



Welcome to

The Rackham C of E (VC) Primary School

Working together to be the
best we can possibly be.

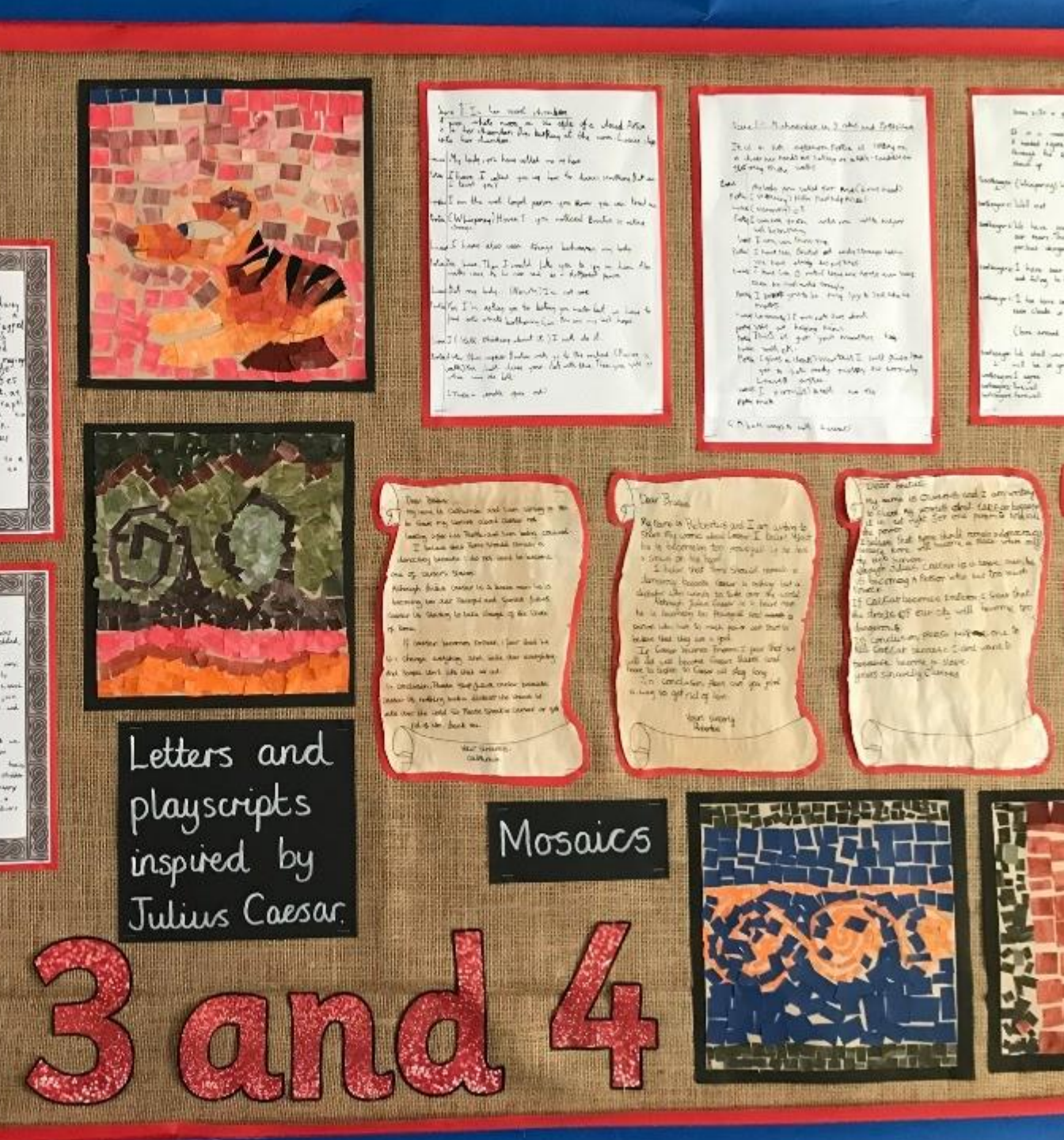
Philippians 4.13: I can do all things through Christ who strengthens me.





Meet The Teachers

Year 3/4



- Who works with our children?
- What do our children learn?
- How can I help my child at home?

3 and 4

Adults working in Year 3/4

Sycamore

Teachers:
Mrs Deery

Teaching Assistants:
Miss Reeve

Elm

Teachers:
Mrs Smith

Teaching Assistants:
Mrs Jessop

Hazel

Teachers:
Miss Hollingshurst

Teaching Assistants:
Mrs Westrup
Mrs Hazlewood



Our Core Christian Vision:

**Working together to be the best we
can possibly be.**



Our Core Christian Values:

Faith, hope and love.

***I can do all things through Christ
who strengthens me. Philippians 4.13***



Our Core School Rules:

Be ready

Be respectful

Be safe

Our Curriculum:

At The Rackham C of E Primary School, we offer a knowledge-based curriculum that builds on prior learning, knowledge, understanding and skills of all children, whatever their starting points so ensuring progression through each Key Stage.

We offer a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development in order to prepare our children for the opportunities, responsibilities and experiences of life. We promote community cohesion and embed British values.

The curriculum incorporates the statutory requirements of the National Curriculum (2014), experiences and opportunities to best meet the learning and developmental needs of pupils.



Our Timetable

	8.55	9.15	10.15	10.30-10.45	11.45	12.30-1:30	1:40	2.10	3-3.15		
Monday	Assembly	Maths	MTC	Morning break 10.30-10.45	English	Spelling	Lunch 12:30 - 1:30	Quiet reading	Reading 30 mins	Sycamore Topic Hazel Music Elm Science	Class Reader
Tuesday	Assembly	Maths	MTC		English Elm Indoor Games	RE		Quiet reading	Reading 30 mins	Sycamore Music Hazel Science Elm Topic	Class Reader
Wednesday	Assembly	Maths	MTC		English	Spelling		Quiet reading	Reading 30 mins	Outdoor Games	Class Reader
Thursday	Assembly	Maths	MTC		English	PSHE		Quiet reading	Spelling 20 mins	Sycamore Science Hazel Topic Elm Music	Class Reader
Friday	Assembly	Maths Hazel Indoor Games	MTC		English Sycamore Indoor Games	French		Quiet reading	My Happy Mind 20 mins	Art/DT	Class Reader

PE kit:

- Plain tracksuit: navy, grey, black (outside Games)
- Plain white or red t-shirt (or with school logo)
- Plain shorts (must be worn for gymnastics)
- Please no fashion or sporting logos, sequins, multi-coloured tops
- Hair must be tied up
- Earrings must be taken out



**End of Year
Expectations**

Assessment



- Summative and formative
- Moderated internally, by subject leads and across the cluster
- At the end of the year, for each core subject (reading, writing, maths) you will be told that your child is:
 - Pre Key Stage
 - Working towards Age Related Expectations (WTS)
 - Working at Age Related Expectations (ARE)
 - Working at Greater Depth (GDS)

Writing in Year 3

Pupil(s) are beginning to independently apply their knowledge:

To begin to use ideas from own reading and modelled examples to plan their writing.

To demonstrate an increasing understanding of purpose and audience.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

To begin to organise their writing into paragraphs around a theme.

To spell many words with prefixes correctly, e.g. **irrelevant**, **autograph**, **incorrect**, **disobey**, **superstar**, **antisocial**.

To spell many words with suffixes correctly, e.g. **usually**, **poisonous**, **adoration**.

To begin to spell homophones correctly, e.g. which and witch.

To spell some of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style with increasing accuracy.

To maintain the correct tense (including present perfect tense) throughout a piece of writing.

To use the full range of punctuation from previous year groups.

To use inverted commas in direct speech.

To use subordinate clauses.

To begin to use conjunctions, adverbs and prepositions to show time, place and cause.

To use 'a' or 'an' correctly most of the time.

○ at side is the thunders there looked a beast,
 a beast that loathed love and joy.
 when he heard about the peace-sull hall, he grappled
 his anger and tried to calm down but trying to
 calm only made him madder.

The night the monstrous evil bear-walk, streak was the darkest night
 of all. When he attacked that night no-one could
 escape the horror of the murder. 96 lords he killed.
 Blood was scattered on the floor, not one live spared.
 he was infuriated with anger when they barricaded the door
 but he knocked the door of its hinges and killed 1000,000
 000,000,000.

After that night news spread around the land and across the
 ocean and landed in a country could way mark where a
 princess called Rosalind lived. She heard about the
 monster and told her father about it. Her friends
 and family tried to dissuade her to not bother but she
 resolutely and gathered a army of 17 men that she
 got to come and help her they were very strong.

Writing in Year 4

Pupil(s) are beginning to meet the following aims with support:

To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).

To write narratives with a clear beginning, middle and end with a clear plot.

To proofread and amend their own and others' writing with growing confidence.

To create more detailed settings, characters and plot in narratives.

To organise their writing into paragraphs around a theme.

To maintain accurate tense throughout a piece of writing.

To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

To use the full range of punctuation from previous year groups.

To use inverted commas at the beginning and end of direct speech.

To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.

To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.

To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell many of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style consistently.

RAINBOW MACAW

My Diary

Dear diary - 10th July 2014

After 12 days of travelling, I got there at 10:00am. I could see a gorgeous bit of colour in the treetops. I felt so surprised I could't stand up! When I could stand up I walked closer and saw the rarest animal that's really existed, it was a Rainbow Macaw! It flew down on my shoulder. I took a close look at it was so stunning.

Status Report

Name: Rainbow Macaw

Description: 10 feet tall and 2 feet in length, Very loud when it talks.

Travels: Pet trade also people sell the animal for £100.99. as well as deforestation.

Numbers: There's only 20 left, but don't worry they keep having babies.



Dear Mr Davan,

This morning, I have seen a Rainbow Macaw and it was so colorful, I saw the animal at 10:00am. I was so proud to see a rare animal! I could not believe it because there's only 20 left that's not many.

This animal is very magic so it's feathers are a new sort of medicine! The pet trade are looking for the Rainbow Macaw so please try to stop the pet trade going any further! Also humans catch them for money.

I'm now heading to the north to investigate a tamara bird they are not as rare as the Rainbow Macaw but I would still want to see it, as there numbers are increasing! From my evidence, I hope you can see you need to help me and my friends!

Yours Sincerely
Maisie - Joy - Clippins

Did you know the Rainbow Macaw can fly up to 2,000 miles.	Rainbow Macaws can go faster than a cheater!
---	--



Reading in 3/4

Pupil(s) are beginning to independently apply their knowledge:
to usually read fluently, decoding longer words with support, testing out different pronunciations.
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.
to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.
to develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none">• reading with an awareness of audience, (e.g. changes in intonation and pace);• reading books that are structured in different ways for a range of purposes and participating in discussions about them;• using appropriate terminology when discussing texts (plot, character, setting).
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none">• predicting what might happen from details stated and implied.• drawing simple inferences with evidence such as inferring characters' feelings.
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.

- In Year 3/4 each child has a reading record. We encourage them to make their own recordings into this record each time they read.
- All titles and authors must be kept noted inside the front cover of the record.
- Reading records should be in school every day but can be taken home each night.
- We would encourage 20 minutes of reading each evening. This can greatly impact on reading, writing and other areas of the curriculum

Why read for 20 minutes a day?

CHILD A	CHILD B	CHILD C
reads 20 minutes per day	reads 5 minutes per day	reads 1 minute per day
hears 1,800,000 words per year	hears 282,000 words per year	hears 8,000 words per year

Maths in Year 3/4

Number and Place Value

I can count in multiples of 6, 7, 9, 25 and 100.

I can find 1000 more or less than a number.

Fractions

I can recognise and show, using diagrams, families of common equivalent fractions.

Multiplication and Measurement

I can

I can
tens

I can

I can

I can

I can
incr

I can
cha

I can recall

Geometry

Properties of Shapes

I can use place value to multiply and divide mentally by 10 and 100.

Position and Direction

I can read

Statistics

I can read and write numbers in standard form (up to 1000) and identify the value of each digit.

I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

I can solve problems involving multiplication and division, including simple problems involving the four operations and using their relationship.

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve simple measure and money problems involving fractions and decimals to two decimal places.

Multiplication Tables Check Year 4

- More information on Wednesday 25th September.
- The multiplication tables check (MTC) is statutory for primary schools in England.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.
- It consists of 25 timed questions from across the range of times tables 1x through to 12x.

How you can help at home



- Spellings practice
- Times Table Rockstars
- Reading records
- Homework

Homework



Each child will receive two homework books, kindly funded by FWR.

- Grammar, punctuation and spelling
- Maths

Each week, on Tapestry, we will post page numbers to complete in the books. Please mark these at home and post a photograph of the completed pages on Tapestry. We will also remind you to keep playing on TTRS and to take part in the class battle of the bands.

Reading books and reading records should go home each evening and be returned to school the following morning.

Year 3 and 4 common exception words.

Communication

- Class email
- Office email- office@rackham.cambs.sch.uk
- Make an appointment – virtual or real life
- Parent consultations
- Tapestry



Keeping updated



Sycamore

sycamoreclass@rackham.cambs.sch.uk

Elm

elmclass@rackham.cambs.sch.uk

Hazel

hazelclass@rackham.cambs.sch.uk



Thank you for coming!

We welcome any general questions.