assembly	
3:10 - 3.25	Story	Story	Story	Story	



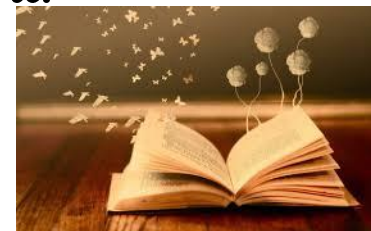
Utilised across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

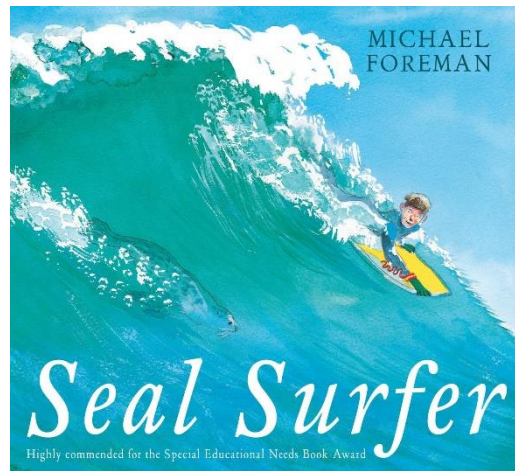
Impacts on both reading and writing attainment.

Vocabulary teaching explicit

Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.





Pathways to Write (Y3 Autumn term)

Elements of writing covered through our study of the texts.

Plan writing:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Compose and rehearse sentences orally

Draft and write:

- Discuss and record ideas
- Use dictionaries to check the meanings of words
- Enhance vocabulary choices using a thesaurus
- In narratives, create settings, characters and plot

Evaluate and edit:

- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors

Writing Outcome: To write a letter from the boy to his grandfather telling him about the events he has missed

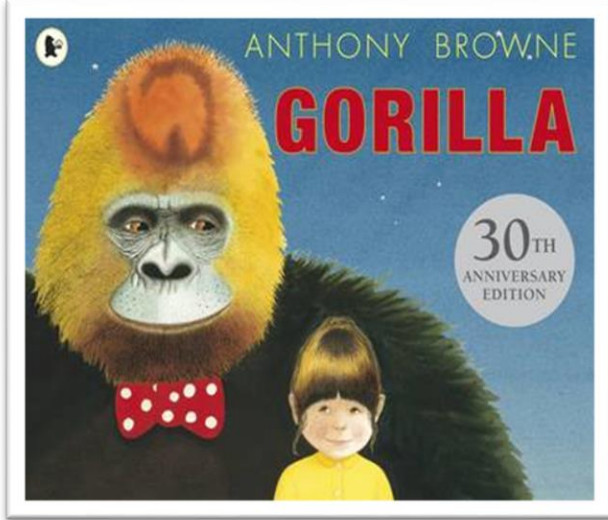


Writing Outcome: To write a fantasy story based on a fable

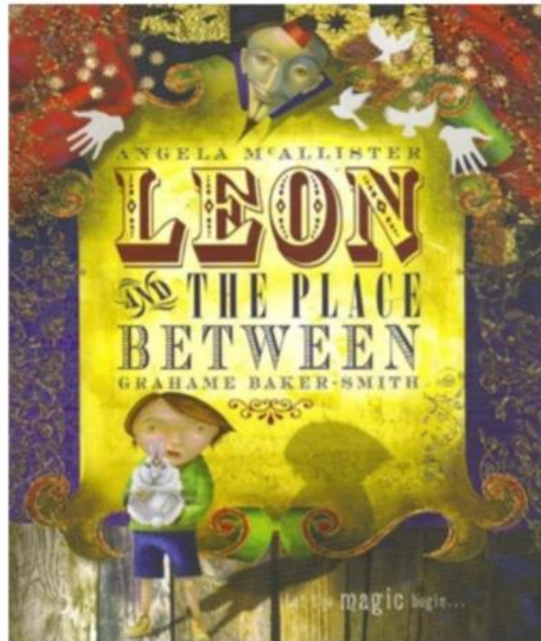


Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)• Use subordination (when, if, that, because) and co-ordination (or, and, but)• Use present and past tenses consistently and correctly• Use progressive forms of verbs• Use expanded noun phrases• Write sentences with different forms: statement, command, question, exclamation	<ul style="list-style-type: none">• Group related ideas into paragraphs• Build a varied and rich vocabulary• Use prepositions to express time, place and cause• Introduce inverted commas to punctuate direct speech (one session)	<ul style="list-style-type: none">• Write in the first person• Use apostrophe in contractions• Provide detail through use of prepositions to express time, place and cause• Use a variety of sentence forms including statements and questions• Write in consistent past and present tense including progressive forms• Use some future tense verbs• Use layout and structure of a letter• Ensure chronological order to explain sequence of events



Writing Outcome: To write a narrative based on the story of 'Gorilla'



To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy

Pathways to Write (Y4 Autumn term)

Elements of writing covered through our study of the texts.

Plan writing:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Compose and rehearse sentences orally

Draft and write:

- Compose and rehearse sentences orally
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot

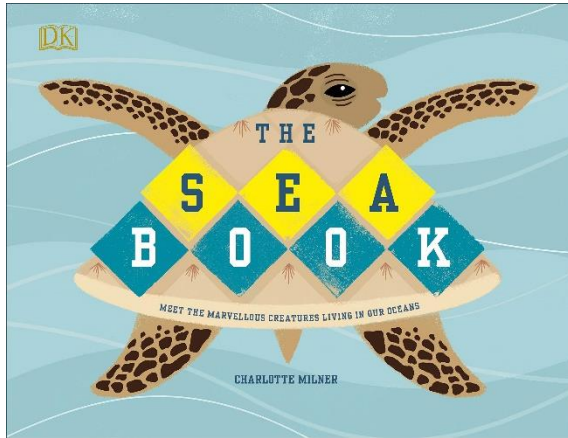
Evaluate and edit:

- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors



Pathways to Write keys

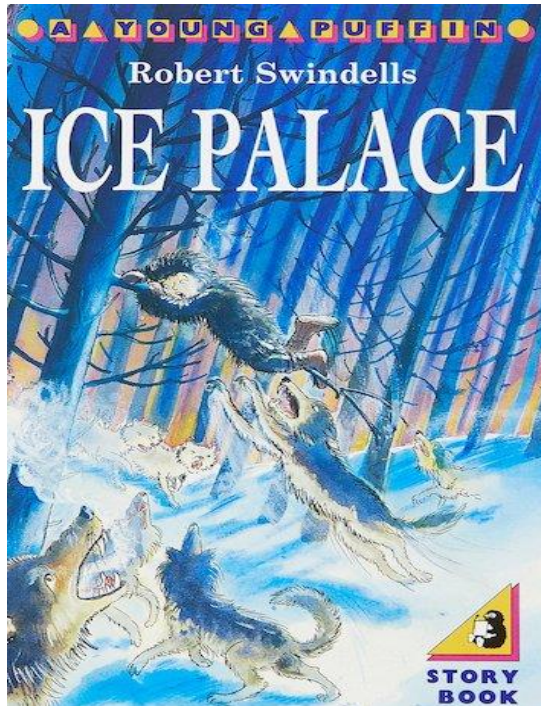
Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">• Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)• Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)• Group related ideas into paragraphs (Y3)• Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)	<ul style="list-style-type: none">• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• Use fronted adverbials• Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)• Use commas after fronted adverbials <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>	<ul style="list-style-type: none">• Use small details to describe characters• Use small details for time, place and mood• Use 1st or 3rd person consistently• Use tenses appropriately• Sequence stories in different stages: introduction, build up, climax, resolution



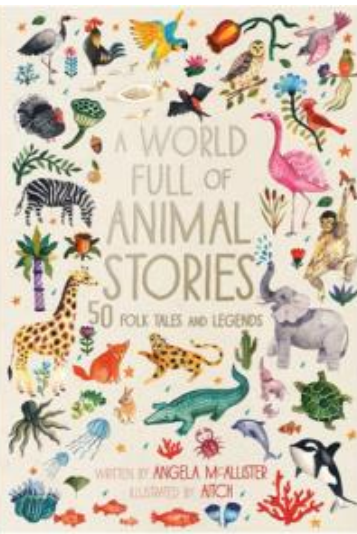
Pathways to Read (Autumn term)

Elements of Reading covered in our study of texts...

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of root words, prefixes and suffixes.
- Ask questions to improve understanding of a text
- Use dictionaries to check the meaning of words
- Identify themes and conventions throughout stories
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise different forms of poetry
- Explain meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied



Pathways to Read (Year 4 Autumn term 1)



Pathways to Read keys

Mastery keys:

Lessons 1-2	Lessons 3-4	Lessons 5-6
↪ Ask questions to improve understanding	↪ Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	↪ Ask questions to improve understanding ↪ Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Recommended shared reading approaches:

- Teacher reads aloud to model intonation and fluency while pupils are following the text
- Teacher reads aloud to model intonation while pupils are reading aloud alongside the teacher
- Pupils read in pairs quietly (same or mixed ability) Supportive role to be carried out where appropriate
- Pupils read the text silently at own pace
- Pupils read a section of text in an allocated time to improve fluency

Year 3 and 4 Reading Objectives

- 1 Read aloud and understand words based on knowledge of root words, prefixes and suffixes
- 2 Read further exception words, including those with unusual spelling/sound links
- 3 Retell some fairy tales or traditional tales orally
- 4 Identify themes and conventions in a range of books
- 5 Perform plays and poetry aloud using intonation, tone, volume and action
- 6 Recognise some different forms of poetry
- 7 Use dictionaries to check the meanings of words
- 8 Check that a text makes sense, including explaining the meaning of words in context
- 9 Identify and summarise the main ideas drawn from more than one paragraph
- 10 Draw inferences about feelings thoughts and motives
- 11 Use evidence to justify inferences
- 12 Discuss words and phrases which capture the reader's interest
- 13 Identify how language contributes to meaning
- 14 Identify how structure and presentation contribute to meaning
- 15 Retrieve and record information from non-fiction texts

Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.
- Please ensure that your child is reading at home daily and record this in the reading record.
- Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.
- Please also read to your child so that they can listen to adults reading.

All of year 3 and 4 will be given a book of the reading scheme that is appropriate to their reading ability. This is to help develop their fluency and their understanding and comprehension skills with a suitable text.

Y4 will need to have this in school every day as well as their reading records.

Pathways to Spell



Pathways to Spell

Pathways to Spell is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to:

- Ensure that pupils become confident and competent spellers
- Enthuse and fascinate pupils about words and language
- Develop pupils spoken language skills
- Promote collaborative learning in the classroom
- Develop an engaging spelling environment across school
- Effectively reduce teacher workload with a highly detailed, progressive and engaging
- Planning for the delivery of spelling teaching



Year 3

Autumn 1

Autumn 1 overview:

Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Adding the endings -ing, -ed to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*)Adding -ing, -ed to a root word ending in y (Y2*)Adding -ing, -ed to words ending in e (Y2*)
3	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i>	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
4	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i> (to root words ending in -y)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
5	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	<ul style="list-style-type: none">The suffix <i>-ly</i> (added straight on to most root words and root word ending in -y with a consonant letter before it)
6	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	<ul style="list-style-type: none">The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)



Year 4

Autumn 1

Autumn 1 overview:

Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i>	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words of one syllable ending in vowel consonant (Y2*)Adding <i>-ing</i> <i>-ed</i> to words ending in <i>-e</i> with a consonant before it (Y2*)Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>-y</i> with a consonant before it (Y2*)
3	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> (to root words ending in <i>-y</i>)	<ul style="list-style-type: none">Adding <i>-er</i>, <i>est</i> to a root word ending in <i>-y</i> and <i>-e</i> with a consonant before it (Y2*)
4	<ul style="list-style-type: none">The suffix <i>-ly</i> (added straight on to most root words and root words ending in <i>-y</i> with a consonant letter before it)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
5	<ul style="list-style-type: none">The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
6	<ul style="list-style-type: none">The /n/ sound spelt <i>kn-</i> and (less often) <i>gn-</i> at the beginning of words	<ul style="list-style-type: none">Words with the /k/ sound spelt <i>ch</i>

Spellings/Phonics

Overview of Spellings

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore

Spellings/Phonics

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

guide

heard

heart

height

history

imagine

increase

important

interest

island

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

though/although

thought

through

various


weight

woman/women



Year 4 Spellings Autumn 1 2020-2021

Here is an overview of the Spellings for Autumn Term 1. Our story for this term is 'Gorilla' by Anthony Browne. In the bottom right box, you will find words associated with the story. You may want to encourage the use of these words at home for vocabulary development.

Test Date: Friday 24 th Sept 2021	Test Date: Friday 1 st Oct 2021	Test Date: Friday 8 th Oct 2021	Test Date: Friday 15 th Oct 2021
<p>Revision of adding suffixes to words ending <u>-y</u>. The <u>-y</u> is changed to <u>i</u> before adding <u>-ed</u> or <u>-er</u> but not <u>-ing</u>.</p> <p>Play the games on Spelling Shed, then use these words to practise:</p> <p>apply steady bully pity envy hurry spy</p>	<p>Revision of adding suffixes to words ending <u>-e</u>. The <u>-e</u> at the end of the root word is dropped before adding <u>-er</u>, <u>-ed</u> or <u>-est</u>.</p> <p>Play the games on Spelling Shed, then use these words to practise:</p> <p>dance close breathe smile large rude</p>	<p>Words from y3/4 Statutory spelling list.</p> <p>busy certain enough height and weight occasion - al - ly often peculiar surprise</p>	<p>Words from y3/4 Statutory spelling list.</p> <p>actual arrive fruit mention opposite ordinary remember strange</p>
Test date: Friday 22 nd Oct 2021		NOT TESTED – Key words in story	
<p>Words with the /k/ sound spelt <u>ch</u></p> <p>arachnid ache chaos character chemist chord echo scheme</p>	<p>Challenge: <i>Can you think of other any words that have the k sound spelt <u>ch</u>?</i></p>	<p>obsession dejected tingle impression awesome bluff charge glance lounge theme parcel primate ape chestnut kin stem vegetarian patchwork symbolism</p>	



Spelling Shed

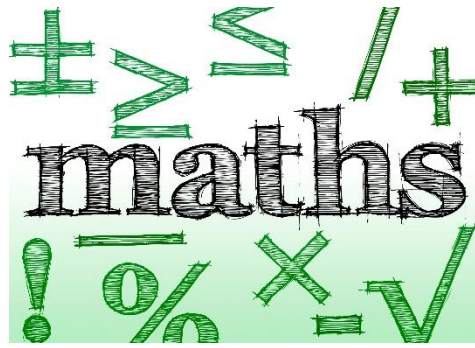
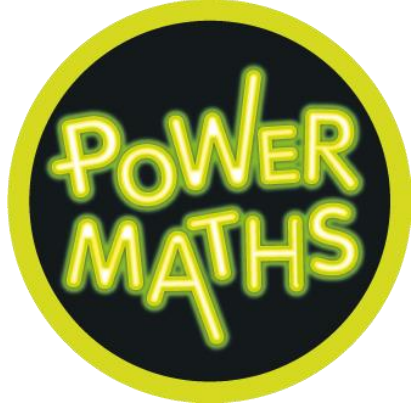


This is part of Ed Shed and is part of your child's weekly homework. All children should have their own unique log-in and password.

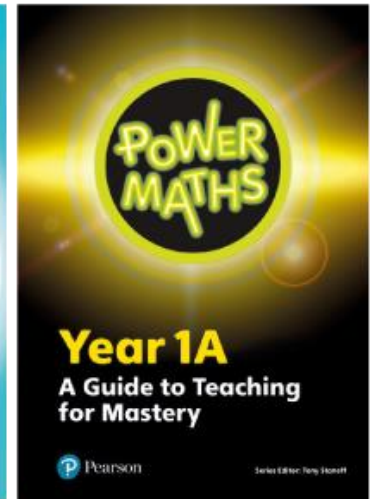
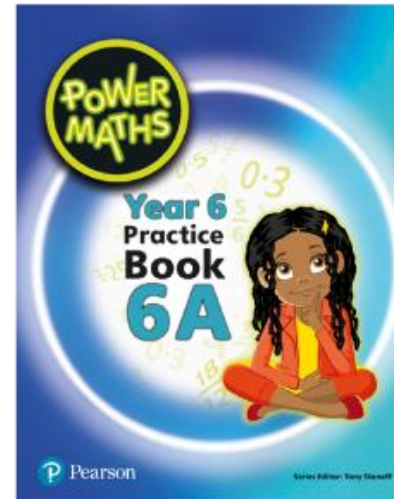
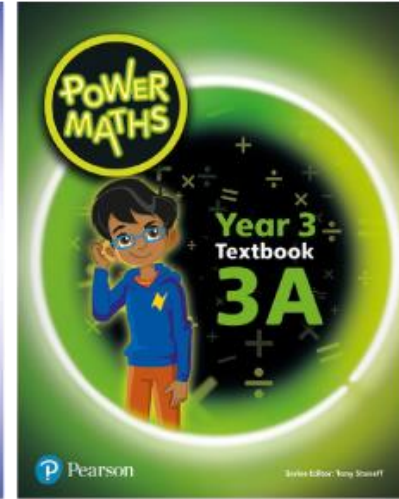
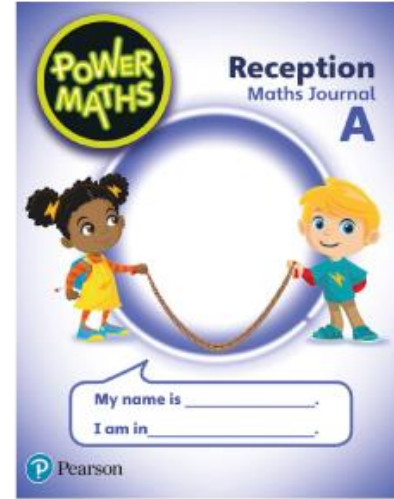
They will be able to play games and complete activities linked to their weekly spellings.

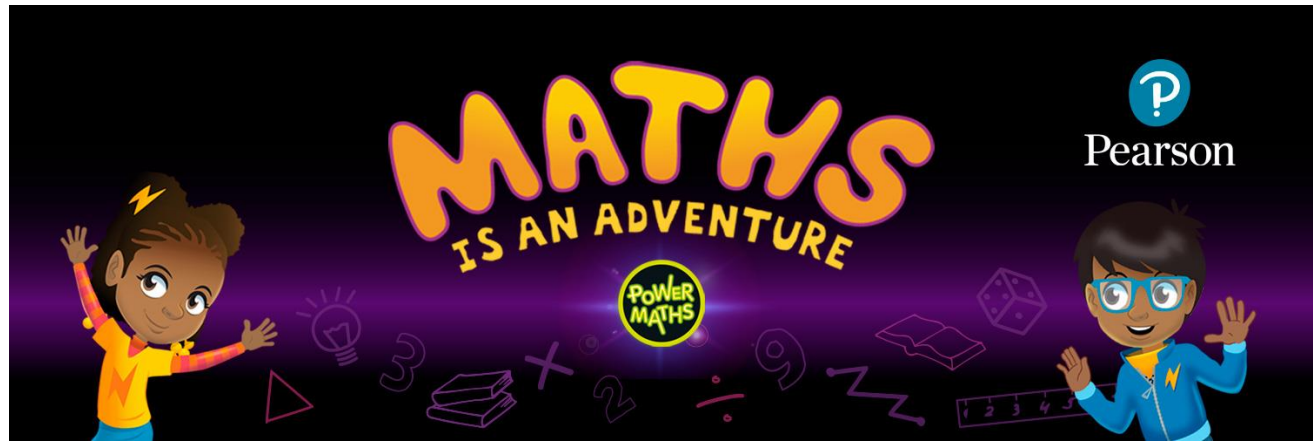
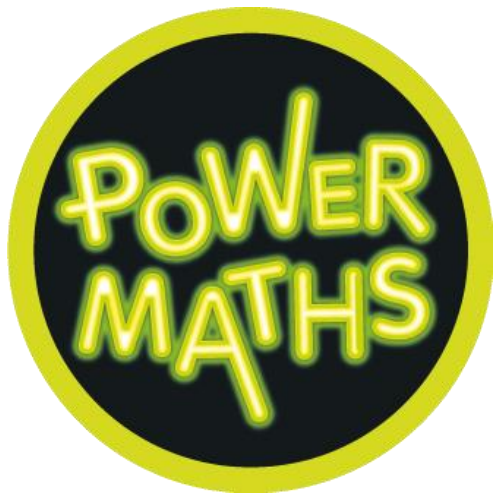
Letter-join

- Handwriting scheme - implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.
- Your child has a log-in to the letter-join website in order to practise their handwriting at home as part of their homework.



- Power Maths is a UK curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.
- Aligned to the White Rose Maths progressions and schemes of learning.
- Built around a child-centred lesson design that models and embeds a growth mind set approach to maths and focuses on helping all children to build a deep understanding of maths concepts.





Numbers to 1,000,000

Discover

I have made a 6-digit number using the cards. It has 4 hundreds. My number has 2 ten thousands. It is less than 800,000 and odd.

10,000 more than the number I have made is 106,287.

1 a) What numbers could Richard have made using the digit cards shown? How many different answers can you find?
b) What number has Lexi made?

PUPIL TEXTBOOK 6A PAGE 8

Share

a) I have made a 6-digit number using the cards. It has 4 hundreds.

HTh	TTh	Th	H	T	O
			4		

My number has 2 ten thousands.

HTh	TTh	Th	H	T	O
2		4			

Put the 2 in the ten thousands column.

It is less than 800,000 and odd.

HTh	TTh	Th	H	T	O
8	2	4			

The digit in the hundred thousands column must be less than 8. The 7 or the 9 must go in the ones column to make the number odd.

HTh	TTh	Th	H	T	O
8	2	4		7	

The digits that are left can be placed in either the thousands or the tens column. So Richard could have made:

627,489 726,489 629,487
628,478 728,469 628,447

I made 726,489 and 728,469 when I used 7 instead of 6 as the first digit.
I made 629,487 and 628,447 when I used 7 instead of 9 in the ones column.

PUPIL TEXTBOOK 6A PAGE 8

Think together

b) To find the number Lexi has made we need to work out what is 10,000 less than 106,287.

HTh	TTh	Th	H	T	O

Lexi has made the number 96,287.

I represented 106,287 with counters on a place value grid, and then subtracted 10,000.

1 Richard has made some numbers using different representations. Say each number out loud. Then write each number in words.

3 2 5 6 7

HTh	TTh	Th	H	T	O
4	9	1	8	6	2

HTh	TTh	Th	H	T	O
4	9	1	8	6	2

10,000 6

PUPIL TEXTBOOK 6A PAGE 8

Practise

Numbers to 1,000,000

1 Write the numbers that are shown on the place value grids.

a)

HTh	TTh	Th	H	T	O
●●●	●●	●●●●●●	●●	●●	

b)

HTh	TTh	Th	H	T	O
●●●●	●●●	●●●	●●	●●	●●●●

2 Write each of the numbers in numerals.

a) one hundred and twenty-three thousand

b) four hundred and thirty-nine thousand, two hundred and eighty-six

c) ninety-seven thousand, one hundred and three

d) three hundred and five thousand, two hundred and forty-six

PUPIL TEXTBOOK 6A PAGE 8

Reflect

4 Write in the missing numbers. Start from the original number each time.

a)

Number	1,000 more	100 more	10 more	10 less
73,400				

b)

Number	100,000 more	10,000 more	1,000 less	1,000 more
650,167				

5 Max is thinking of a number. His number:

- is a 6-digit, odd number
- has the same number of 1,000s as 1
- is greater than half a million
- has a digit sum of 26.

Write two numbers that could be Max's number: _____ and _____

Compare your information with your partner's information.

PUPIL PRACTICE BOOK 6A PAGE 8

Lesson and learning sequence:

Power Up! (re-visit prior learning as a starter to keep skills sharp)

Discover → Share → Think together → Practise → Reflect

MathShed

All children can also access MathShed with their Ed-shed log-ins. This website provides activities and games to develop mathematical fluency.



Times tables- Fluency

- *By the end of YEAR 3, children should be able to recall multiplication facts for the 1s, 2s, 3s, 4s, 5s, 8s and 10s.*
- *By YEAR 4, children should know all multiplication facts up to 12×12 .*
- *Children should practise their times tables every day at home with an adult.*



Year 4 Multiplication and Times Table Check

Expected to know times tables up to 12×12

June 2022 - three week window

Online digital assessment

25 question in 5 minutes with 6 seconds to answer each Question.





Times Tables Rock Stars



The children practise this at school and are expected to use it at home too as part of their homework. They all have a personalised log in. I can monitor progress and set specific tables.





PSHE and RSE



As a school, we follow the SCARF PSHE scheme to ensure full coverage of the curriculum.

Lessons are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship.

We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships.

For each year group, there are six themed units which provide a PSHE and wellbeing curriculum. These units are matched to our school values (friendship, respect, truthfulness, compassion, perseverance and courage) to support and further embed our school's ethos.

The six half-termly themed units are repeated in every school year to develop and build on children's learning in a spiral approach.



SCARF and our School Values



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Friendship	Respect	Truthfulness	Compassion	Perseverance	Courage
SCARF unit	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibility	Being my best	Growing and changing



Opal- Outdoor Play and Learning

Why are we doing this?

- To enable children to have more fun!
- To support the wellbeing and mental health of all our pupils.
- To promote the personal development of all our children.
- To allow pupils to take risks, be creative, expressive and use their imagination through play.
- To allow time for children to socialise, work cooperatively together, improve resilience, stamina and confidence.



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

• Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

Homework Expectations

Homework

Year 3

Date: 1.10.21

Homework

Year 4

Date: 01.10.21

Reading



This week your comprehension is *The Old Woman in the Shoe* which is a narrative extract with a vocabulary focus. You will also find the VIPERS comprehension questions at the bottom of the text.

Some of you may be able to read this independently and others may need a little support from an adult; that is still okay! The main purpose of this activity is that you are

Spelling



Statutory Y3 / 4 Word List

accident
accidentally
experience
extreme
heard
natural
ordinary
strength

Test date: Friday 8th
October 2021

Letter-join

Maths



Homework book

We have been working on mental addition and subtraction - with a focus on adding and subtracting ones that sometimes cross 10!

Please complete pages 11 and 12 of your *Maths Practice Questions book*. Please leave the pages between, as we will revisit these in a few weeks' time to check children have retained place value knowledge.

Reading



This week your comprehension is a narrative text about *Theseus*. This is an ancient Greek myth, but it has been given a modern setting. There is a vocabulary focus, as well as the VIPERS comprehension questions at the bottom of the text.

Some of you may be able to read this independently and

Spelling



Words from y3/4 Statutory spelling list.

busy
certain
enough
height and weight
occasion - al - ly
often
peculiar
surprise

Test date: Friday 8th October

Letter-join

Maths



Homework book

Recently, we have been working on Rounding numbers to the nearest 10, 100 or 1000. Please complete pages 7 and 8 of your work book. Lots of children made errors with this on a recent class mini assessment, so everyone will benefit from a little more practice.











IT Rockstars



Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.



 Compassion	 Courage	 Friendship	 Great work
 Lining up	 Perseverance	 Respect	 Teamwork
 Truthfulness	 Edit skills		



Present and future!

Enjoying year 3&4 and
being ready to move to Upper Key Stage 2!

This term, we are working on being a good team by:

- choosing a positive attitude and trying to looking after each other's happiness;
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn.

This ½ term, we are working on being ready for learning by:

- listening to instructions carefully;
- carrying out organizational activities efficiently;
- having the right equipment
- returning quickly to our places.

This year, we are preparing ourselves for the transition to UKS2 by:

- settling to work independently
- being brave and having a go before asking for help;
- challenging ourselves to achieve the highest standards we can.



Keeping in Contact

- Phone

Contact the school office - we'll get back to you as soon as we can.

- Email

The school office will forward emails to us and we will call you back as quickly as we can.

- Google Classroom- You can message privately via Google Classroom and we will respond as soon as possible.

Follow us on Twitter

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