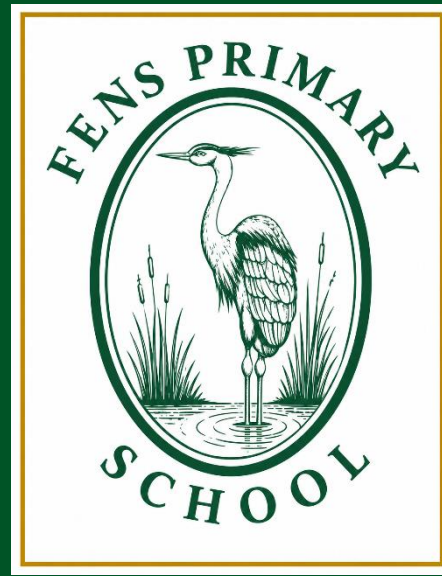




Curriculum Information For Parents

Year 3 & Year 4

September 2026



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

Resilience

Empathy

Self-Awareness

Positivity

Excellence

Communication

Teamwork

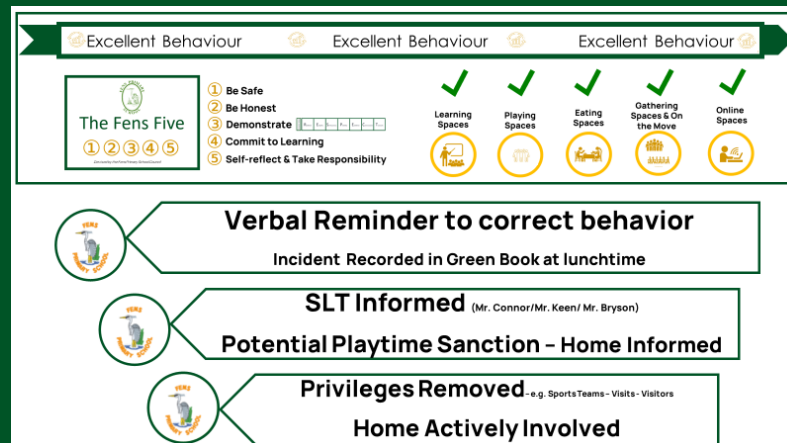


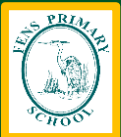
- ① Be Safe
- ② Be Honest
- ③ Demonstrate

Resilience	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork
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- ④ Commit to Learning
- ⑤ Self-reflect & Take Responsibility

The Fens Five Behaviour Principles

At Fens, we have five simple principles which help everyone understand what excellent behaviour looks like. Developed with our School Council, the Fens Five encourage children to be safe, be honest, demonstrate our RESPECT values, commit to their learning, and take responsibility for their choices. These principles are used consistently across school to recognise positive behaviour and support children when expectations are not met. That feels parent-friendly and positive without simply repeating everything they can already see on the slide.





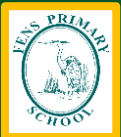
Why is reading for pleasure so important?

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).



Research Shows	What We Do at Fens
Having access to resources and having books of their own has an impact on children's attainment. 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).	Classrooms have an excellent selection of books, fiction and non-fiction, for the children to access. As a school we promote '20 Books to Read in ..'.
An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)	We have a lending library in each class for children to choose a book to share with an adult at home for pleasure. Book audits ensure a wide selection for choice.
Literacy-targeted rewards, 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).	Reading certificates and stickers are used as rewards. Half termly reading raffle in class with books as prizes. Merit winners have a choice of book as a prize. Reading leaders in school.
Parents and the home environment are essential to the early teaching of reading 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).	We value strong home-school relationships. Parent information event to share importance of reading at home. Hartlepool library services (free service) and class lending library.
Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).	Teachers read to the class, sharing a range of stories and talking about own reading to act as reading role models.



One Community, Growing and Learning Together

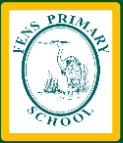
How can you support your child with reading at home in Year 3 and Year 4?

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®



One Community, Growing and Learning Together

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)

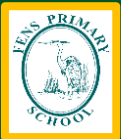


Support children in learning spellings
(Spelling tests will take place on a Friday in Year 3 and Year 4)

Talk to your children about their work

Make writing an enjoyable experience – praise and support





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.



One Community, Growing and Learning Together

Year 4 Multiplication Tables Check

Try it out Time left: 6

$5 \times 6 =$

1	2	3
4	5	6
7	8	9
	0	Enter

Information for parents:
2022 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

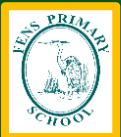
The MTC will be delivered as an online, on-screen digital assessment

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

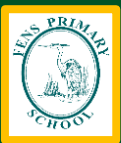
The test will be scored automatically and will be marked out of 25. Data will be reported back to schools, parents and pupils as a score out of 25



The importance of Attendance

Days off school add up to lost learning.			
175 days a year are non-school days. That's 175 days to spend on family time, holidays, days out and non- urgent appointments.			
0 days absent	8 days absent	15 days absent	19+ Days absent
100%	96%	92%	Below 90%
Excellent Attendance	Satisfactory Attendance	Requires Improvement	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%



One Community, Growing and Learning Together

How will we communicate our curriculum?

Curriculum Newsletters

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 aloud 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 Karl 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 villages.

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 values 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 [eschools](#). Homework can be completed on [eschools](#), by uploading a photograph or on paper and sent back into school. Teachers will check off on [eschools](#) when homework is handed in.
- Homework to be handed in on a 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 Commando Joe Character Values

R **E** **S** **P** **E** **C** **T**

Knowledge Organisers

Fens Primary School Knowledge Organiser

History | **The Stone Age** | **Year 3** | **Term: 1**

Important Facts

- The Stone Age h
- This time is calle
- They lived in cav
- They gathered f
- People started f
- Once farming stc settlements
- Settlements wer diseases spread
- 2700 years ago f
- 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

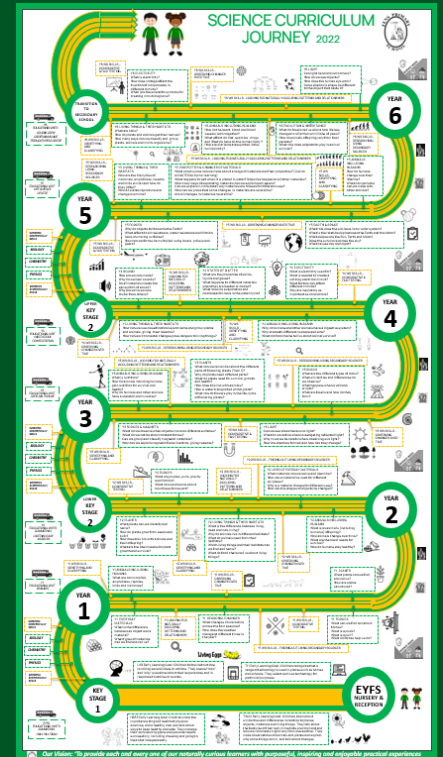
Skara

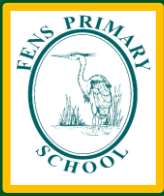
Stonehenge is a preli
ing stone around 13 f

Science Focus: Forces and Magnets | **Year 3** | **Term: 1**

Concepts	Forces and Magnets	Year 3	Terms
Contact Forces	Changing the movement of an object requires a force to be acting on it		
What is a force?	A force is either: A push or A pull	Forces can push, pull or twist objects, making them change their motion or shape. The movement of objects is changed if the forces acting on them are not in balance.	Magnetic Forces
Forces can make things...	Speed up Slow down Change shape Change direction	Objects can affect other objects at a distance Magnets affect magnetic objects at a distance as they have a 'field of influence'. This is called a magnetic field.	Magnets have a North Pole and a South Pole
A force that speeds something up	The child is pushing the car to speed it up.	Diagrams and Symbols Magnets only attract certain types of metals, other materials such as glass, plastic and wood aren't attracted.	Attract: Repel: North and South attract. But North and North or South and South will repel.
A force that slows something down	The girl is pulling the dog to slow it down.		Types of magnets
A force that changes the shape of something	The can is being squeezed so it becomes smaller.	Metals such as iron, nickel and cobalt are attracted to magnets.	Bar Ring Button Horse shoe
A force that changes the direction of something.	When the ball is hit with the racket, it will change direction.	Most metals however are not attracted to magnets; these include copper, silver, gold, magnesium, platinum, aluminium and more.	
Working as a Scientist			
- Explore the uses of magnets in everyday objects - Group everyday objects into magnetic and non-magnetic by testing with magnets - Design a mechanism that requires a magnet to enable it to work			

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

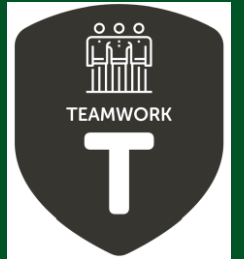
Self-Awareness

Positivity

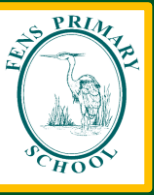
Excellence

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

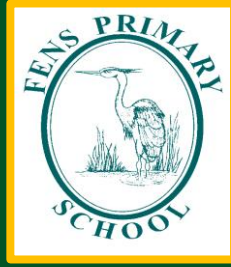


Choir Auditions

Christmas Performances

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





One Community, Growing and Learning Together

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