Orcas class

Mrs Smout – class teacher

Mrs Stansfield and Mrs Budd
teaching assistants for year 3 and 4

Timetable week 1

Orcas Timetable Term 1 Week 1

	8:30 – 8:45 Reg and staggered entry	8:45 – 9:10	English 9:10 – 10:15	10:15 10:30	10:30 10:45	Maths 10:45 – 12			12-12:15	12:15 – 1:00	1:00-1:30 Book Talk	Cross Curricular 1:30 – 2:50 (staggered departure until 3.05)
Monday	EML Purple polish Eng	Spelling input		SLT assembly	Break time	10.45 – 11.30 Maths		11.30 – 12.15 PE hall		Lunch	Book Talk	1.30 – 2.30 Science 2.30 – 2.40 Times Tables Practise 2.40 – 2.50 Demonstration reading
Tuesday	EML Purple polish Maths	Grammar input		Class Assembly					Demonstration Reading		1.00 – 1.50 Computing 1.50 – 2.50 History / Geography	
Wednesday	EML Handwriting	Maths Meetings Fluency		Guest Speaker Assembly							Enhanced Cleaning /PPA	
Thursday	EML Grammar practise	Book Talk Model 8.45 – 9.15		Singing							Maths Meeting Reasoning	1.25 – 2.05 RE 2.05 – 2.50 PE outside
Friday	EML Handwriting	Maths Meetings Pre-teach		Celebration Assembly		Maths	Multiplication test	Spelling Test			Book Talk Enable	Forest School

Timetable week 2

Orcas Timetable Term 1 Week 2

	8:30 – 8:45 Reg and staggered entry	8:45 – 9:10	English 9:10 – 10:15	10:15 10:30	10:30 10:45	Maths 10:45 – 12			12-12:15	12:15 – 1:00	1:00-1:30 Book Talk	Cross Curricular 1:30 – 2:50 (staggered departure until 3.05)
Monday	EML Purple polish Eng	Spelling input		SLT assembly	Break time	10.45 – 11.30 Maths		11.30 – 12.15 PE hall		Lunch	Book Talk	1.30 – 2.30 Science 2.30 – 2.40 Times Tables Practise 2.40 – 2.50 Demonstration reading
Tuesday	EML Purple polish Maths	Grammar input		Class Assembly					Demonstration Reading		1.00 – 1.45 French 1.45 – 2.50 History / Geography	
Wednesday	EML Handwriting	Maths Meetings Fluency		Guest Speaker Assembly							Enhanced Cleaning /PPA	
Thursday	EML Grammar practise	Book Talk Model 8.45 – 9.15		Singing							Maths Meeting Reasoning	1.25 – 2.05 Music 2.05 – 2.50 PE outside
Friday	EML Handwriting	Maths Meetings Pre-teach		Celebration Assembly		Maths	Multiplication test	Spelling Test			Book Talk Enable	1.30 – 2.15 Art / DT 2.15 – 2.50 PSHE

Our topics for the year (wider school theme)

- Term 1: 1066 and the Normans (Our Community)
- Term 2: Burps, Bottoms and Bile (Science Rocks)
- Term 3: I am Warrior – Romans in Britain (How the World has Changed)
- Term 4: Traders and Raiders – Anglo Saxons (A Step Back in Time)
- Term 5: Roadtrip USA (Food and Farming)
- Term 6: Waterworld (Active Planet)

Orcas remote learning page

- On this page on the school website, you will find the weekly timetable, lesson PowerPoints and activity ideas or sheets for the lessons for the current week.
- If your child needs to self-isolate and they are feeling well within themselves, they will not need to miss out on learning.
- Please visit https://www.ryeprimary.e-sussex.sch.uk/remote-study

Reading and Homework

- Please read 4-5 times a week for at least 15 minutes (record in blue reading record). Books can be changed on Mondays and Thursdays.
- Spellings: 10 words (spelling rules and year 3/4 wordlist)
- TTRockstars to learn times tables and increase recall speed
- Maths task, linked to classwork

- Homework will be handed out on Friday and is due on the following Wednesday
- Optional tasks will be send home once a term, linked to learning project, with the newsletter

Year 4 Times Tables Test

- Towards the end of the year, all children in year 4 will sit a National Times Tables quick recall test.
- The test is online.
- Children will have 6 seconds to answer a multiplication question – including typing in the answer.
- TTRockstars is a great way to help prepare children for this test.

Keep in touch

- We use ClassDojo to communicate with you. It replaces the home contact books we previously used. Invites have been sent out to join, please check your spam folder.
- Email or call the school office
  office@ryeprimary.co.uk
  01797 222825

End of year expectations maths Year 3

Number & Place Value

I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit of a number with hundreds, tens and units.

I can compare and order numbers up to 1000.

I can find, show and estimate numbers using objects and pictures.

I can read and write numbers up to 1000 in numbers and words.

I can solve number and word problems.

Addition & Subtraction

I can add and subtract numbers in my head, including a three digit number and ones.

I can add and subtract numbers in my head, including a three digit number and tens.

I can add and subtract numbers in my head, including a three digit number and hundreds.

I can add and subtract numbers with up to three digits using formal column methods.

I can estimate the answer to a calculation and use this and inverse operations to check answers.

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication & Division

I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.

I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.

I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.

Fractions

I can count up and down in tenths, and know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.

I can write and find fractions for a set of data and can recognise fractions with small denominators.

I can find and use fractions as numbers e.g. 1/4 of 8 = 2 and 3/4 of 8 = 6.

I can identify and show equivalent fractions.

I can add and subtract fractions with the same denominator within one whole.

I can compare and order fractions with the same denominator.

I can solve fraction problems.

End of year expectations maths Year 3

Measurement

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).

I can measure the perimeter of simple 2-D shapes.

I can add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes.

I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.

I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.

I can tell you the number of seconds in a minute and how many days there are in a month, a year, and in a leap year.

I can compare how much time is taken by different events or tasks.

Properties of Shape

I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.

I can recognise angles as properties of shape. I know that angles are a description of a turn.

I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.

I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

I can interpret and present data using bar charts, pictograms and tables.

I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.

End of year expectations reading Year 3

Word Reading

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.

I can read further exception words including words, that do not follow spelling patterns.

Comprehension

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

I can show that I enjoy reading by reading lots of different types of books.

I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.

I can tell you what a book that I am reading is about.

I can read aloud poems and perform play scripts.

I can discuss words that excite me in the books that I read.

I can understand what I have read, checking that it makes sense by talking to others about it.

I can ask questions about the texts that I have read to help me understand them.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

I can predict what might happen from clues in what I have read.

I can tell someone about the main ideas in a paragraph.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

I can use non-fiction texts to find out information on a subject.

I can talk about books and poems and I can take turns in telling people about them.

Spoken Language

I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.

I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.

End of year expectations writing Year 3

Spelling

- I can use the prefixes un-, dis-, mis-, re-, pre-.
- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- I can use the suffix -ly.
- I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- I can spell words with endings which sound like 'zhun' e.g. division, decision.
- I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.
- I can spell words that are often misspelt.
- I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- **I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.**

Handwriting

- I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

Composition

- I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.
- I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
- I can use paragraphs to organise my writing so that blocks of text group related material.
- **I can draft and write descriptive work that creates settings, characters and plots.**
- I can draft and write material such as instructions, using headings and sub-headings to organise my work.
- I can re-read my work to improve it for my audience.
- I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.
- **I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed.**
- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Vocabulary, Grammar & Punctuation

- I can create new words using a range of prefixes including super-, anti-, auto-.
- **I can understand when to use 'a' or 'an' in front of a word.**
- I can identify word families based on root words e.g. solve, solution, dissolve, insoluble.
- **I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.**
- I can use paragraphs.
- **I can use headings and sub-headings.**
- **I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.**
- **I can use speech marks correctly sometimes.**
- I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

End of year expectations maths Year 4

Number & Place Value

I can count in multiples of 6, 7, 9, 25 and 1000.

I can find 1000 more or less than a given number.

I can count backwards through 0 to include negative numbers.

I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).

I can order and compare numbers beyond 1000.

I can identify, represent and estimate numbers using different representations including measures.

I can round numbers to the nearest 10, 100 or 1000.

I can solve number and practical problems that involve large positive numbers.

I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.

Addition & Subtraction

I can add and subtract numbers with up to four digits using formal column methods.

I can use estimating and inverse operations to check my answers.

I can solve two step addition and subtraction problems, using different methods, and explain why I used them.

Multiplication & Division

I can recall times tables facts up to 12 x 12.

I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers.

I can use factor pairs in mental calculations.

I can multiply two digit and three digit numbers by a one digit number using a formal written method.

I can solve problems involving multiplication and addition, including using the distributive law e.g. 3 x (12 + 14) = 3 x 12 + 3 x 14.

Fractions

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

I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.

I can solve problems involving fractions to calculate quantities and fractions to divide quantities.

I can add and subtract fractions with the same denominator.

I can find and write decimal equivalents using tenths and hundredths.

I can find and write decimal equivalents of 1/4, 1/2 and 3/4.

I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.

I can round decimals using tenths to the nearest whole number.

I can compare numbers with the same number of decimal places (up to two decimal places).

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

End of year expectations maths Year 4

Properties of Shape

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

I can identify acute and obtuse angles. I can compare and order angles up to two right angles by size.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can recognise where angles are greater than two right angles. I know the term straight angle refers to two right angles together.

I can use line symmetry with two lines of symmetry.

Position & Direction

I can plot positions on a 2-D grid as positive number coordinates.

I can describe movements between positions as translations of a given unit to the left/right and up/down.

I can plot points I am given and draw sides to complete a given polygon.

Measurement

I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes.

I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

I can find the area of rectilinear shapes by counting squares.

I can estimate, compare and calculate different measures, including money in pounds and pence.

I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.

I can solve problems where I need to convert units of time, such as hours to minutes, minutes to seconds, years to months or weeks to days.

Statistics

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

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

End of year expectations reading Year 4

Word Reading

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.

I can read and decode further exception words accurately, including words that do not follow spelling patterns.

Comprehension

I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can show that I enjoy reading by reading lots of different types of books and for different reasons.

I can use a dictionary to check the meaning of words.

I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

I can discuss words and phrases that excite me in the books that I read.

I can discuss different types of poetry e.g. free verse and narrative poetry.

I can identify themes and conventions in a wide range of books.

I can check what I have read, and that I have understood it, by telling someone else what has happened.

I can ask questions about what I have read to help me understand a complicated text.

I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.

I can predict what will happen in a text, using details I have already read to help me.

I can summarise what has happened in a text, using themes from paragraphs to help me.

I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.

I can find and record information from non-fiction texts over a wide range of subjects.

I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.

Spoken Language

I can ask reasoned questions to improve my understanding of a text.

I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.

End of year expectations writing Year 4

Spelling

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- I can understand and add the suffixes -ation, -ous.
- I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- I can spell more complex words that are often misspelt e.g. caught, occasionally, interest .
- I can spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- I can use the first three or four letters of a word to check its spelling in a dictionary.
- I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

Composition

- I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.
- I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.
- **I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.**
- **I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.**
- I can organise my non narrative writing so that it has headings and sub headings.
- I can assess my work and that of others and suggest improvements.
- I can edit my work by changing the grammar to improve the way my work reads.
- **I can proof read my writing for spelling and use of punctuation.**
- I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

- I can explain the difference between the plural and possessive -s.
- I can use the correct form of the verb inflection e.g. we were instead of we was.
- I can make my writing interesting by using adjectives and other descriptive methods.
- **I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.**
- I can use paragraphs to organise ideas around a theme.
- **I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.**
- **I can use inverted commas and other punctuation to indicate direct speech.**
- I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news .
- I can understand and use the following terms: Determiner. Pronoun, possessive pronoun. Adverbial.