

Welcome to Lower Key Stage 2 Years 3 and 4



Purpose of the meeting:

- Introduce staff
- Give an overview of how the department works
- General day to day information
- Information on how we will communicate as well as Google Classroom and home learning
- If you have any questions please type them in the chat and we will endeavour to answer them throughout the meeting

Meet the staff



Mrs Craven



Mrs McKenna

Mrs. Craven - LKS2 Manager/Teacher

Miss McBride - Teacher

Miss Parkinson Teacher

Mrs. McNally - TA

Mr. Burton - TA

Mrs McKenna -TA



Miss McBride



Miss Parkinson



Mr Burton



Mrs McNally

- The children have quickly adapted to our new rules and routines:
 - -staggered arrival and departure time
 - -new classroom lay out
 - -regular hand washing/sanitizing
 - -staggered break/lunch times
 - -PE day

Daily routine/timetable

LKS2 Weekly Timetable

Time REGISTER 8.25-8.50	9.00 – 10.15	10.15 – 10.45	10.45-11.05	11.05 – 12.00	12.00 – 12.30	12.30 -1.30	1.30 – 1.50	1.50 - 2.50	2.50 – 3.10
Mon	Reading CLIC/Maths PE rotation from 9.30 – 10.30	Phonics/spelling books	B	English	Guided reading	L	Handwriting	Religion	Ready for home class read
Tues	Reading Maths	Year 4 swimming Year 3 SPAG	R	Year 4 swimming Year 3 outdoor learning		U	Guided reading	Science	Ready for home class read
Wed	Reading PPA	PPA	E	PPA	Guided reading	N	Handwriting	English	Ready for home class read
Thurs	Reading CLIC/Maths	Phonics/spelling books	A	English	Guided reading	C	Handwriting	Topic PE rotation from 1.30 – 2.30	Ready for home class read
Fri	Reading 9.00 – 9.30 LKS2 worship assembly 9.30 – 10.00 Prayer books	10.00 – 10.45 maths	K	English	Guided reading	H	Handwriting	Enrichment time and Celebration assembly via Zoom	Ready for home class read

What we are learning...

- Sent out each half term - emailed at the moment
- Have a read of them as they will let you know what your child will be learning about in each subject for the half term
- If you don't receive one let us know

MATHS

Year 3 objectives:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Year 4 objectives:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with
- increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

RELIGION – family

To ask and respond to questions about the joys and sorrows of being a family at home.

To know God's vision for every family within the home

To know how parents and children should love and respect each other, as God wants them to.

To make links between the Holy Family; Mary, Joseph and Jesus and my own family, and how they give us an example of a happy and caring family?

SCIENCE – Opposites attract

To observe the forces that magnets produce

To name some materials that magnets can attract and some they cannot

To list at least ten uses of magnets in everyday life

To explain what a magnetic pole is and what it can do

To predict whether two magnets will attract or repel each other

TOPIC – The Stone Age

Key concepts:

1. The 3 key periods of the Stone Age
2. The changes from Stone Age to Iron Age
3. What were settlements and what were they used for? (Skara Brae, Stone Henge)
4. What is a hunter-gatherer and how has what we understand about their purpose changed?

EXTRA: Primary source (first hand account) Secondary source (analyses the primary source – text book)

ENGLISH

Text focus: Stone Age Boy, ~~Minnow~~ and the Bear, How to Wash a Woolly Mammoth

Writing focus: first person monologue writing, character description, setting description from differing perspectives, instructions, non-chronological report

Reading: guided reading 30 minutes per day, class read 10 minutes per day

Spelling, grammar and punctuation: a range of grammar and punctuation embedded daily, spelling taught in class 3 times per week.

Daily phonics and spelling taught targeting those children who need to still access phonics teaching

Maths and English-Catch up Curriculum

- Maths- We use White Rose maths and are regularly recapping topics and objectives that were not covered due to lockdown or needs revisiting.
- Small end of unit assessments to identify gaps
- English- recapping year 2 and 3 objectives that were not taught due to school closure
- Teacher and TAs will support children in class
- No formal assessment until December
- We are also teaching a phonics group to those children who have not completed their phonics learning 3 times per week. Those who do not need this input complete reading/comprehension tasks.

Our behaviour system:

- Good the be Green rules which the children are familiar with.

1. Listen to each other
2. Treat everyone with politeness and respect
3. Work to the best of our ability
4. Help each other to stay safe
5. Respect the school environment





- Not following the rules:
- STEP 1: verbal warning
- STEP 2: their card is turned to yellow and as a consequence will lose 10 minutes of their break or lunch time.
- STEP 3: their card is turned onto a red card and they may need to see a member of the senior leadership team
- Cards can be escalated depending on the behaviour e.g. acts of violence immediate red card
- Yellow or red cards mean missing some of all of enrichment time on Friday afternoon.
- We will inform you of behaviour as and when we feel necessary



- Working towards a completely green week so that they can eventually earn 10 green weeks and earn themselves a bronze badge.
- 10 weeks BRONZE
- 20 weeks SILVER
- 30 weeks GOLD and lunch with Mrs. Butterworth! (or a similar treat!)
- HIGH EXPECTATIONS FOR BEHAVIOUR AT ALL TIMES!

What are Class Dojos?

- A positive reward system where teachers can look for those good choices being made and immediately reward a child.
- Working towards class total of 3,000
- Great incentive across the classroom from behaviour, to effort, to participation, to neater work, to being more helpful, friendly and kind.
- All parents have now been invited to join our new classes. From after the half term you will be able to see how many points your child is receiving. Each Monday and Friday we will add something to the class stories. You can also use it to communicate with us via the messaging aspect. We will get back to you as soon as we can.



Communicating with us

- Via email:

ccraven@stthomasmorerc.rochdale.sch.uk

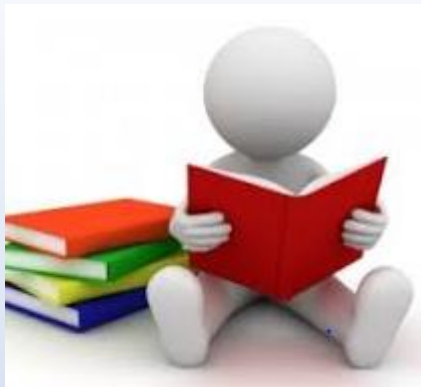
dmcbride@stthomasmorerc.rochdale.sch.uk

tparkinson@stthomasmorerc.rochdale.sch.uk

- Via class dojo: look for your invite to our class in your emails and join us, you can message us.
- Google Classroom - if children want to tell us about homework or ask us a question they can do this on Google Classroom
- Make an appointment - if you feel that you need a more formal/longer chat ring the office to make an appointment - this will take place via telephone.

Sacramental Programme

- Year 4 children are currently completing the Sacramental Programme
- As soon as we have any information regarding year 3 beginning the Sacramental Programme we will let you know.

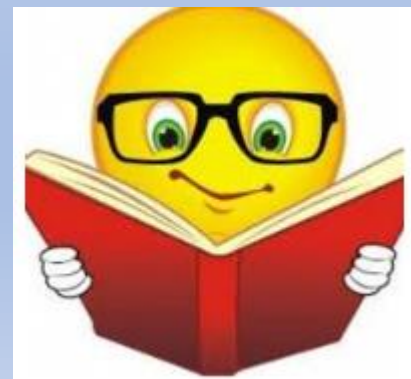


Reading

Guided reading 30 minutes per day.



	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Guided Reading	Post Reading Activity	Topic Reading	Hand-writing	Pre-reading
Group 2	Pre-reading	Guided Reading	Post Reading Activity	Topic Reading	Hand-writing
Group 3	Hand-writing	Pre-reading	Guided Reading	Post Reading Activity	Topic Reading
Group 4	Topic Reading	Hand-writing	Pre-reading	Guided Reading	Post Reading Activity
Group 5	Post Reading Activity	Topic Reading	Hand-writing	Pre-reading	Guided Reading





- The children will also be read to for 10 minutes per day their 'class read' book.
- The children will engage in 10 minutes of silent reading every day, this is when they will change their reading books. The children are more independent with this in LKS2
- At the moment we are suggesting that children read a book in school and a book at home so there is no crossing over of home and school.
- Not all children are 'heard' read in LKS2 we use other methods to assess their reading skills as well as daily guided reading.



- The colours in LKS2 are: RED, WHITE, LIME, DARK BLUE
- Children are of course free to read their own books and follow their interests but they need to be an appropriate level e.g. all Roald Dahl books are not the same - The Twits (Lime), Matilda (Dark Blue).



Reading at home and homework diaries

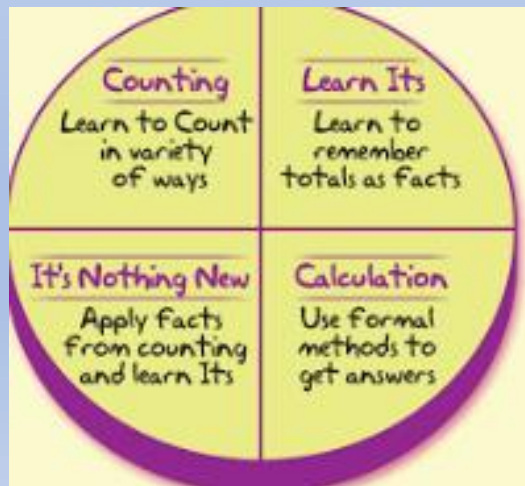
- The children should be reading at home for 20 minutes per night, they should write page numbers and interesting vocabulary spotted and you should initial/sign.
- Reading to your child each night is still of huge value, even if they are competent readers.
- Competent readers make competent writers and spellers
- Homework diaries are checked in school on a Friday and signed by the teacher.



CLIC/BIG MATHS



- CLIC is how the children will learn facts and engage with maths concepts and skills on a daily basis
- This is taught for 10 to 20 minutes each day in addition to their maths lesson
- Big Maths Beat That test and CLIC test completed every 2 weeks



C	Multiples of 3/Read numbers with 4/5 digits	Steps 6 and 7
L	3 times tables	10
I	Fact families 3 x tables	5
C	Adding in 10 and 100s/1000s	18,21



Times Table 1 to 12

1 times table	2 times table	3 times table	4 times table
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48

5 times table	6 times table	7 times table	8 times table
1 x 5 = 5	1 x 6 = 6	1 x 7 = 7	1 x 8 = 8
2 x 5 = 10	2 x 6 = 12	2 x 7 = 14	2 x 8 = 16
3 x 5 = 15	3 x 6 = 18	3 x 7 = 21	3 x 8 = 24
4 x 5 = 20	4 x 6 = 24	4 x 7 = 28	4 x 8 = 32
5 x 5 = 25	5 x 6 = 30	5 x 7 = 35	5 x 8 = 40
6 x 5 = 30	6 x 6 = 36	6 x 7 = 42	6 x 8 = 48
7 x 5 = 35	7 x 6 = 42	7 x 7 = 49	7 x 8 = 56
8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64
9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72
10 x 5 = 50	10 x 6 = 60	10 x 7 = 70	10 x 8 = 80
11 x 5 = 55	11 x 6 = 66	11 x 7 = 77	11 x 8 = 88
12 x 5 = 60	12 x 6 = 72	12 x 7 = 84	12 x 8 = 96

Times Table 1 to 12

1 times table	2 times table	3 times table	4 times table
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
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12 x 5 = 60	12 x 6 = 72	12 x 7 = 84	12 x 8 = 96

Times Tables

- At the end of year 4 children should know all tables up to 12 x 12. This is meant to be assessed by the government however it is unclear yet whether this will take place.
- The children engage in times tables activities in class for 10 minutes daily.
- In 2019 we took part in the pilot times table test, the test is on the ipads and the children must answer 25 questions, they have 6 seconds per question then the test moves to the next question.
- Practise at home, they need to be fluent not reliant on fingers.
- They need to know the FACTS not just counting in multiples
- Please complete the times table book each week and send in on a Friday for signing and new tables to be given.

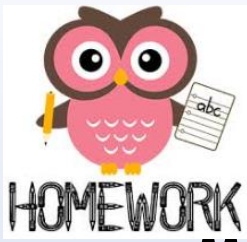
Spellings



- Focus on key spelling patterns each week- Taught in class as a weekly spelling programme.
- Spellings sent home weekly to learn
- Children will be tested each week and scores recorded in their Homework Diaries.
- We have 2 groups, some children will focus on phonic sounds and others on spelling patterns as well as prefixes and suffixes

Spellings for 23rd October

famous
poisonous
dangerous
hazardous
mountainous
nervous
jealously
venomous
generously
ridiculous |

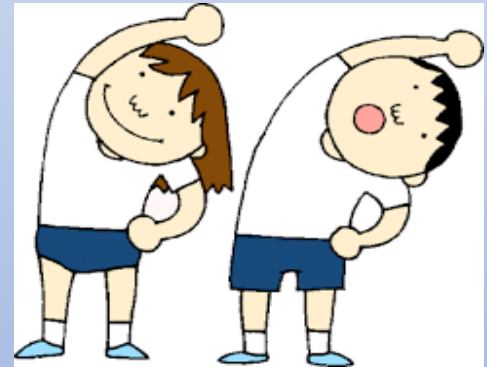


Homework

- Maths and English homework is rotated so children receive one homework task per week. Currently set on Google Classroom on a Friday and completed for the following Friday. Differentiated where necessary. Homework books have been sent home but do not need sending back in.
- Spellings sent home every Friday and tested the following Friday. These are also uploaded to Google Classroom.
- We may send home a more creative homework from time to time.
- Times tables to be practised at home, they are imperative for so many parts of the curriculum. Year 4 have an expectation from the maths curriculum to know ALL tables. Please complete times table book and send in on a Friday.
- Times Table Rock Stars (TTRS) - go on as much as possible!

General Information

- *Our PE day is Wednesday - wear PE kit on this day.*
- *Joggers can be worn when cold but red school PE T Shirt should always be worn and school jumper.*
- *Year 4 swimming kit every Tuesday until January*
- *Snack - yes please!* Lunch is at 12.30 and from 11.30 we have hungry, unproductive children. Fruit or milk is not provided for KS2 so please send something with your child daily. We accept:
 - ✓ Fruit
 - ✓ Chopped raw veg
 - ✓ Breakfast/cereal bar
 - ✓ Yogurt drink (not actual yoghurt)
 - ✓ **NO CHOCOLATE BARS, CRISPS, CAKES ETC.**
- *Water bottles in school please.* This is essential as without one children may not have access to a drink until lunch time.

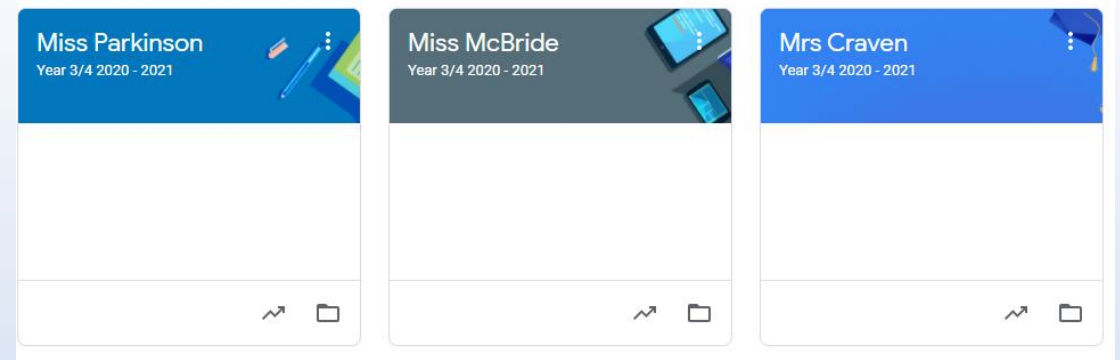




- No pencil cases or school bags this year.
- Nothing to be brought in from school other than what we have previously stated.
- Lost items - children in year 3 and 4 seem to be better at losing things than the younger children! They need to be responsible for their own things from coats, to jumpers/cardigans - PLEASE WRITE NAMES IN THESE. We do not have the time to look for lost items.
- Earrings are not allowed in school
- Trainers are not allowed, school shoes only please



Google Classroom





- In the event that your child needs to isolate all work for the week will be available on Google Classroom as well as a timetable to follow
- It is essential that their work continues at home
- Work on Google Classroom will mirror exactly what is happening in the classroom
- In the event of a class or department closure children will bring home an emergency pack of resources and you will be informed of the home learning plan via a zoom meeting the following day.

Class codes and how to log on:

Mrs Craven

Year 3/4 2020 - 2021


Class code `wjrrm2x` 

Meet link [Generate Meet link](#) 

Miss Parkinson


Year 3/4 2020 - 2021


Class code `uvsqk5s` 

Meet link [Generate Meet link](#) 

Miss McBride

Year 3/4 2020 - 2021

Class code `zm3ywju` 

Meet link [Generate Meet link](#) 

Firstname.surname@stthomasmorerc.co.uk

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@MrsCravenSTM

@MsParkinsonSTM

@MissMcBrideSTM

