



# Curriculum Open Evening

## Year 3 & Year 4

Tuesday 13<sup>th</sup> September 2022



# Ethos, Principles & Character Values

Ethos

One Community, Growing and Learning Together

Principles

Maintaining a **safe, protective** and **inclusive** environment that **empowers** all of our young people to thrive

Excellent **Character Education** with **wider personal** development **valued highly**

Commitment to high standards of **learning for all school stakeholders**

Building a **broad and progressive** curriculum, cultivated alongside **strong learning** in core subjects

Championing a culture of evidence-informed **effective teaching**, ensuring **long-term retention** of learning

**Relationships** built on **positive behaviours** through the development of **self-regulation** and **reflection**

Character Values

**R**esilience

**E**mpathy

**S**elf-Awareness

**P**ositivity

**E**xcellence

**C**ommunication

**T**eamwork



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Research evidence  
on reading for  
pleasure  
Education standards research team



## Why is reading for pleasure so important?

Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015).

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).



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Research Shows	What We Do at Fens
<p><b>Having access to resources and having books of their own has an impact on children’s attainment.</b> There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p>	<p><b>Classrooms have an excellent selection of books,</b> fiction and non-fiction, for the children to access. As a school we promote ‘20 Books to Read in ..’.</p>
<p>An important factor in developing reading for pleasure is <b>choice; choice and interest</b> are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)</p>	<p>We have a <b>lending library in each class</b> for children to choose a book to share with an adult at home for pleasure. Book audits ensure a wide selection for choice.</p>
<p><b>Literacy-targeted rewards,</b> such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).</p>	<p><b>Reading certificates</b> and stickers are used as rewards. <b>Half termly reading raffle</b> in class with books as prizes. Merit winners have a choice of <b>book as a prize.</b> <b>Reading leaders</b> in school.</p>
<p><b>Parents and the home environment are essential to the early teaching of reading</b> and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).</p>	<p><b>We value strong home-school relationships.</b> Parent information event to share importance of reading at home. Hartlepool library services (free service) and class lending library.</p>
<p>Reading for pleasure is <b>strongly influenced by relationships between teachers and children,</b> and children and <b>families</b> (Cremin et al, 2009).</p>	<p><b>Teachers read to the class,</b> sharing a range of stories and talking about own reading to act as reading role models.</p>



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# How can you support your child with reading at home in Year 3 and Year 4?

**Aim to read every night with a minimum of three times a week.**

**Children can take ownership of their reading and write their own comment in their green home school book that they have read. Parents to still sign to say this is correct – Reading Raffle tickets for adult signatures.**

**In Y4, all children are given a Reading Plus login which can be found on the inside of their Reading Record.**

reading  plus®



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# How can you support your child with **writing** at home in Year 3 and Year 4?

Practise Handwriting at home (Letter Join passwords in Home/School reading record)



Support children in learning spellings  
(Spelling tests will take place on a Friday in Year 3 and Year 4)

Talk to your children about their work

Make writing an enjoyable experience – praise and support





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# How can you support your child with Maths at home in Year 3 and Year 4?

In Year 3 children will learn...	In Year 4 children will learn...
To read, write, compare, order and solve problems with numbers to 1,000	To read, write, compare, order and solve problems with numbers to 10,000
the 2, 3, 4, 5, 8 and 10 times tables including division facts	all times table facts up to 12x12.

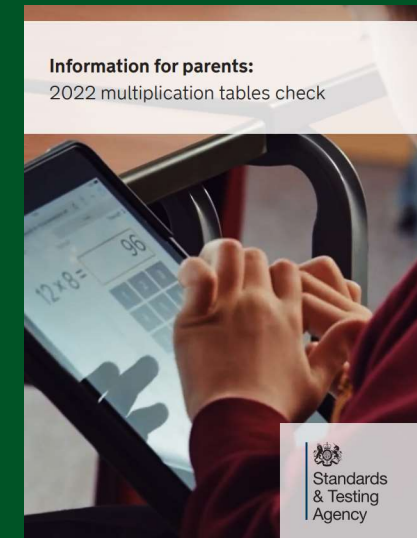
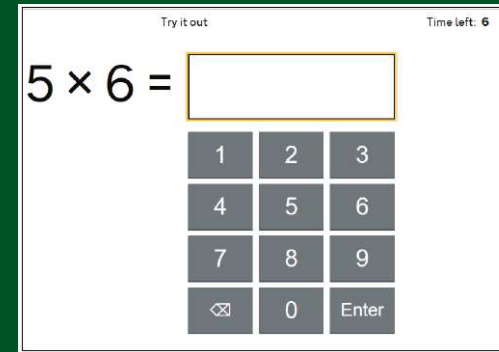


At home, children can practise their times tables, aiming to improve their Times Table Rock Star scores. Logins are stuck in their Reading Records. Children can also practise the written methods for addition, subtraction and multiplication.



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# Year 4 Multiplication Tables Check



Statutory KS2 assessment to be taken by pupils during the Summer term in Year 4. This sits alongside the existing end of KS2 SATs assessments in Year 6

The MTC will be delivered as an online, on-screen digital assessment

This will be taken in school on either a desktop computer or a tablet

The children will be expected to answer 25 multiplication questions based on all tables up to 12x

The children will be expected to do this in 6 seconds or less, meaning that quick recall of tables rather than working them out is essential

The test will be scored automatically and will be marked out of 25. Data will be reported back to schools, parents and pupils as a score out of 25





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## The importance of Attendance

Days off school add up to lost learning.			
175 days a year are non-school days. That's <b>175 days</b> to spend on family time, holidays, days out and non-urgent appointments.			
0 days absent	8 days absent	15 days absent	19+ Days absent
<b>100%</b> Excellent Attendance	<b>96%</b> Satisfactory Attendance	<b>92%</b> Requires Improvement	<b>Below 90%</b> Persistent absentee
Best chance of success	Harder to make progress	Less chance of success	Serious Impact on education

**Did you know? A two week holiday in term time means that the highest attendance you can achieve is 94.7%**



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Homework will be handed out in paper form AND will be available on our eSchools platform; this will be the same for spellings. Homework can be completed and returned to school or uploaded to eSchools in a range of formats.

We will also be sharing other curriculum information on eSchools so please visit this site regularly.

The screenshot shows the eSchools interface for a 'My class' page. At the top, there are navigation buttons for 'Dashboard', 'My class', and 'Me'. Below this, the 'My class' section is active, showing a sidebar with 'Projects', 'Homework', 'Class members', and 'Chat'. The main content area is titled 'Current Projects' and includes tabs for 'Current' and 'Archived', along with a 'Filter' dropdown and a search icon. A table lists four projects with their names, icons, and timescales.

Project name	Timescale
Year 6 Homework - Autumn Term PB	04/09/2022 - 31/08/2023
Year 6 Spellings Autumn Term PB	05/09/2022 - 31/08/2023
Year 6 Curriculum Newsletters PB	05/09/2022 - 31/07/2023
Year 6 Knowledge Organisers by Term PB	04/09/2022 - 31/08/2023



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# How will we communicate our curriculum?

## Curriculum Newsletters

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**Year 6 Curriculum Newsletter - Autumn Term 1**

Welcome to the 2022/2023 academic year and the first step on your child's year 6 journey. We have lots of exciting curriculum learning planned for this half-term and greatly value your support as a parent/carer. We would like to share our curriculum coverage for this half-term.

**English** - Pupils will be writing non-chronological reports, stories, and looking at biographical writing. Please support us with reading, by regularly listening to your child read about at home.

**Maths** - Our mathematicians will continue to develop their fluency and reasoning skills through solving problems using all four operations. Please support us at home by ensuring your child completes their maths homework.

**Science** - The Year 6 scientists will develop their knowledge about the history of classification through learning about Carl Linnaeus, known as the father of taxonomy. They will classify living things through working scientifically.

**RE** - Year 6 will be developing their understanding of how people use rituals in their lives.

**PE** - Pupils will be developing their teamwork skills and their understanding of tactics in games.

**Geography** - Children will learn about the physical and human features of the local environment through their study of **Spalding** village.

**History** - As historians, pupils will learn about life in the Anglo-Saxon period of British history and link this to how **Spalding** village has changed over time.

**Art and Design** - Our artists will be learning about the British Artist, Stephen Wiltshire. They will develop skills of sketching, printing and painting.

**Computing** - Pupils learn about the World Wide Web and the internet as well as learning about accurate and safe searching. They will also learn about how to cultivate positive and safe online relationships.

**PSHE & Relationships** - Children will consider and discuss the **Virg** in their lives as they learn about cultivating relationships.

**Reminders**

- Year 6 children benefit greatly from reading every day at home, especially with an adult to hear and question them. Children will receive Reading Raffle stamps for every adult signature in their home/School Reading Record.
- Homework and spellings will be available on **550days**. Homework can be completed on **550days**, by uploading a photograph or on paper and sent back into school. Teachers will check off on **550days** when homework is handed in.
- Homework to be handed in on **Wednesday** and spelling tests will take place each **Friday**.
- PE will take place on **Wednesday** and **Friday** of each week - please can children have their PE kits in school.

Our motto is **Character Values**

**R E S P E C T**

## Knowledge Organisers

**Fens Primary School Knowledge Organiser**

Year 3 Term: 1

**History | The Stone Age**

**Important Facts**

- The Stone Age
- This time is called
- They lived in cavi
- They gathered fr
- People started fi
- Once farming stc settlements
- Settlements wer diseases spread
- 2700 years ago p
- Iron Age people

**Key Dates**

- 800 000 BC earliest
- 400 000 BC earliest
- 10 000 BC end of the
- 3000 BC Stonehenge
- 3000 BC Skara Brae

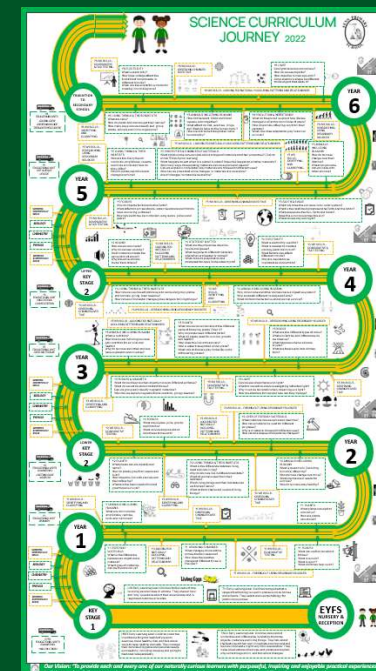
**Skara**

Stonehenge is a preting stone around 13 f

**Science Focuses: Forces and Magnets**

Concept	Definition/Explanation	Examples
<b>Contact Forces</b>	What is a force? A force is either: A push or A pull	Speed up, Slow down, Change shape, Change direction
<b>Changing the movement of an object requires a force to be applied on it</b>	Forces can push or pull objects, making them change their motion or shape. The movement of objects is changed if the forces acting on them are not in balance.	Diagrams and Symbols: Magnets only attract certain types of metals, other materials such as glass, plastic and wood aren't attracted.
<b>Magnetic Forces</b>	Why is magnetism different? Magnetic forces are do not need contact.	South Pole, North Pole, Attract, Repel, Types of magnets: Bar, Ring, Button, Horseshoe
<b>Working as a Scientist</b>	Explore the uses of magnets in everyday objects. Group everyday objects into magnetic and nonmagnetic by testing with magnets. Design a mechanism that requires a magnet to enable it to work.	Examples of magnetic and non-magnetic objects with red 'X' marks.

## A planned, progressive and broad curriculum





Commando Joe's RESPECT programme is an exciting new initiative that we are implementing in school. The overarching aim is to enhance our children's character - and wider personal – development. The children will take part in a range of 'missions' in school as well as having the opportunity to complete them at home.

Character Values

Resilience

Empathy

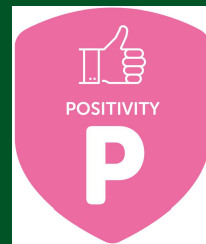
Self-Awareness

Positivity

Excellence

Communication

Teamwork



# Wider Personal Development and Enrichment in Y3 & Y4



## Educational Visits and Visitors

- RSPB Saltholme
- Greatham Church
- Hartlepool Power Station
- Summerhill Outdoor Activity Centre



## Sports Clubs and Sports Coaches

- Yoga
- Tag Rugby
- Futsal
- Street Dance

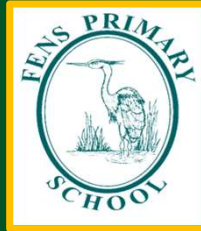


## Choir Auditions

## Christmas Performances

## Whole school ARTs, SCIENCE, MATHS & WRITING WEEKs – Fantastic Community Events





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**Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.**

*Education Endowment Foundation*