

Welcome to Class 3



# Who is Who...

▶ Mrs Carter

Mrs Matthews

Ms Rooke



# Behaviour

We have a positive behaviour approach at Much Marcle Primary

- ❖ House points
- ❖ Informal conversations with parents at the end of the day
- ❖ Praise Postcards
- ❖ Golden Phone Call
- ❖ Head Teacher Award

# Daily Routine

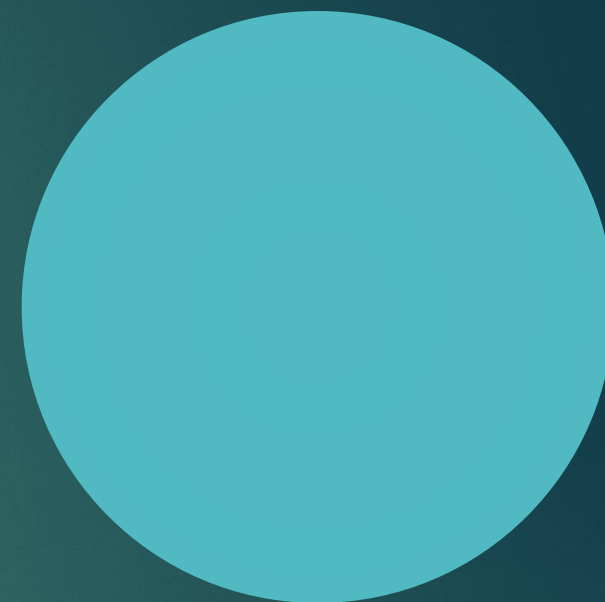
School gate opens at 8:45am

Whole school assemblies every morning 9:00-9:20am


























Breaktime – 10.30-10.45am

Lunchtime – 12.15-1:10pm

End of school day - 3:15pm



# Our class timetable

Class 3 Year 3/4 - Mrs Carter							Autumn 2024			
	8.55 - 9.00	9.05-9.20	9.20 - 10.30	10.45-11	11-11.45	11.45-12.15	1.15 - 1.30	1.30 - 2.20		2.30- 3.15
MONDAY	Registration	Whole School Assembly 	Maths 	BREAKTIME	Handwriting	English 	Reading Comp	Story 	Mile run	RSHE
TUESDAY	Registration	Whole School Assembly 	Maths 		Spelling Dictation	English 	Reading Comp	Library 		Computing 
WEDNESDAY	Registration	Whole School Assembly 	Maths 		LSCWC	English 	Reading Comp	Story 		PE 
THURSDAY	Registration	Whole School Assembly 	Maths 		LSCWC	English 	Spelling Test New words	Story 		French 
FRIDAY	Registration	Whole School Assembly OTB 	Maths 		LSCWC	English 	Reading Comp	Science 		Music  Reading Buddies 



# English

- ▶ Our English lessons will be based around this book.
- ▶ We will be writing character and setting descriptions
- ▶ as well as non-chronological reports and dialogue.



# Phonics

- ▶ We continue to use our phonics skills for reading and writing. Some children will continue to have targeted phonics lessons following the Read, Write, Inc. Programme.





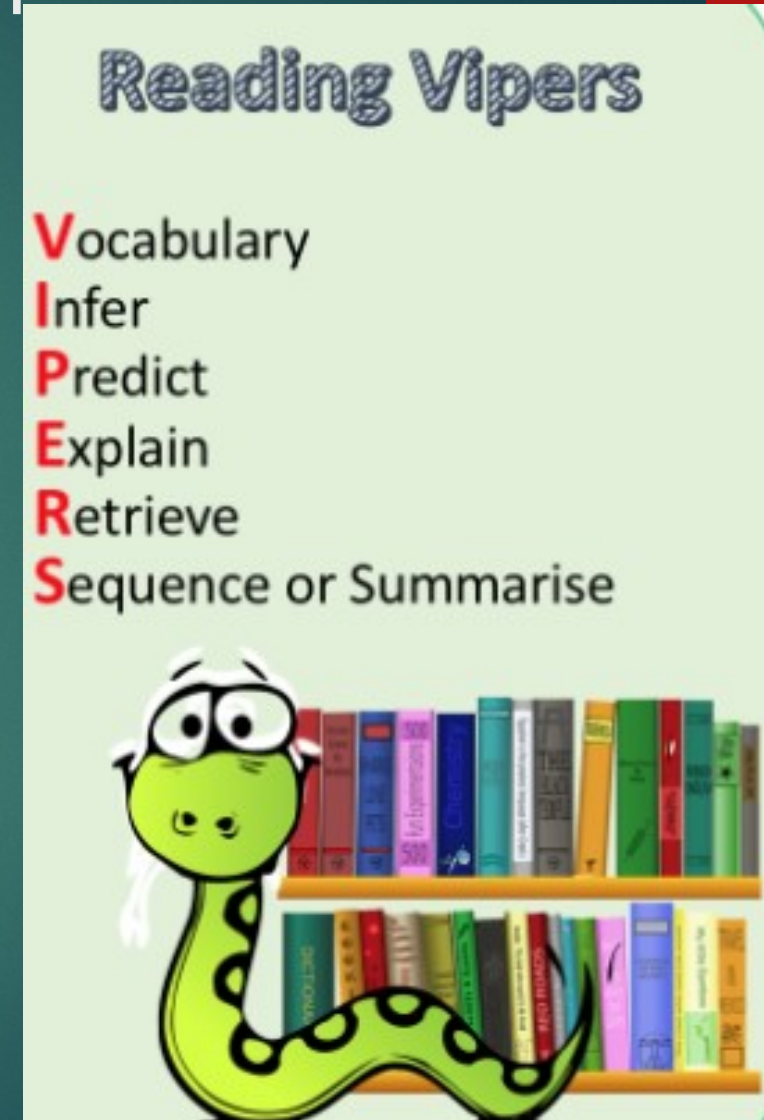
# Reading

- ▶ We encourage the children to read at home at least three times a week and have an adult sign their reading records. Children are expected to take responsibility for changing their books when they have finished them.
- ▶ Every Tuesday our class has library time. This is when the children choose books from our school library and exchange them with ones already in our book corner.



# Reading Comprehension

- ▶ Each week we will focus on a different VIPERS reading comprehension skill through a short text that we will pull apart over 4 short sessions.
- ▶ We will read and discuss the text together and the children will practise reading fluently and exploring vocabulary during the first 3 sessions before answering a specific question type independently during the fourth session.





# Reading at home

- ▶ <https://schools.ruthmiskin.com/training/units/85>

Storytimes matter (11 mins)

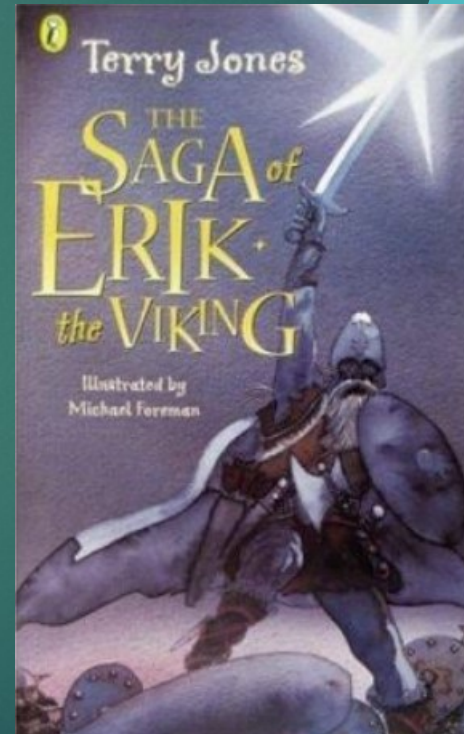
By reading aloud, Jack's dad has given him knowledge of new places - real and imagined.



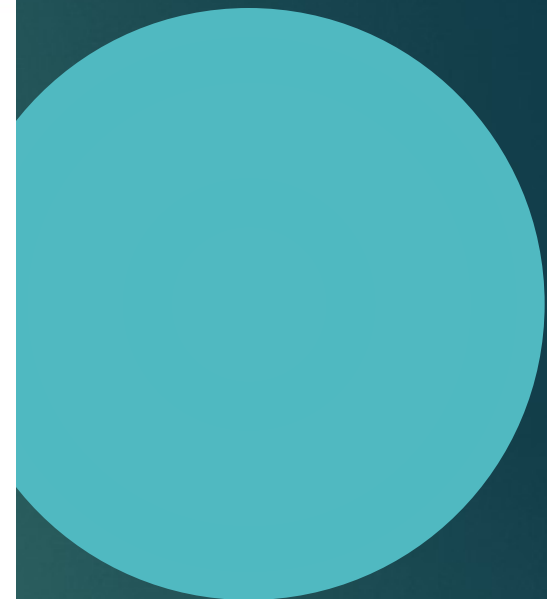
11:14

# Reading to children at school

- ▶ Every day we read after lunch- we call this our reading for pleasure time.
- ▶ Our reading for pleasure book this term is









# Recommended reading list for year 4



# Spelling

- ▶ Purple Mash:
- ▶ The children will have new spellings every Thursday and be tested the following Thursday.
- ▶ They will be set a spelling quiz on Purple Mash and must complete this at home as practice.



# Handwriting

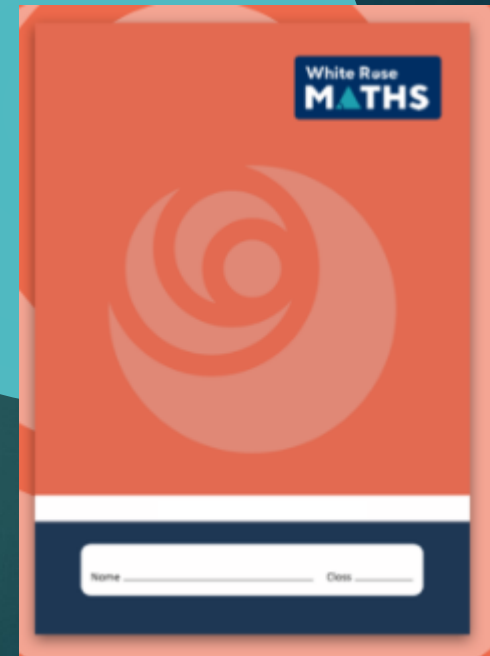
- ▶ We practise handwriting in class. Your child may be sent home with extra sheets when they need a little more practice.





# Maths

- ▶ We follow White Rose for our maths curriculum. Children have their own workbooks.
- ▶ As part of every maths lesson children do a 15 minute RAM.
- ▶ We also Use Purple Mash and TTRS to support children's fluency in maths.
- ▶ Children can access these at home with their logins.





# PE

- We will be continuing with PE on Wednesdays and Thursdays.
- Children come to school in PE kit on these days.



# Curriculum Map

Class 3 – Curriculum Overview Year B of Cycle						
Perseverance		Confident Communicators		Healthy Body, Healthy Mind		World Citizens
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Why did the Anglo Saxons and Vikings settle in Britain?		Local Study: What does Ledbury teach us about the Tudors?		Extreme Earth - How is our Earth made? Rainforests - Where are they and what will you find there?	
Wider Experiences	Viking Activity Day at school Dress up, <b>Kubo</b> , Beanbag Targets, Whittling, Shield making		Ledbury Heritage Centre and The Master's House.		The Living Rainforest	
Science	Y3/4 Animals including Humans: Digestion Teeth Skeletons <b>SB3/4, WS3/4</b>		Y4 Electricity: Circuits <b>SJ4, WS3/4</b>	Y4 Sound: How we hear How sound travels <b>SI4, WS3/4</b>	Y4 States of Matter: Solids, Liquids, Gases <b>SH4, WS3/4</b>	
Computing	Coding Online Safety <b>C11, C13, C7, C8, C9</b>		Spreadsheets Writing for different audiences Logo <b>C12</b>		Animation Effective Search Hardware Investigators <b>C12</b>	
History	Britain's Settlement by Anglo-Saxons and Scots  The Vikings <b>H7, H8</b>		Local History Study Ledbury The Tudors: Houses Rich and Poor everyday life <b>H9</b>			
Geography	Geographical Skills – using maps Locational – cities in UK <b>G14, G11</b>				Human and Physical - Volcanoes, Earthquakes and Rainforests Locational – world's countries <b>G10, G14, G13</b>	
DT			Tudor House with Light-up fire Design, Make and Evaluate Use electrical systems in their products. Tudor cooking Prepare and cook <i>savory dishes</i> <b>D10, D11, D12, D14, D18, D23</b>			
Art	Art Week/ Autumn Art/Bodies Great Artists – Portraits Review and revisit ideas Improve their art and Design techniques – Shading, proportion, positioning. <b>A5, A6, A7</b>				Rainforest paintings – Henry Rosseau – Pouncing Tiger <b>A7, A5</b>	
Music <i>Charanga</i>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	Vikings Freestyle	<b>M6, M7, M8, M10</b>	<b>M7, M6</b>	<b>M8, M9</b>	<b>M8</b>	<b>M10, M6</b>

RE	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	What do Christians learn from the Creation Story?	What is the 'Trinity' and why is it important to Christians?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious.</i>
PE	Circuits  <i>Use running and jumping in isolation.</i>  <i>Develop strength, control and balance.</i>  <b>PE4, PE6, PE9</b>	Yoga  <i>Develop flexibility, control, strength and technique.</i>  <b>PE6, PE9</b>	Swimming	Swimming  <b>S1, S2, S3</b>	Gymnastics  <i>Develop flexibility, control, strength and technique.</i>  <b>PE6</b>	Athletics  <i>Develop flexibility, control, strength and technique.</i>  <i>Use running, jumping, throwing in isolation.</i> <b>PE4, PE6</b>
	Football and Netball <i>Play competitive games and apply basic principles for attacking and defending.</i>  <i>Use throwing and catching in combination.</i>  <b>PE4, PE5, PE8</b>	Tag Rugby <i>Play competitive games and apply basic principles for attacking and defending.</i>  <i>Use throwing and catching in combination.</i> <b>PE4, PE5, PE8</b>  Ultimate Frisby			Cricket <i>Play competitive games.</i>  <i>Use throwing and catching in combination.</i>  <b>PE4, PE5, PE8</b>	Rounders <i>Play competitive games.</i>  <b>PE4, PE5, PE8</b>
RSHE	TEAMS- Express, thoughts, feeling and worries and how we express them, work as a team to solve a crime, show a resolution to a dispute, create a list of good deeds  It's My Body- The importance of sleep, exercise and healthy eating, what happens to muscles when we exercise them, We choose what happens to our bodies, Sugar is bad for health, medicines and harmful drugs, how germs travel	Money Matters- Where money comes from, reasons people go to work, how we can spend money, debt, choices we have on how to spend money, how we keep track of our money  VIPs- discuss how the impact of our attitudes affects us when trying to make new friendships, plan out how they will be an anonymous friend over the week, positive resolution techniques, create a poster with ideas to help someone who is being bullied	Britain- What it's like to live in Britain, democracy, rules and laws, liberty, diverse society, what it means to be British to us  Respecting Rights- Know our human rights, Know The Universal Declaration of Human Rights and the Declaration of the Rights of the Child, know why we have rules and how they help us, no one should take away our human rights, respect, describe what a stereotype is and understand how stereotypes can be harmful.			
Forest School					Take part in outdoor adventurous activity challenges (PE)	

# Forest School

► During the Summer term (lucky us!)

- Long sleeves and long trousers
- Sun hats and sun cream
- Waterproofs!
- Wellies

We will be going for the whole day and back by 3.15pm in time for home time.





# Topic Autumn Term Anglo Saxons and Vikings

- ▶ This term we have a history-based topic.
- ▶ Our Topic Question is: Why did the Anglo Saxons and Vikings settle in Britain?
- ▶ Our enrichment experience will be an
- ▶ immersive day dressed as Vikings, playing
- ▶ Viking games and taking part in Viking activities.
- ▶ This will take place after half term.





# We use Knowledge organisers

## Class 3 History Knowledge Organiser

## Anglo-Saxons and Vikings

## Autumn Term A

### Key Vocabulary

<b>Angles</b>	Tribes from an area today known as modern day Denmark that settled in Britain from around AD 450. They were one of the tribes that became known as the first Anglo-Saxons.
<b>Saxons</b>	A tribe from the north coast of Europe, especially Germany, that settled in Britain from around AD 450. They were one of the tribes that became known as the first Anglo-Saxons.
<b>Picts</b>	Tribes originally from Scotland who were often feared.
<b>Scots</b>	People from Ireland who, like the Picts, were fierce and powerful fighters.
<b>invaders</b>	People who enter an area and take control of it by force.
<b>kingdom</b>	An area ruled by a king or queen.
<b>Pagan</b>	Someone who follows the Paganism religion and worships many gods and goddesses.
<b>Christianity</b>	A religion based on the teachings of Jesus Christ.

### Viking Life

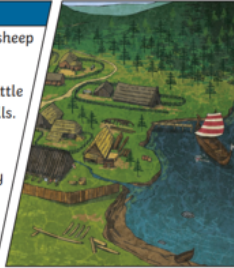
**Farms** - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.

**Houses** - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.

**Jewellery** - Worn to show off how rich a person was.

**Pagans** - Vikings arrived as pagans but eventually converted to Christianity.

**Sagas** - Vikings used rhyme to tell stories about adventures and battles against monsters.



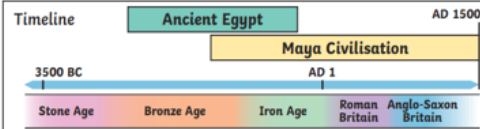
### The Romans Leave Britain

By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that invaded became known as the first Anglo-Saxons. Most of Britain was divided into seven Anglo-Saxon kingdoms.

The Picts and Scots were a constant threat without Roman support.



<b>exile</b>	To be sent away.
<b>invade</b>	To enter and occupy land.
<b>kingdom</b>	An area ruled by a king.
<b>longship</b>	A long, wooden, narrow boat used by the Vikings.
<b>outlawed</b>	Having all property taken away and no longer being able to live in the community.
<b>pillaged</b>	To violently steal something.
<b>raid</b>	A surprise attack.
<b>wergild</b>	A payment system used to settle disputes between a criminal and the victim or their family.



## Class 3 Science Knowledge Organiser

### Key Vocabulary

**healthy** In a good physical and mental condition.

**nutrients** substances that animals need to stay alive and healthy.

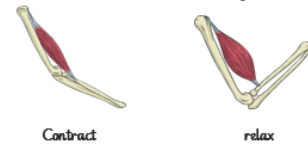
**energy** strength to be able to move and grow.

**vertebrate** animals with backbones.

**invertebrate** animals without backbones.

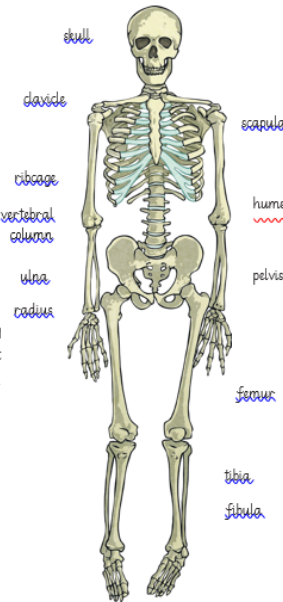
**joint** areas where two or more bones are fitted together.

Skeletal muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



- Skeletons do three important jobs:
- protect organs inside the body;
  - allow movement;
  - support the body and stop it from falling on the floor.

## Animals Including Humans



Nutrient	Found in... (examples)	What it does/they do
<b>carbohydrates</b>		provide energy
<b>protein</b>		helps growth and repair
<b>fibre</b>		helps you to digest the food that you have eaten
<b>fats</b>		provide energy
<b>vitamins</b>		keep you healthy
<b>minerals</b>		keep you healthy
<b>water</b>		replace nutrients around your body and helps to get rid of waste

# Topic Spring Term Ledbury

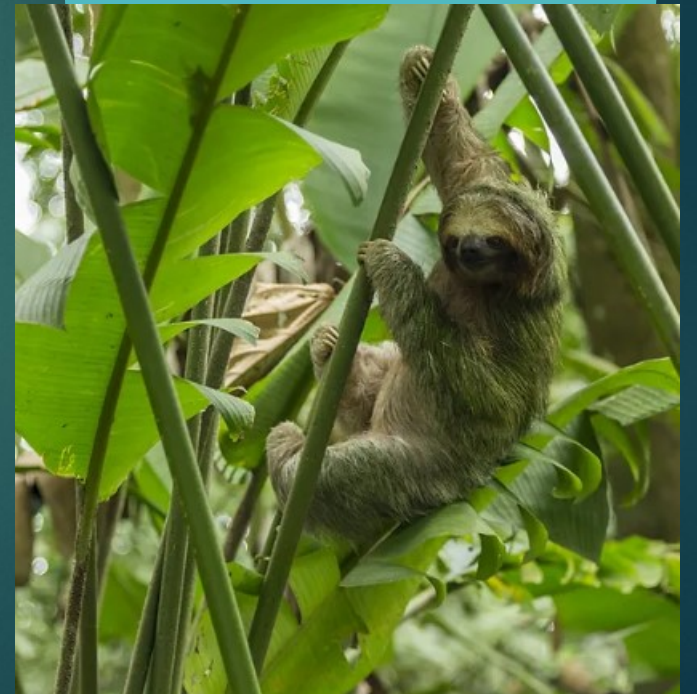
- ▶ This is a history based topic.
- ▶ Our Topic Question is: What does Ledbury teach us about the Tudors?
- ▶ Our trip will be to Ledbury Heritage
- ▶ Centre on Thursday 16th January.





# Topic Summer Term Extreme Earth and Rainforests

- ▶ This is a geography based topic.
- ▶ Our Topic Questions are: How is our Earth made?
- ▶ Where are the Rainforests and what will you find there?
- ▶ Our trip will be to The Living Rainforest
- ▶ on Thursday 5th June.



# Our school values

- ❖ Thankfulness
- ❖ Hope
- ❖ Trust
- ❖ Forgiveness
- ❖ Courage
- ❖ Friendship
- ❖ Responsibility
- ❖ Kindness

## Core Values

- ❖ Respect
- ❖ Perseverance
- ❖ Generosity

We learn, celebrate and discuss these day to day, in assembly and as part of our RE lessons.

On Friday we have OTB come into assembly to tell us stories from the Bible.



# Home work

- ▶ We encourage children to read three times a week, practise their spellings daily on Purple Mash and in their spelling books, complete 15 minutes of TTRS at home and look at RWI sounds if part of a phonics group.
- ▶ Spelling tests happen every Thursday and new ones go out that day for the children to practise over the next week.
- ▶ If we feel children need it, handwriting or extra maths work may be sent home.
- ▶ We really notice the impact children's attendance has on their attainment as well as children who are supported at home.

# Any questions?

Please arrange a meeting with us or grab us at the end of a school day to discuss anything you need to about your child.

**Can we ask you to keep every item of your child's clearly named;  
Sharpies work well.**

# Thank you!