

Mithian Primary School



Years 3 & 4

Parent Curriculum
Information Booklet



Welcome to Year 3 and 4 (Class 2)

Welcome to Class 2. Over the next one to two years, your children will be continuing to develop independence in their learning.

In this booklet we aim to outline some of the core skills your child will be taught. We have included key objectives they are expected to meet, either by the end of Year 3 or Year 4, as well as some examples of how you could support them at home.

Please remember to check Seesaw regularly for newsletters and examples of your children's learning.

We hope to see you throughout the year at the scheduled open days, parent's evenings, assemblies and events. Also feel free to come into school if you have any questions or concerns at any time.

Kind regards,

Miss Dale (class teacher)

Mrs Khalil (teaching maternity cover)

Ms George (teaching assistant)

Reading

In lower Key Stage 2, your child will build on their work from Key Stage 1, to become more independent in their reading. Most children will be confident at decoding most words, although we will still support those children who need it. The children will be able to use their reading to support their learning about other subjects. We will develop and extend their comprehension skills. They will also begin to identify how authors choose words for effect.

By the end of Year 4, children should be able to...

1 Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2 Read further exception words, including those with unusual spelling/sound links
3 Retell some fairy tales or traditional tales orally
4 Identify themes and conventions in a range of books
5 Perform plays and poetry aloud using intonation, tone, volume and action
6 Recognise some different forms of poetry
7 Use dictionaries to check the meanings of words
8 Check that a text makes sense, including explaining the meaning of words in context
9 Identify and summarise the main ideas drawn from more than one paragraph
10 Draw inferences about feelings thoughts and motives
11 Use evidence to justify inferences
12 Discuss words and phrases which capture the reader's interest
13 Identify how language contributes to meaning
14 Identify how structure and presentation contribute to meaning
15 Retrieve and record information from non-fiction texts

To help develop your child's reading you could consider the following areas:

- **Continue to nurture a love for reading.**
- Please read with your child as often as possible.
- Talking about what they read is as valuable as physically decoding words.
- Use questioning to support their comprehension skills.
- Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper.
- Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information.
- Allow your child to read silently, and then discuss what they have read.

Book Bands and Reading Stages

Band	Colour
1	Pink
2	Red
3	Yellow
4	Blue
5	Green
6	Orange
7	Turquoise
8	Purple
9	Gold
10	White
11	Lime
12	Copper
13	Topaz
14	Ruby
15	Emerald
16*	Diamond
17*	Pearl

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions.

*Options for 'free readers'. Once children become free readers they are free to read any books from the class library, school library or from home. These books will continue to be heard, monitored and discussed by teaching staff with the children to check they are accessing relevant, stimulating and a wide range of books. **Pupils must bring their book to Mrs Khalil or Ms George to check as being suitable before starting their book.**

Writing

In lower Key Stage 2, children will begin to meet a wider range of writing contexts, both fiction and non-fiction styles and genres. We will build on the work from Year 2 to further develop their spelling skills and their grammatical understanding. We will also focus on the style of their written work, so that it becomes more interesting for others to read. We will also work on sentence structure so that children can add additional meaning to their sentences and structure their ideas in different ways.

By the end of Year 4, your child should be able to...

1 Spell words which are often misspelt from the Y3-4 list
2 Use the possessive apostrophe accurately with plurals
3 Use a dictionary to check a spelling
4 Use appropriate handwriting joins, including choosing unjoined letters
5 Adopt the features of existing texts to shape own writing
6 Build sentences with varied vocabulary and structures
7 Organise paragraphs around a theme
8 Develop detail of characters, settings and plot in narratives
9 Use simple organisational devices in non-fiction
10 Suggest improvements to grammar and vocabulary
11 Proofread own work for spelling and punctuation errors
12 Read aloud using appropriate intonation, tone and volume
13 Use a range of conjunctions to extend sentences with more than one clause
14 Choose nouns and pronouns for clarity and cohesion
15 Use conjunctions, adverbs and prepositions to express time, cause & place
16 Use fronted adverbials
17 Understand the difference between plural and possessive '-s'
18 Recognise and use standard English verb inflections
19 Use extended noun phrases, including with prepositions
20 Use and punctuate direct speech correctly

To support your child at home you could:

- Provide writing opportunities whenever possible – i.e. thank you letters.
- Ensure spelling, punctuation and handwriting is accurate.
- Consider the writing challenges that are an option with the topic homework
- Practise their weekly spellings, making sure they understand what the words mean as well as how to spell it. Can they use it in a sentence?

Spelling

These spellings are from the National Curriculum for Years 3 and 4.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Mathematics

The focus in Year 3 and 4 is the mastery of the four operations (addition, subtraction, multiplication and division) so that the children can carry out calculations mentally and using written methods. We will introduce your child to standard written column methods of addition and subtraction as well as continuing to develop their mental maths skills. We have a calculation policy on our school website to help you see the written methods we use to teach your children. We might be using different methods from the ones you learnt at school.

By the end of Year 3, your child should be able to...

1 Count in multiples of 4, 8, 50 and 100
2 Compare and order numbers up to 1000
3 Add and subtract numbers mentally, including round numbers to HTU
4 Add and subtract using standard column method
5 Estimate answers to calculations and use the inverse to check answers
6 Know 3×, 4× and 8× tables
7 Count up and down in tenths
8 Understand that tenths are objectives or quantities divided into ten equal parts
9 Compare and order simple fractions
10 Recognise and show equivalent fractions
11 Find and write fractions of a set of objects
12 Add and subtract fractions with common denominators (less than one)
13 Measure, compare and calculate measures using standard units
14 Measure the perimeter of simple 2-D shapes
15 Add and subtract money, including giving change
16 Tell and write the time from an analogue clock, including using Roman numerals
17 Estimate and read time to the nearest minute
18 Identify horizontal, vertical, parallel and perpendicular lines
19 Identify whether angles are greater or less than a right angle
20 Interpret and present data using bar charts, pictograms and tables

By the end of Year 4, children will be expected to know all of their times tables up to 12x12 by heart. This means, not only recalling them in order, but also being able to answer any times table question at random, including the related division facts. For example, knowing that $6 \times 8 = 48$ and also knowing the related facts: $8 \times 6 = 48$, $48 \div 8 = 6$, $48 \div 6 = 8$. Please do as much as you can to help your children to learn these facts by the end of the year.

Pupils will continue to use standard written column methods for addition and subtraction, with increasingly large numbers. They will practise the formal written methods of standard multiplication and division.

We will continue to develop children's understanding of place value, including numbers over 1000 and also looking at Roman numerals.

By the end of Year 4, your child should be able to...

1 Count backwards through zero, including negative numbers
2 Recognise place value in four-digit numbers
3 Round any number to the nearest 10, 100 or 1000
4 Know tables up to 12×12
5 Use place value and number facts to carry out mental calculations
6 Use factor pairs and commutativity in mental calculations
7 Use short multiplication method
8 Recognise and use hundredths
9 Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
10 Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths
11 Round decimals with one decimal place to the nearest whole number
12 Compare numbers up to two decimal places
13 Convert between different units of metric measurement, including money
14 Find the area of rectilinear shapes by counting squares
15 Solve problems converting units of time
16 Compare and classify shapes, including quadrilaterals and triangles
17 Complete a simple symmetric figure with respect to a specific line of symmetry.
18 Describe positions on a 2-D grid using co-ordinates
19 Describe translations using a given unit to the left/right and up/down
20 Interpret and present discrete and continuous data on appropriate graphs

Science

Science enables children to discover and learn about the world around them. It stimulates curiosity and allows children to make meaningful links to both the natural and man-made environment that they live in.

Science is taught in many ways but we aim to encourage careful observation and investigation. Children devise their own experiments and communicate their findings in a number of ways.

Our Science Curriculum is taught over a two year rolling programme.

By the end of Year 4 the expectation is that your child should be able to.....

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it.
- recognise that sounds get fainter as the distance from the sound source increases
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit and recognise some common conductors and insulators

Assessment

Teacher assessment is on-going throughout the year and teachers assess pupils both informally in lessons, when checking pupil work (marking) and through testing with end of topic tests. Each half term pupils will complete short test papers on Reading, Maths and SPAG. Writing is assessed more regularly by children completing independent pieces in their learning log.

Results from tests are taken into account when tracking children's progress and attainment throughout the year, but more emphasis is placed on what they can apply on a daily basis. By the end of the year all pupils will be assessed as either WTS (working towards) National Age Related Standard) Your pupil's end of year report will have more detail on how they have met their final assessment in core subjects.

Keeping Children Safe

Internet Safety

Within school we set strict filters on our computers and network that help block out any inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules. We urge parents to keep a close eye on the internet usage that children access at home. Information for parents can be found: CEOP: www.ceop.gov.uk Think U Know: www.thinkuknow.co.uk childnet international <https://www.childnet.com/>

Safeguarding

Our Senior Designated Person is Mrs Garbett.

Our Deputy Designated Person is Ms Young.

If you have any concerns about the welfare of any of the children within the school, please do not hesitate to let us know.