



# 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.**

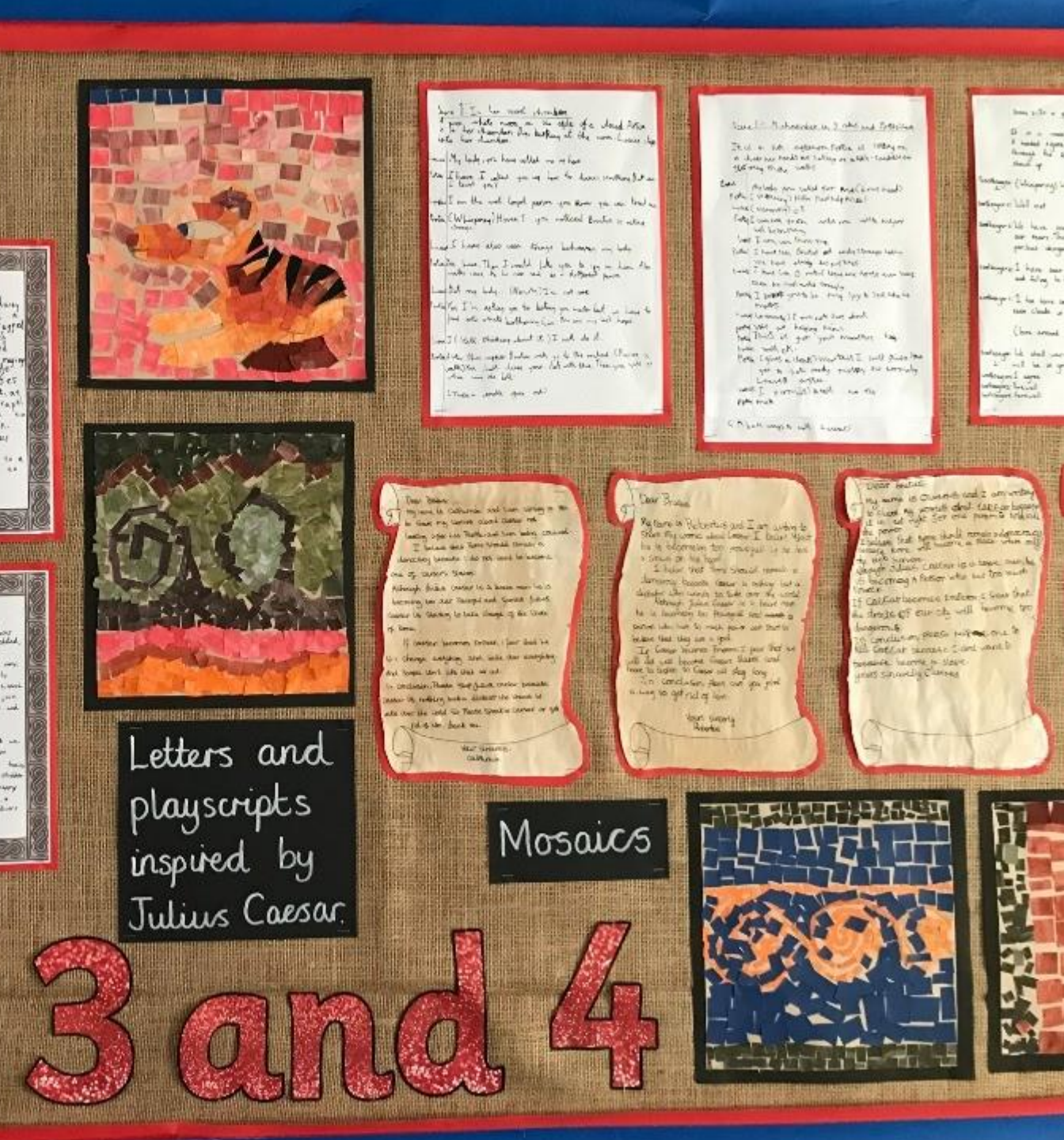


# Meet The Teachers

**Year 3/4**



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



# Adults working in Year 3/4

**Sycamore**

**Teachers:**  
Mrs Deery

**Teaching Assistants:**  
Miss Reeve  
Mrs Easey/Miss Housden

**Elm**

**Teachers:**  
Mrs Gallois  
Mrs Davison

**Teaching Assistants:**  
Mrs Douglas  
Miss Housden/Mrs Oliver

**Hazel**

**Teachers:**  
Miss Clements

**Teaching Assistants:**  
Mrs Pauley  
Mrs Jessop



## **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	9:55	10.15	10.30-10.45	11.45	12.30-1:30	1:40	2.10	2:40	2-3.15		
Monday	Assembly	Hw	English	MHM	Morning break 10.30-10.45	MTC Maths	Spelling Jungle Club		Lunch 12:30 - 1:30	Quiet reading	RE	French	PSHE
Tuesday	Assembly	Hw	English Elm Indoor PE	Elm Jungle Club		MTC Maths	Spelling Jungle Club Elm English			Quiet reading	Reading	Science	Class Reader
Wednesday	Assembly	Hw	English	MHM		MTC Maths	Spelling Jungle Club			Quiet	Music	Outdoor Games	Class Reader
Thursday	Assembly	Hw	English Sycamore Indoor PE	Syc Jungle Club Class Reader		MTC Maths	Spelling Jungle Club Sycamore English			Quiet reading	Reading	Topic	Class Reader
Friday	Assembly	Hw	Hazel Indoor Games Sycamore English Elm English	Haz Jungle Club Class reader		MTC Maths	Spelling Jungle Club Hazel English			Quiet reading	Reading	Art	Class Reader

# Our Curriculum Overview



## English

Our Pathways to Write unit this half term will be inspired by the picture book 'Seal Surfer' by Michael Foreman. We will be writing letters. Our Pathways to Read unit will be based on 'The Sea Book' by Charlotte Milner.

## Maths

Our units this half term are Place Value, Addition and Subtraction and Multiplication and Division. We will also have a Times Tables lesson every day and revise simple number facts.

## Science

We will be learning about habitats and deforestation. We will also find out about food chains and food waste. We will be using the White Rose Science Scheme.

## History/Geography

An in depth study of Ancient Egypt— Understanding the achievements of this early civilisation. Considering its place in world history and using historical sources.

## PSHE

Beginning and Belonging— We will be thinking about creating a safe and happy classroom and developing positive relationships.

My Happy Mind— Meet your Brain.

## Curriculum overview for Autumn 1 2025 Year 3/4

## Art

We will be making collages using cutting techniques inspired by the African American artist, Romare Bearden.

## Music

Our unit is called 'I've been to Harlem'. We will be composing pentatonic ostinatos, singing call and response songs and playing musical accompaniments.

## French

The children will learn to introduce themselves, say how they feel and have a wider appreciation for the country and culture of France and other countries where the language is spoken.

## PE

**Session 1**—Dance— Beginning with a unit about spies! **Session 2**— Fundamentals (Sycamore), Tennis (Hazel) and Ball Skills (Elm). These will be on rotation.

## RE

Sikhism and Inspirational People. Thinking about the Gurus and how their teachings help to move Sikhs from dark to light.

## 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.

Outside in the shadows there waited 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-wolf, stalk was the darkest night  
 of all. When he stalked 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 incensed with anger when they barricaded the door  
 but he knocked the door as 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 waymark 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  
 resourced 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 - 10<sup>th</sup> 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 nearly extinct, it was a Rainbow Macaw! It flew down on my shoulder. I took a close look at it, it was so stunning.

## Status Report

Name: Rainbow Macaw

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

Notes: Pet traders also sell the animal for £100.00 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 traders 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 treasure. I heard 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  
Maizie-Joy-Clippins

Did you know the Rainbow Macaw can fly up to 2,000 miles.	Rainbow Macaws can go faster than a cheater!
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# Reading in 3/4

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
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"> <li>reading with an awareness of audience, (e.g. changes in intonation and pace);</li> <li>reading books that are structured in different ways for a range of purposes and participating in discussions about them;</li> <li>using appropriate terminology when discussing texts (plot, character, setting).</li> </ul>
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied.</li> <li>drawing simple inferences with evidence such as inferring characters' feelings.</li> </ul>
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 <b>20 minutes</b> per day	reads <b>5 minutes</b> per day	reads <b>1 minute</b> per day
hears <b>1,800,000</b> words per year	hears <b>282,000</b> words per year	hears <b>8,000</b> 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.

## Multiplication and Measurement

I can

I can

tens

I can

I can

I can

I can

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I can

cha

## Fractions

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

## Geometry

### Properties of Shapes

I can use place value to multiply and divide mentally.

I can compare and classify geometric shapes, including quadrilaterals and triangles.

### Position and Direction

I can read and draw maps.

## Statistics

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

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

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

## Homework:

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

Each week your child will be given a list of Year 3 and 4 common exception words to learn to spell.

Each week your child needs to take part in the Battle of the Bands on Times Tables Rockstars. They must attempt to complete their heatmap over the year to develop fast recall of the times table facts.



# Communication

- Office email- [office@rackham.cambs.sch.uk](mailto:office@rackham.cambs.sch.uk)
- Make an appointment – virtual or real life
- Parent consultations
- Tapestry





# Keeping updated



Sycamore

Elm

Hazel

[office@rackham.cambs.sch.uk](mailto:office@rackham.cambs.sch.uk)

Thank you for coming.

We welcome any general  
questions.

