



The purpose of this meeting is to inform you about the expectations and routines in Class 3.

## Who we are in Class 3:



Miss Leigh – Class Teacher (Currently full time, but following return of Miss H will then go to Mon-Tue)

Miss Hodgson – Class Teacher (Wed – Fri)

Additional Support:

Mrs Whitehead – HLTA

# This Year's Topics:

(will be available on the school website)



## Curriculum Overview

Year A: 2020-2021

Class / Year(s): Class 3 / Years 3 & 4

Subject	Autumn Term		Spring Term		Summer Term	
<b>Key Skill Theme</b> (History & Geography)	<b>History:</b> From Stone Age Britain to end of the Roman occupation, how did Britain change?		<b>Geography - Rivers:</b> Where would you choose to build a city?		<b>Geography – UK v S France:</b> Why do so many people choose to go to the South of France for their holiday?	<b>History:</b> Why were the Ancient Greeks ruled by their Gods?
<b>English</b>	<b>Fiction</b> Story Writing & Character Descriptions (The Wild Way Home by Sophie Kirtley)	<b>Fiction</b> Adventure story <b>Trap a Troll and Bear and Piano</b>	<b>Non-fiction</b> Recounts & Newspaper Reports (Tuesday by David Wiesner)	<b>Fiction</b> Story Writing & Letter Writing (Traction Man)	<b>Fiction</b> Alternative Fairy tales (Cinderboy, Hogsel & Gruntel)	<b>Fiction</b> Time-Shift Story writing & Diary Writing (Fortunately the Milk)
	<b>Non-Fiction</b> Instructions for making a magical deer's tooth (The Wild Way Home by Sophie Kirtley)	<b>Non-Fiction</b> Non-Chron Reports (The World Book of Sport)	<b>Poetry</b> Kennings & Cinquains	<b>Poetry</b> Creating Images (Daddy fell into the pond, Bug Chant, Lone Dog)	<b>Non-Fiction</b> Explanation Texts (Use of cycles, flowcharts, sub-headings, diagrams)	<b>Non-Fiction</b> Non-Chron Reports Link to topic on Ancient Greeks.
<b>Maths</b>	Place value Perimeters Addition and Subtraction Negative Numbers 2D shapes Time	Multiplication and Division Measuring lengths Statistics Time 3D shapes	Place Value Fractions Decimals Length, Mass and volume Money Areas	Multiplication and Division 2D shapes Addition and Subtraction Statistics Geometry (angles)	Decimals (money) Measures (+ -) Geometry properties Fractions Volume, capacity and mass	Place value Statistics Fractions and Decimals Measures Addition and Subtraction problems
<b>Science</b>	Biology: Animals including humans Y3 and Y4 NC		Chemistry: States of matter	Physics: Forces & magnets	Physics: Light	
<b>Computing</b>	Coding	Online Safety and Spreadsheets	Writing for different audiences	Logo	Animation Effective Search	Hardware Investigators
<b>PSHCE</b>	New Beginnings/No to Bullying/Drug Ed		Going for Goals (SEAL) / Good to be me! (SEAL)		Relationships (SEAL)/ Changes (SEAL)/ Sex, Relationship Education (SRE)	
<b>RE</b>	What do Jewish people believe and how do they live?	What does it mean to live in a Hindu Community?	What do different people believe about worshipping God?	Why do some people think Jesus is inspirational?	Why do people pray?	What are the deeper meaning of the festivals?
				Salvation, sacrifice, inspiration		
<b>Art</b>	Cave paintings and parietal art					
	Drawing	Painting	Printing	Collage	Sculptures	Textiles
<b>Music</b>	Timbre and tempo - Brass	Dynamics and texture - Brass	Pitch	Pulse & Rhythm	Structure & notation	Composing & improving
<b>D&amp;T</b>	Cooking and nutrition Making a magical deer's tooth		Structures		Mechanics	
<b>PE 1</b>	Swimming	Swimming	Swimming	Tennis	Rounders	Tag Rugby
<b>PE 2</b>	Dance	Lacrosse	Gymnastics (floor)	Gymnastics (apparatus)	Athletics	Tri-Golf
<b>MFL: French</b>	Introductions & siblings	Days & Body Parts	Clothes	Culture	Food	Story: The 3 little pigs

PE this half term:

Monday – Multi-skills (with coach)

Wednesday– Swimming

*Children MUST have school PE kit and PE trainers/pumps. Hair bobbles for long*

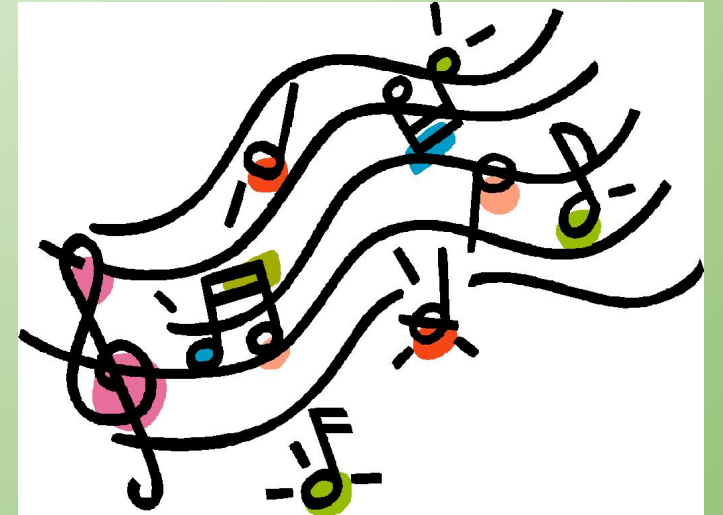
*hair and socks if it's a tights day! Earrings removed or bring plasters.*

Additional music tuition for those enrolled:

Wednesday - Keyboards

Wednesday – Guitars

Brass Friday afternoons for Year 3 and 4



# A typical day in Class 4:

- Maths
- PHSE/Class assembly time
- BREAK
- Spelling & Handwriting
- English
- LUNCH
- FRED
- Science / Geography
- Music / French
- Story / Scrap books

This starts as soon as we go in to class... during registration the children will have a task to begin straight away.

For now, we will be eating in the classroom before going out to play.

For now, we will spend Assembly time in the classroom or outside as we aren't allowed to gather in the hall.

Some children will read 1-1 with an adult.

Regular handwriting practise has many benefits – and we will often link it with learning spelling patterns.



# Progress & Attainment:

- Parent Booklet outlines End of Year Expectations for Year 3 or Year 4. (Available also on our class page on the website.)
- These are the minimum requirements in order for children to reach expected standard at the end of the year.
- Information about “Working at Greater Depth”. (Also available on the school website)
- We continually monitor children’s progress towards detailed end-of-year expectations. We use this information to plan opportunities for learning and identify the next steps for your child.
- We will inform you of your child’s progress toward these expectations on their Interim (Nov & Feb) and End of Year Reports. Parent-Teacher meetings (perhaps virtual or phone) will be available in the weeks following the interim reports, if you wish.



## End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff has identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

### A Parent's Guide: Working at 'Greater Depth'



As many parents are aware the 2014 National Curriculum saw many changes to classroom practice. A new set of objectives was introduced for Key Stages One and Two in all subjects and alongside this was the removal of 'level' as a form of assessment.

This change resulted in schools' assessment procedures assessing pupils against the objectives set for their year group. For example, a Year 2 pupil would no longer be expected to reach a Level 2B at the end of the Key Stage but instead be working to securely reach **end of year expectations** (Year 2 'Achieved').

#### **What is greater depth?**

In addition to the term **end of year expectations**, the term **greater depth** is now used to measure a pupil's level of understanding. Achievement is now focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

Therefore, once pupils' knowledge is secure within their year group objectives, they are no longer encouraged to move up to the learning being taught in the year above, but to deepen their understanding of the learning in their own year group.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.

#### **Greater depth is not:**

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an end of the week challenge.






#### How is greater depth taught at Friezland?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.

# Home learning:

- Linked to learning in class & set on Google Classroom on Friday – submitted by Wednesday
- Set of spellings – test on Fridays – overview sheet at the end of the half term
- Maths online – often Mathletics
- Piece of English/other (might be on SPaG.com)

- Home Learning Challenges – linked to topics – complete 3 per half term. They will be shared and celebrated in class! (will be available on Google Classroom and the school website on the Class 3 page)

Home Learning Challenges		
Class 4 – Autumn Term 1		
<p><b>Archaeology...</b></p>  <p>Using what you already know about the Anglo-Saxons, can you make an artefact that an archeologist might find?</p>	<p><b>Beowulf Monster...</b></p>  <p>Use your imagination and create a monster for Beowulf to slay! You could draw, paint or make it!</p>	
<ul style="list-style-type: none"><li>• Choose a minimum of 3 activities each half term (that's about 1 every 2 weeks).</li><li>• How can you present your learning?</li><li>• Can you use ICT to help you too?</li><li>• Be creative!</li><li>• We will celebrate your HOME LEARNING CHALLENGES in class!</li></ul>		<p><b>Phillipe Petit</b></p>  <p>Can you design a word search or a crossword for your classmates with some key words linked to 'The Man Who Walked Between the Towers'?</p>
<p><b>'What If' Key</b></p>  <p>What if you were an Anglo-Saxon child? What would you wear? What games would you play? What would you eat? Mind Map!</p>	<p><b>Names, Names, Names!</b></p>  <p>Which place names did the Anglo-Saxons give us? Are any places named after Anglo-Saxon Gods? What clues tell us that a place name originates from the Anglo-Saxons?</p>	

- **Keep reading! Children need fluency, pace and understanding of vocabulary to help them with all their other topics.**
- ***Please use comment section on Google Classroom home learning to give me any feedback. You can also send in a note or email me via the office. If there's a problem with home learning – leave it and let me know!***

# Revision and practice...



You will receive a letter with information about revision/practise books should you wish to use them for further home learning.

At this point, if you do choose to order them, I recommend selecting the year group **before** that which your child has just started. I.e. Year 4 should select the Year 3 books.

Year 2, Year 3 or Year 4

10 minute weekly workouts for English and Maths

2 book bundle  
for £4.00

Order and pay via Eduspot by Friday 2<sup>nd</sup> October



## The Little Details:

Frosties? ... Please book! Pay in advance... Keep on top of payments!

# Lunches? ... 2 weeks notice to change!

# Thank you



# Keeping in Touch:

Half-termly Class newsletter (sent home last Friday) has overview of learning and dates for your diary. Extra copy on noticeboard and website.

Weekly newsletter emailed to families every Friday. Copy on website.

**Information for Parents and Carers**  
**Class 3: Year A, Autumn 1, 2020**

**Theme: From Stone Age Britain to end of the Roman occupation: How did Britain change?**

Focusing this half term on Stone age, Iron Age and Bronze Age, we will use a range of different resources to develop our understanding of how historic items, artefacts and past events have helped to shape our lives today. We will research the significant events from this period and plot them on timelines. We will compare village life, diet, religion and different cultures of this period to our own.



**English:**  
**Comprehension**  
We will be developing our higher level interpretation skills by analysing comprehension texts.

**Fiction**  
This half term our writing will be inspired by the book 'The Wild Way Home' by Sophie Kirtley. The children will be exploring the characters and developing their narrative skills.

**Instructions**  
Using our class text and linking to Design Technology, we will be creating our own magical deer's tooth to transport us back to the stone age. We will be writing a set of instructions on how to create this. We will look at the features of an instructional text and compare different types before creating our own.

**SPaG:** The focus this half term will be on grammar and punctuation, from now a home learning will be set on SPaG.com weekly.

**PE & Games:**  
This term's PE is Dance (Tuesday) and Swimming (Wednesday). Please ensure that your child has both indoor and outdoor kit in school at all times as changes may have to be made.




**Mathematics:**  
We will spend the first two weeks establishing gaps in learning and moving onto place value. The main objectives we intend to cover are as follows.  
**Year 3-** Using the formal written method for addition and subtraction. Number bonds to 100. Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. Read and write numbers to 1,000 in numerals and words. Measure the perimeter of simple 2D shapes. Add and subtract numbers mentally up to 3 digits. Add and subtract numbers with up to 3 digits, using the column strategy.  
**Year 4-** Using the formal written method for addition and subtraction. Number bonds to 100. Count in multiples of 6, 7, 9, 25 and 1000. Add and subtract numbers with up to 4 digits using the column strategy, Estimate and use inverse operations to check. Compare and classify geometric shapes.

**Science:**  
This term we will learn about the importance of nutrition and introduced to the main body parts associated with the skeleton and muscles. We will find out how different parts of the body have special functions.

We will look at identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. We will compare and contrast the diets of different animals (including our pets, Lux the Doberman will feature in this lesson) and decide ways of grouping them according to what they eat. We will research different food groups and how they keep us healthy, and design meals based on what they find out.

**Additional Learning:**  
Using cross curricular links to our science topic and English Text, children will be studying 'Food and Nutrition' in D.T and also using salt dough to create deer tooth necklaces. Introductions and siblings in French. Brass in Music, Cave paintings and parietal art in Art and Coding in Computing. In RE we will be looking at the enquiry 'What do Jewish people believe and how do they live?'. We will also be completing lots of wellbeing activities.

**Additional Information:**  
If you or anyone you know has any interests, talents, skills or expertise that can help us enhance our learning in Class 3 this half term, please speak to Miss Hodgson or Miss Leigh. We are always looking to make links with our community.




**Friezland Primary School**

July 19<sup>th</sup> 2019

**Frostles: September 2019**  
Annual Registration Fee: £5.00  
Breakfast Club:  
Full session: 7.30 - 8.45 a.m. £4.50  
Part session: 8.15 - 8.45 a.m. £2.50  
No child can be admitted before 7.30am  
After School:  
Full session: 3.20 - 5.45 p.m. £7.60  
Part Session: 3.20 - 4.30 p.m. £4.00  
Frostles is a pay-in-advance service via your Eduspot account. Child Care Vouchers can also be used.


**Children's University Graduation Ceremony KS2**  
Well done to all our pupils in KS2 who graduated last week as part of the Children's University scheme. The ceremony was a lovely opportunity to celebrate our children's learning that extends beyond the classroom and school day. Well done to this year's 'Outstanding Achiever', Amelie, who has achieved over 500 learning hours for a wide range of extra-curricular activities.




**Eduspot Accounts**  
Thank you for everyone who has updated their accounts to bring them into balance. Please note this service is a pay-as-you-go service and therefore should not accrue debt. Any outstanding debts need to be paid immediately.

**National Lottery grant Success**  
It has taken a lot of time and hard work with bid-writing but it was all worth it in the end!  
We received news this week that the National Lottery Community Fund are awarding us a grant to support the development of our old school office into a multi-purpose space which will be used to benefit all! Together with the money our wonderful FOF have raised, we can finally ensure a purposeful space! What a lovely piece of news to end to the school year.


**Space Chase Summer Reading Challenge 2019**  
Sign up to this year's Summer Reading Challenge at your local library! The Summer Reading Challenge combines free access to books with fun, creative activities in the library during the summer holidays. Children should sign up at their local library and receive a Mischief Maker collector card. They must then borrow and read at least six library books of their own choice during the summer, collecting special stickers to complete their folder and incentives along the way. Children who complete the Summer Reading Challenge will be presented with a certificate and a medal. GET READING!



**Thank You One and All!**  
Friezland staff and Governors would like to thank our families for their continued support, kind words, cards and gifts. We are a lucky lot and privileged to work in such a fantastic school.  
Please have a lovely summer break; stay safe and enjoy some quality family time together before we return for the new school year in September. Pupils return to school on **Wednesday 4<sup>th</sup> September, 8:45am.**



**Dates for the Diary**  
**SEPTEMBER**  
4<sup>th</sup> Sept: Start of new term- autumn 1 (WED)  
10<sup>th</sup> Sept: Meet the teacher- Class 4 (Y5-6), 5:00pm.  
11<sup>th</sup> Sept: Class 3 start swimming lessons (kit in school)  
11<sup>th</sup> Sept: Meet the teacher- Class 3 (Y3-4), 5:00pm.  
12<sup>th</sup> Sept: Meet the teacher- Class 2 (Y1-2), 5:00pm.  
17<sup>th</sup> Sept: Meet the teacher- Class 1 (Y1), 5:00pm.



# Keeping in Touch... :

- Google Classroom! I will add messages to that feed/pictures/things we have been up to.
- Copies of Class 4 letters & permission slips on noticeboard and website.
- Google Classroom – home learning comments
- If there is anything you want to discuss, please speak to us/me sooner rather than later! Start of the day is tricky: Email the school office [info@friezland.Oldham.sch.uk](mailto:info@friezland.Oldham.sch.uk) – this will be forwarded to me. If urgent, call the office as I may not see it during the same day.







Please feel free to forward any questions to me via  
[info@friezland.oldham.sch.uk](mailto:info@friezland.oldham.sch.uk)