YEAR 3/4 CURRICULUM OVERVIEW FOR PARENTS/CARERS 2022-23

Melissa van der Ree – Assistant Headteacher

Miriam Kaab – Assistant Headteacher

Keyworth Primary School

Part of the Bessemer and Keyworth Federation

www.keyworth.southwark.sch.uk

Address: Faunce Street, London, SE17 3TR

Tel: 020 7735 1701

E-Mail: office@keyworth.southwark.sch.uk

Executive Headteacher: Sarah Beard

Head of School: Ray Capper

WELCOME TO YEAR 3 AND 4!

- Every year, we welcome parents/carers to attend workshops to share the expectations in English and Maths for the coming academic year.
- This workshop will explain the knowledge and skills that your child will require during the academic year, and offer advice as to how children can be supported at home.
- **There is a lot of information contained in this workshop,** so please take your time to look at the details after the workshop. If you have any questions, please email the school office who will be able to direct your questions/queries to the relevant person.

THE YEAR 3 TEAM

3AB teacher - Alex

3MK teacher - Miri

Year 3 teaching assistant - Luigi

Year 3 teaching assistant - Marcia

THE YEAR 4 TEAM

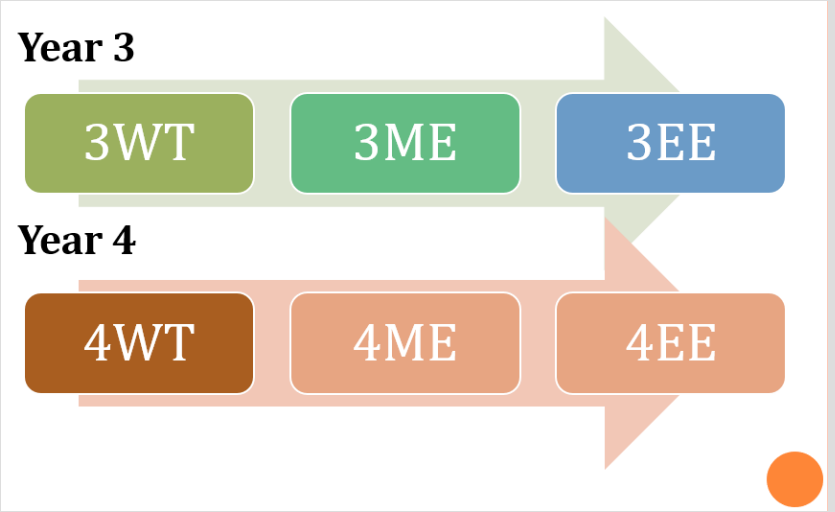
4MV teacher - Melissa

4EB teacher - Ellie

Year 4 teaching assistant - Dorett

NATIONAL CURRICULUM LEVELS

- At the end of year 3/4, a child working at the expected standard will be a 3ME/4ME.
- A child who is exceeding the expected standard will be a 3EE/4EE.
- A child who is working towards the expected standard, meaning they are able to access the year 3/4 curriculum but may not be secure, will be a 3WT/4WT.
- Children who have a number that is smaller than their year group are working below the curriculum e.g. 2ME means a child is working at the expected levels for a child in year 2.
- 3EE/4EE is the highest grade that can be awarded to a child in year 3/4.
- Please note that these are **end of year expectations**.



ENGLISH

ENGLISH

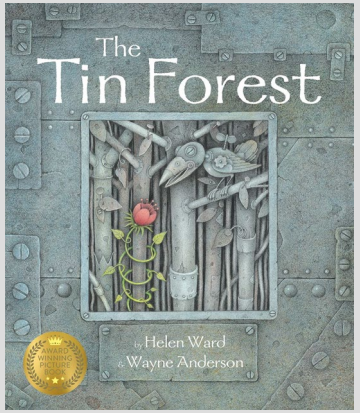
- The National Curriculum breaks the subject of English down into 4 areas:

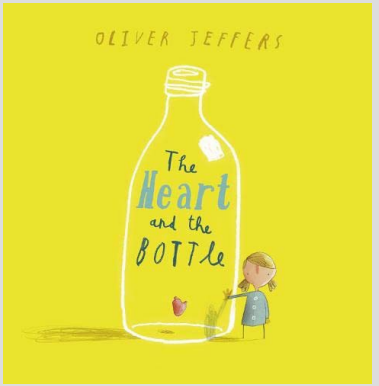
- English writing;
- English reading;
- Spelling, Punctuation and Grammar (SPaG);
- Handwriting.

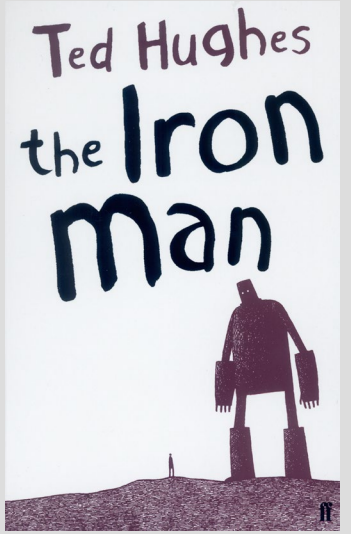
- KS2 SATs, which children complete in year 6, cover the whole KS2 curriculum from years 3 to 6. SATs assess children in all of the areas above.

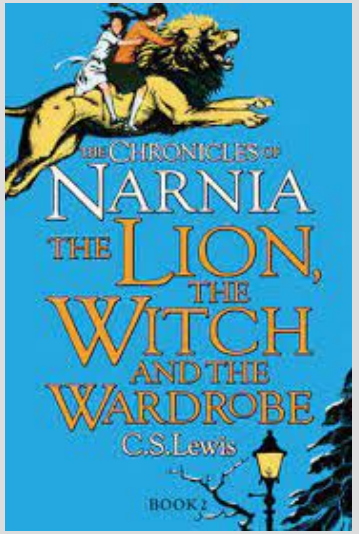
ENGLISH WRITING AT KEYWORTH

- Text-based English units using a book – linked to topic where possible.
- Embedding grammar, punctuation and spelling teaching throughout.
- The taught skills are applied by writing across different fiction and non-fiction text types and genres.
- Children are encouraged to plan and edit throughout – making choices for themselves.
- Cross-curricular writing is key with children showing that they can use their knowledge and skills independently.









ENGLISH WRITING

By the end of year 3/4, a child working at or above the age-related expectations in writing needs to:

- **Use paragraphs, although this might not always be accurate (Year 4 almost always accurately)**

Children may use a paragraph at the beginning, middle and end of a story. They may know that they need to start a new paragraph when there is a different time of day or a different setting, but they may not know how to use paragraphs fully.

- **In a paragraph, include detail to describe a setting/a character**

A child takes time to describe a character/setting to make their work interesting and to engage the reader.

ENGLISH WRITING

- **Use accurate tense throughout a piece of writing (including when changing between tenses for Year 4)**

If children are writing in the past tense, they choose the correct verbs. Children should also be able to change between the past, present and future tenses accurately in a piece of work. This includes when using verbs as being words e.g. She was/we were/I am/he is/they are etc.

- **Read back and check that their work makes sense; adding punctuation and correcting spellings**

Children should be given time to read over and correct their work for themselves.

- **Use pronouns accurately to aid cohesion (Year 4)**

Rather than repeating a name, children use pronouns to support the flow of writing e.g. he, she, they, it etc. When using pronouns, it is clear who or what is being referred to.

ENGLISH WRITING

- **Make ambitious and deliberate word choices, including some use of expanded noun phrases with commas accurately used**

A child should select language that adds meaning and may be more powerful. Rather than saying "the man is sad", a child may say that "the man was feeling distraught".

Expanded noun phrases are as follows: adjective, adjective noun. In a sentence, this would mean something like: The ravenous, frightening beast stood menacingly….

- **Use the correct article 'a' and 'an'**

Children should know the difference between using 'a' and 'an' when writing.

ENGLISH WRITING

- **Use a greater range of conjunctions, adverbs and prepositions correctly**

Conjunctions join main and subordinate clauses in a sentence together e.g. *Sophie rushed home as it began to pour with rain*. As well as using because, so, as etc. children should use others e.g. although, even though.

Adverbs describe verbs and adjectives e.g. *Sophie briskly rushed home*. Adverbs are not just 'ly' words – *Sophie ran fast*.

Prepositions describe the position of something e.g. under, next to, beside etc. Children should also be able to use **prepositional phrases** e.g. Opposite the table, on top of the window ledge.

ENGLISH WRITING

- **Use subordinate clauses with an attempt to use commas correctly**

As the weather was hot, James decided to buy a cold drink.

James decided to buy a cold drink, as the weather was hot.

The **subordinate clause** is the part of the sentences above that is underlined as it does not make sense on its own and has a conjunction. The **main clause** is the part of the sentence that makes sense on its own.

- **Use fronted adverbials to signify time, with commas**

Examples include: *before the game started, as soon as the programme has finished.*

ENGLISH WRITING

- **Uses full stops, capital letters, commas for lists, exclamation marks, questions marks and apostrophes for singular possession usually accurately (or can self-correct when editing). Inverted commas are sometimes used or can be used with support/models;**

Inverted commas is just another name for speech marks.

Examples of using **apostrophes for singular possession** would include: *Sam's ball, the dog's bone* etc.

- **Write at least a page of writing that has the same level of consistency of standard throughout**

ENGLISH WRITING

- **Year 4: Experiments with the order of clauses in a sentence using subordinating and coordinating conjunctions (continued).**

Children add clauses to sentences to make multi-clause sentences and experiment with the position of a clause in a sentence.

The car was stuck in traffic.

The car, which was a Ford Fiesta, was stuck in traffic.

The car was stuck in traffic as there was an earlier accident.

As there was an earlier accident, the car was stuck in traffic.

Children should be mostly accurate with their comma use for clauses.

ENGLISH WRITING

Children need to be able to define, identify in a sentence and use in their writing each of the key punctuation and grammar terms listed here.

Year 1

letter, capital letter, word, singular, plural, sentence
punctuation, full stop, question mark, exclamation mark

Year 2

noun, noun phrase, statement, question, exclamation, command
compound, suffix, adjective, adverb, verb, tense (past, present)
apostrophe, comma

Year 3

preposition, conjunction word family, prefix clause,
subordinate clause direct speech consonant, consonant letter
vowel, vowel letter inverted commas (or 'speech marks')

Year 4

Determiner, pronoun, possessive pronoun adverbial

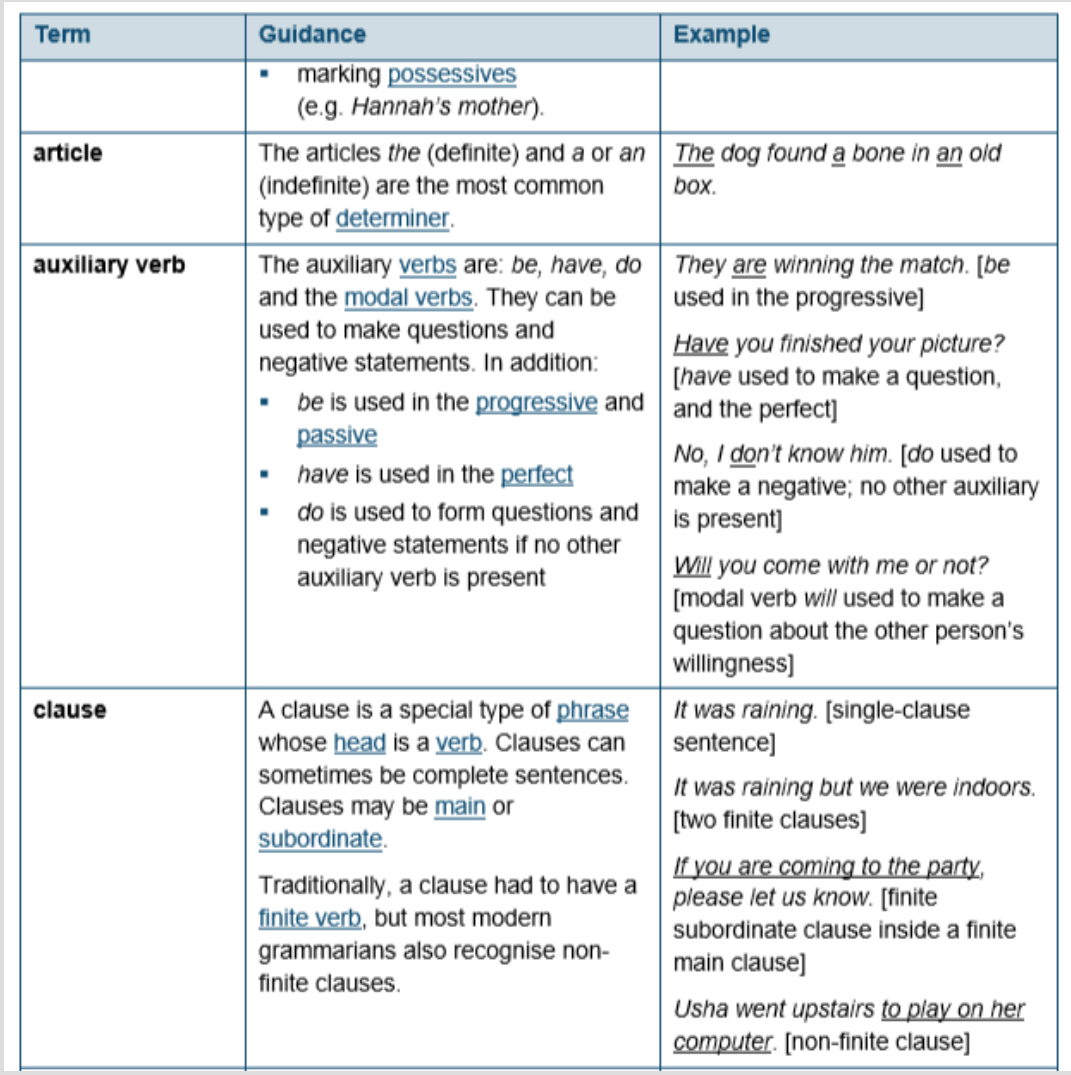
ENGLISH WRITING

For support with knowing the terms used in the National Curriculum, type into a search engine:

KS2 English Glossary.

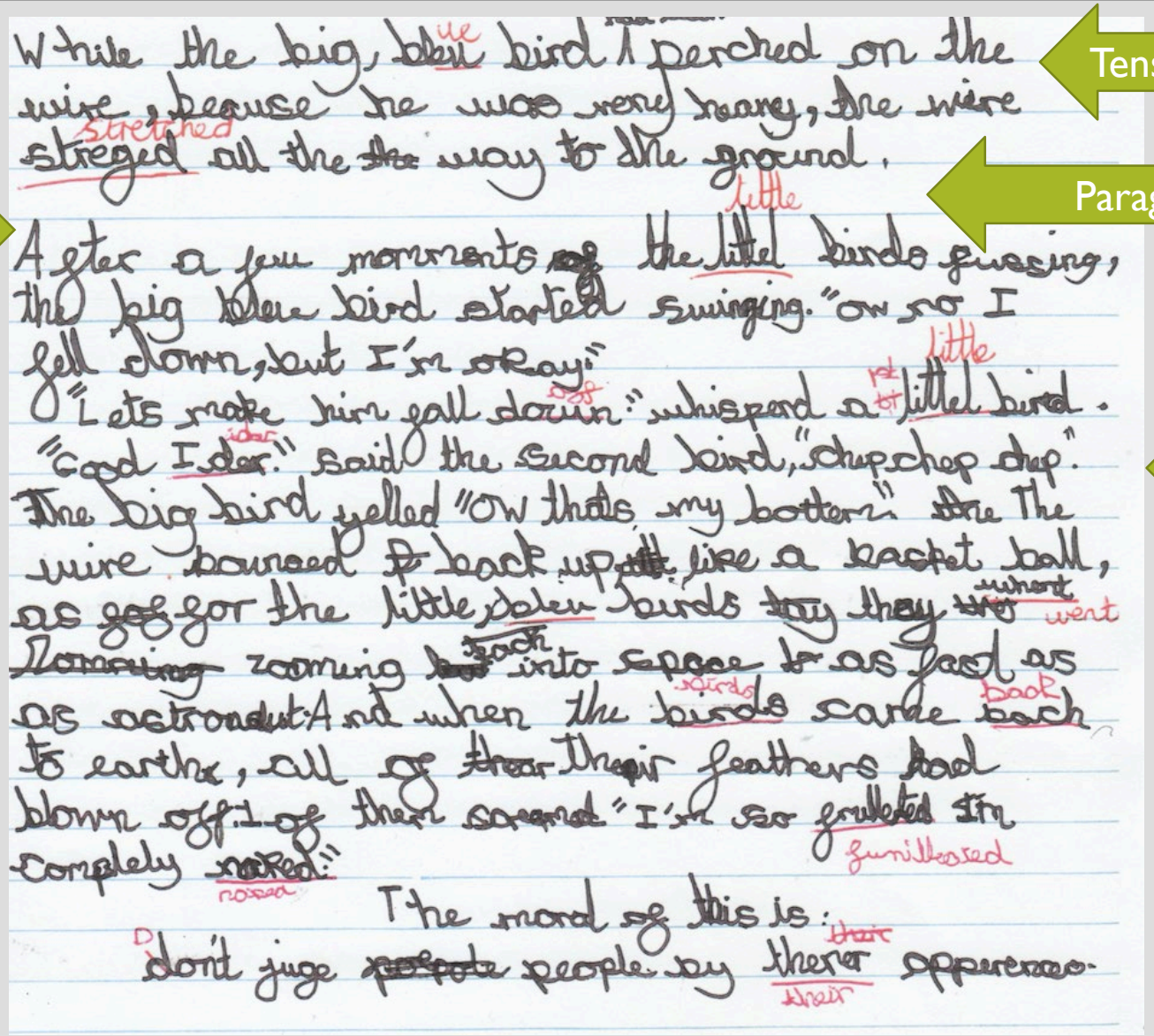
You will find a document called: **The National Curriculum in England – Glossary**.

This document contains explanations, models and examples.



Term	Guidance	Example
	▪ marking possessives (e.g. *Hannah's mother*).	
article	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of determiner.	*The dog found a bone in an old box.*
auxiliary verb	The auxiliary verbs are: *be, have, do* and the modal verbs. They can be used to make questions and negative statements. In addition: ▪ *be* is used in the progressive and passive ▪ *have* is used in the perfect ▪ *do* is used to form questions and negative statements if no other auxiliary verb is present	*They are winning the match.* [*be* used in the progressive] *Have you finished your picture?* [*have* used to make a question, and the perfect] *No, I don't know him.* [*do* used to make a negative; no other auxiliary is present] *Will you come with me or not?* [modal verb *will* used to make a question about the other person's willingness]
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*It was raining.* [single-clause sentence] *It was raining but we were indoors.* [two finite clauses] *If you are coming to the party, please let us know.* [finite subordinate clause inside a finite main clause] *Usha went upstairs to play on her computer.* [non-finite clause]

3ME – ANNOTATED EXEMPLAR



While the big, blue bird perched on the wire, because he was very heavy, the wire streged all the the way to the ground.

After a few moments of the little birds guessing, the big blue bird started swinging. "ow no I fell down, but I'm okay."

"Lets make him fall down" whisperd a little bird.

"Good Ider." said the second bird, "chup chop chup".

The big bird yelled "OW thats my bottem" the The wire bounced back up like a basket ball, as for the little baby birds they went zooming back into space as fast as as astronaut And when the birds came back to earth, all of their feathers had blown off. of them screamed "I'm so embarrassed I'm completely naked!"

The moral of this is: Don't juge people by there appearance.

Tense mostly accurate

Paragraphs

Uses time conjunctions

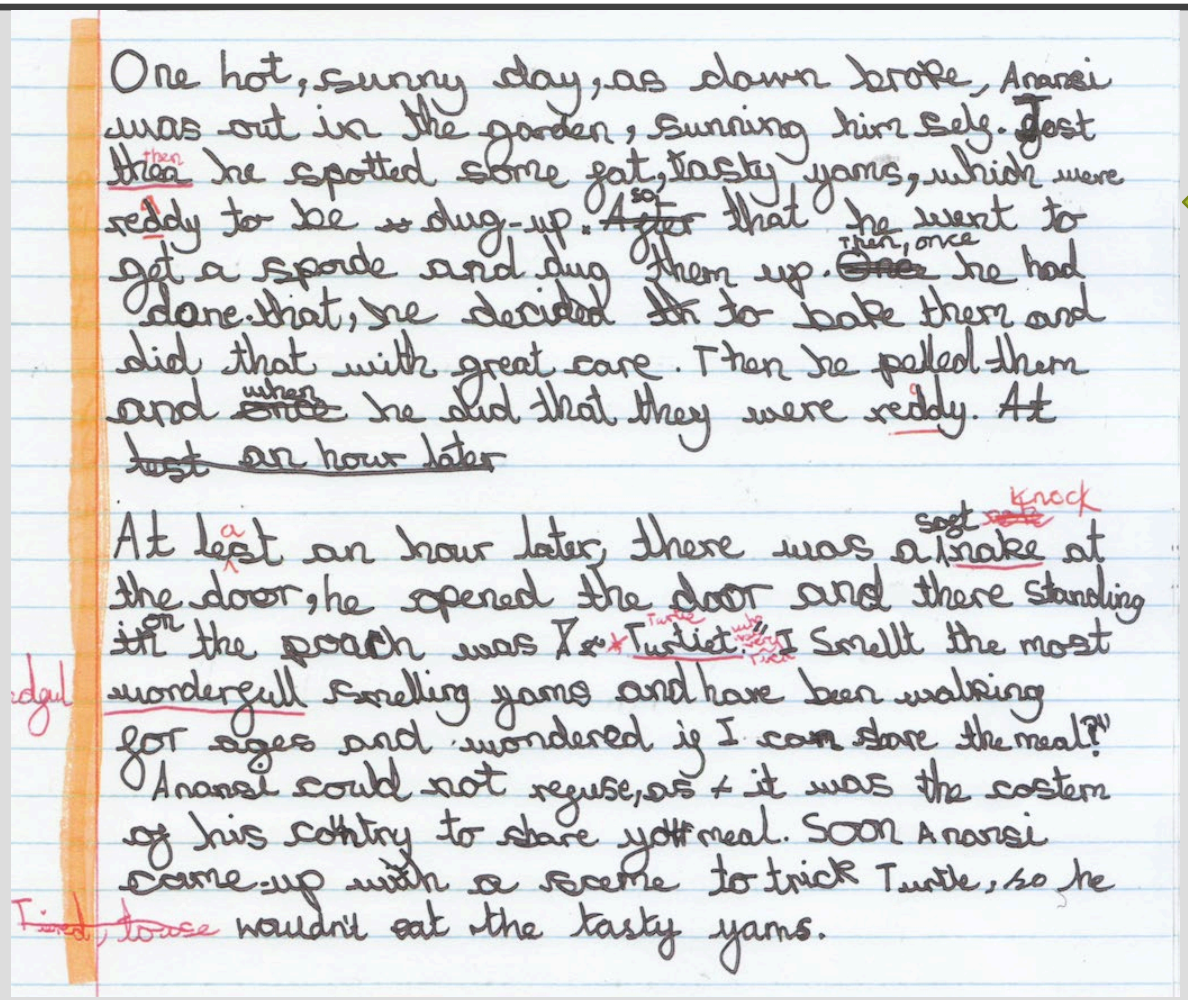
Uses inverted commas, with support, in some writing

Proof-reads for spelling

3ME – ANNOTATED EXEMPLAR

Uses varied, adventurous adjectives, adverbs and expanded noun phrases to describe, e.g. the dark, stormy night

Begins to use fronted adverbials



One hot, sunny day, as dawn broke, Anansi was out in the garden, sunning himself. Then he spotted some fat, tasty yams, which were ready to be dug up. So that he went to get a spade and dug them up. Then, once he had done that, he decided to bake them and did that with great care. Then he pulled them and when he did that they were ready. At last an hour later

At last an hour later, there was a knock at the door, he opened the door and there standing on the porch was Turtle. I smelt the most wonderful smelling yams and have been waiting for ages and wondered if I can share the meal?" Anansi could not refuse, as it was the custom of his country to share a meal. Soon Anansi came up with a scheme to trick Turtle, so he wouldn't eat the tasty yams.

Secure in year 1 and 2 punctuation

4ME – ANNOTATED EXEMPLAR

Fronted adverbials with commas

When I was relaxing, I had some fantastic pie with some amazing milk and cookies. As I sat down In my cozy seat, I made a house of cards with my sibling that were on cloud nine. After, my tasty meal I painted a picture of a white bunny that looked super cute. I sat down near the cozy, warm fireplace and let my siblings play hopscotch. Before, I hit bed I had some hot cocoa (hot chocolate) to keep me warm. When, I went to my bed.... It got darker and darker Then my hands went so clammy that I nearly fainted. As, I hopped out of bed the Siren was off!!! So, I dashed out!!! When I quickly tried to get to the shelter I slipped and sweated Then I pounced up to the shelter!!!

As the bombers devoured land, I hugged my mum Anxiously In our shelter to feel better!!! As skyes were carved in darkness I hid under some yucky, moldy dirt. I hated war It was challenging to survive. I didn't know germans were so sneaky and evil!!! I never looked out to see blackness and death! I wanted to the clear but It never came to say It's all over now! I had tears all over me! But then... the all clear came I cried! The people were happy too! Then we came out of our shelters we our was happy I never looked out but I

When I was relaxing, I had some fantastic pie with some amazing milk and cookies. As I sat down In my cozy seat, I made a house of cards with my sibling that were on cloud nine. After, my tasty

As the bombers devoured land, I hugged my mum Anxiously In our shelter to feel better!!! As skyes

Paragraphs

Tense mostly accurate

Development within the paragraph of action

Punctuation largely accurate

Punctuation selected for impact

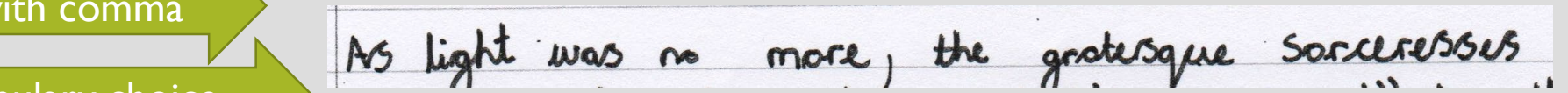
Ideas are chronological

Conjunctions to aid cohesion

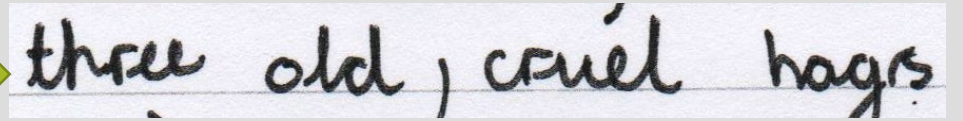
4ME – ANNOTATED EXEMPLAR

Fronted adverbial with comma

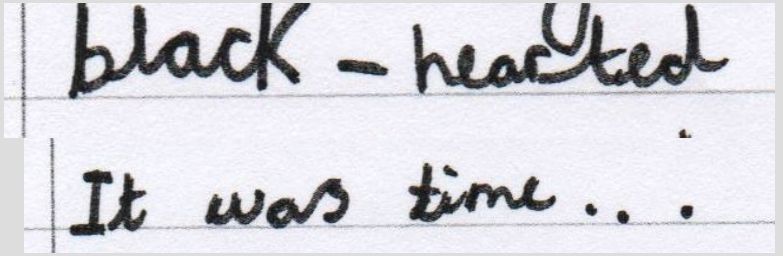
Deliberate vocabulary choice



Expanded noun phrase with comma



Year 4 punctuation



Paragraphs

Tense mostly accurate

Development within the paragraph of action and description

Punctuation largely accurate

Punctuation selected for impact

Ideas are chronological

Conjunctions to aid cohesion

As light was no more, the grotesque sorceresses were ready then they said "it is time!" As the black-hearted witches gathered there ingreadents there were so ready for putting their items in the caldron When they got back with their items they put them in there jars so they don't lose them. As the three old, cruel hags made thier thier their brew go in the caldrent to start it but then... light was rising so the witches had to be quick. The jars were shaking with fear because there was thunder and lightning. The witches "i"as as evil as a villan & and I mean the ones that cannot be beatin. Then It was time...

After that, they got the ingreadents and tossed them in the mixture. They Slowly put there ingreade in the brew. First they put a newt's eye in the brew quickly. The caldrent bubbled that the ground Shook. It Staped for a Second and It canite for a longer time it was so nosiey ready everone wake up! Then they dipped a damp frog's leg and I repated over and over. Then It was rainy and really rainy. Next they put the bat's wool in there caldrent. Over and over the caldrent bubbled witch anyonred the little, old hags. They didn't want the caldrent to bubb so they made a huge plan to make the caldrent stop bubbling. Then then put the lounge in because it bubbed they coverded it with there hands. Then they did the Same thing for all of them and the potion was no

ENGLISH WRITING – HOW YOU CAN HELP AT HOME

1. Children who are good at writing are good at reading. Regular reading is so important to support language development, the use of correct grammar and punctuation, children's comprehension of and ability to write in a coherent manner, spelling and the ability to be creative when writing across different types of writing. Parents/carers often ask how they can help their child develop their writing and my answer always begins with "*get your child reading, reading and reading some more*".
2. Check that your child knows and can use the punctuation and grammar terms.
3. Practise using the grammar objectives on the previous slides. You can find further support on the following websites:

http://www.crickweb.co.uk/ks2literacy.html

https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar

https://www.bbc.co.uk/bitesize/primary

ENGLISH READING AT KEYWORTH

1. In Years 3 and 4, reading takes place daily through a combination of guided reading (small groups with the teacher) and whole class reading (comprehension).
2. Staff also read on a 1:1 basis, where necessary.
3. Children respond to a variety of comprehension questions that have been discussed as a group. Children then apply their knowledge/skills to respond to similar questions.
4. Reading lessons have lots of discussion and rehearsal of key questions. Texts are discussed in detail and children are encouraged to offer their own ideas and opinions.

ENGLISH READING AT KEYWORTH

Reading Eggs

- All children at Keyworth have access to *Reading Eggs*, which they can use both in school and at home. *Reading Eggs* provides a range of poetry, fiction and non-fiction texts that the children can select from an online library. They are then challenged with comprehension questions that increase in difficulty as the texts become more complex. Additionally, it encourages reading for pleasure as the children can select texts that are appropriate to their interests. All children have their own individual logins and passwords for the programme. We encourage the use of *Reading Eggs* at home to further support the enjoyment associated with reading and the development of your child's reading comprehension skills.
- You can find a link to *Reading Eggs* on the school website or by typing it into a search engine.

If you do not have your child's details, email the school office.

ENGLISH READING

The National Curriculum states that **children should develop positive attitudes to reading, and an understanding of what they read, by:**

- **listening to and discussing** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- **reading books that are structured in different ways** and reading for a range of purposes;
- **using dictionaries** to check the meaning of words that they have read;
- preparing **poems and play scripts to read aloud and to perform**, showing understanding through intonation, tone, volume and action;
- discussing words and phrases that capture the reader's interest and imagination;
- **recognising some different forms of poetry** (for example, free verse, narrative poetry).

ENGLISH READING

The National Curriculum also states that children **should understand what they read, in books they can read independently, by**:

- checking that the text makes sense to them, **discussing their understanding**, and explaining the meaning of words in context;
- **asking questions** to improve their understanding of a text;
- drawing inferences such as **inferring characters' feelings, thoughts and motives from their actions**, and justifying inferences with evidence;
- **predicting what might happen** from details stated and implied;
- identifying main ideas drawn from more than 1 paragraph and **summarising** these.

ENGLISH READING

So, to summarise the previous slides, children need to:

1. Read regularly a range of different books and texts, thinking about their expression and the use of punctuation e.g. fiction, non-fiction and poetry;
2. Be encouraged to talk about what they have read, summarising key information;
3. Make predictions, explain what they think the meaning of words mean, retrieve information and ask questions about the text;
4. Learn to use a dictionary.

The next slide has examples of different types of questions.

Reading Questions
KS2

Predicting

- What do you think will happen next?
- What do you think will happen in the next chapter/page?
- Why do you think that?
- What evidence is there to suggest this?
- Were your predictions correct?
- How did you confirm your predictions?

Inferring

- What do you think is really happening here?
- Why do you say that?
- What does (this phrase) mean?
- Find the words/phrases that suggest that…
- What does the text tell us about this character/setting/ mood?
- What is the theme of this text/article?
- What is the writer's viewpoint? How do you know?
- What does the writer want you to think of this character/event?
- Why has the author chosen this title?
- Choose a character and say what they felt/thought/did in response to events. How do you know?

Clarifying

- What strategies would you use when you get stuck on a word?
- What voice might the character use?
- How would the character say…?
- Were there any difficult parts you want to discuss?
- What could you do to better understand this?
- Which strategies did you use to work through the difficult parts?
- What is the purpose of the features of a non-fiction text?
- How will you find the information efficiently?
- What key information are you looking for?
- What type of question is this?

Organisation and Structure

- Why is the text arranged in this way?
- Does the layout and colour of the text have an impact on the reader?
- How does the author engage the reader and make you want to read on?
- How is the information organised? Why do you think this order/headings were chosen?
- Why do you think the author uses short sentences?
- What is the purpose of writing in bold/italics/boxes etc?
- How does each section begin? Why do you think this?
- How do the headings help when you scan the text?
- How does the author ensure cohesion? Which idea in this paragraph is linked to the next paragraph?
- How do short and longer sentences change the pace of the story?

Asking Questions

- Are there any questions you want to ask to clarify, predict, infer, evaluate, summarise the meaning?
- Are there any questions that you want to ask that aren't explained by the text?

Evaluating

Language

- Why did the author use such words/phrases?
- What was the effect of that language/structure/ presentation on the whole text?
- How does that improve the text?
- Which was your favourite example of imagery within the poem and why?
- Where has figurative language been used and what was the impact?
- What will help you summarise this text e.g. a mind-map, story map, diagram, images?
- What different types of language has the author uses?
- Why has the author used this language in this part of the text?
- How successful in this text in provoking an emotion?
- What does…tell you about how the character is feeling?

Summarising

- What are the main events in the story so far?
- Where does the story take place?
- What is happening at the beginning/middle/end of the book?
- Where did the character live?
- What are the main ideas from this page/chapter/text?
- What is the main idea/theme of this poem?
- What are the main points made in this section of the text?
- Can you give a direct quote from the text that proves that…?

Making connections

Text to self:

- How do you know this is a fairy story?
- Which do you prefer; texts set in historical times or in modern times? Why?
- Have you been in a similar situation to the character in this book?
- Have you ever had a similar experience? How did your feelings affect how you acted?

Text to text:

- Does this remind you of another book/character/ setting?
- How is this book similar and different to other books?
- What might we expect to see in e.g. a myth?
- Have you read any other books in this series by the same author?
- What features make this book similar to?

Text to world:

- Would this text work in a different historical setting?
- What do you know about this period in history which helps you understand the writer's meaning/purpose?

ENGLISH READING – HOW YOU CAN HELP AT HOME

1. Daily reading using a range of different texts is extremely important. Whether your child reads texts from school or texts that you have at home, the most important thing is that they are reading. As I said previously, reading is so important in supporting a child's learning across the curriculum so please…. "read, read and read some more".
2. Try to make as much time as you can to read with your child. Reading with a child is important, whether they are 2, 5 or 11 years old. Having time reading with someone that they love, is a good motivator for children when it comes to their willingness to read.
3. Be a reading role model – if children see you reading, this creates a reading culture at home.
4. Encourage your child to use Reading Eggs.
5. You will also be able to find lots of FREE reading comprehension activities online.

ENGLISH SPELLING

- The *Spelling Rocket* contains all of the spelling objectives for the year. Children work their way from the bottom through to the top.
- Children are taught spelling rules, patterns and common exceptions during spelling lessons.
- Each week, the children complete a quiz linked to the given spelling rule.
- Children are given a few spellings each week to learn as homework linked to the spelling rule/pattern. During their spelling quiz, they are given these words and other words linked to the spelling rule/pattern and other common exceptions. Look at your child's *Google classroom* account for homework.

Please note, in year 6, the children complete a 20 question spelling test. All of the spellings relate to the spelling patterns, rules and word lists (next slide) taught throughout KS2 (years 3-6), therefore learning spellings is really important.

Spelling Rocket Card Year 3

LIFT OFF!

Captain Mixed steps 1-9

Chief Navigator Mixed steps 1-3	Pilot Mixed steps 4-6	First Mate Mixed steps 7-9

Step 9
a) sc making s sound (*i.e. science, scenery, fascinate*)
b) ph making f sound (*i.e. atmosphere, paragraph, apostrophe*)
c) ei/ey/eigh spellings (*i.e. vein, weigh, obey*)
d) Homophones (*heal, heel, he'll, know, no, mail, male, meet, meat, medal, meddle, missed, mist*)

Review year 3 key words (mixed test of words revised throughout the year)

Step 8
a) -cian suffix (*i.e. magician, physician, politician*)
b) ch making k sound (*i.e. character, chorus, echoed*)
c) ch making sh sound (*i.e. chef, machine, parachute*)

Review year 3 key words (accidently, actual, actually, reign, remember, naughty, sentence, natural, notice, height, history, imagine, exercise, experience, experiment)

Step 7
a) Words ending –ous (*i.e. delicious, vicious, devious*)
b) Homophones (*accept, except, affect, effect, brake, break, fair, fare, grate, great, groan, grown, here, hear*)
c) Suffix –tion (*i.e. operate – operation, pollute – pollution, reduce - reduction*)
d) Any word ending in –tion (*i.e. mention, commotion, condition*)

Review year 3 key words (guide, heard, heart, certain, circle, complete, extreme, famous, often, surprise, therefore, though, occasion, occasionally, favourite)

Step 6
a) Words ending –ture (*i.e. nature, creature, venture*)
b) Words ending –sion (*i.e. vision, decision, revision*)
c) Words ending –ssion (*i.e. discussion, permission, admission*)

Review year 3 key words (possession, centre, century, caught, strange, length, possible, decide, position, material, continue, consider, suppose, strength, library)

Step 5
a) -le to -ly suffix (*i.e. wrinkly, crumbly, horribly*)
b) in- prefix (*i.e. incorrect, inactive, inability*)
c) Words ending -sure (*i.e. enclosure, exposure, measure*)

Review year 3 key words (group, fruit, forward, promise, guard, address, answer, grammar, appear, thorough, purpose, although, thought, quarter, February)

Step 4
a) Homophones (*hour, our, their, they're, there, where, wear, were, whose, who's, you're, your*)
b) –ation suffix (*i.e. punctuation, education, conversation*)
c) –ly suffix (*i.e. heavily, easily, readily*)

Review year 3 key words (earth, early, disappear, calendar, woman, interest, various, business, opposite, particular, increase, important, ordinary, weight)

Step 3
a) mis- prefix (*i.e. misinterpret, misfortune, misread*)
b) re- prefix (*i.e. rewrite, recycle, retake*)
c) sub- / inter- prefixes (*i.e. submarine, interview, subheading*)

Review year 3 key words (medicine, minute, breathe, breath, special, build, describe, different, difficult, mention, pressure, probably, potatoes, separate, straight)

Step 2
a) ou words making u sound (*i.e. cousin, rough double*)
b) un- prefix (*i.e. unkind, unlucky, unfamiliar*)
c) dis- prefix (*i.e. dislike, distrust, disobey*)

Review year 3 key words (eight, regular, enough, island, question, knowledge, learn, believe, popular, arrive, perhaps, peculiar, eighth, recent)

Step 1
a) Double consonants when adding –ing, -ed and –er suffixes (*i.e. shopping, spotted, winner*)
b) Single consonants when adding –ing, -ed and –er suffixes (*i.e. singer, jumping, rested*)
c) y as an i sound (*i.e. shy, type, July*)

ENGLISH SPELLING

- This is the list of words that children in years 3 and 4 are expected to know - how many can your child read, spell, explain the meaning of and use in a sentence?

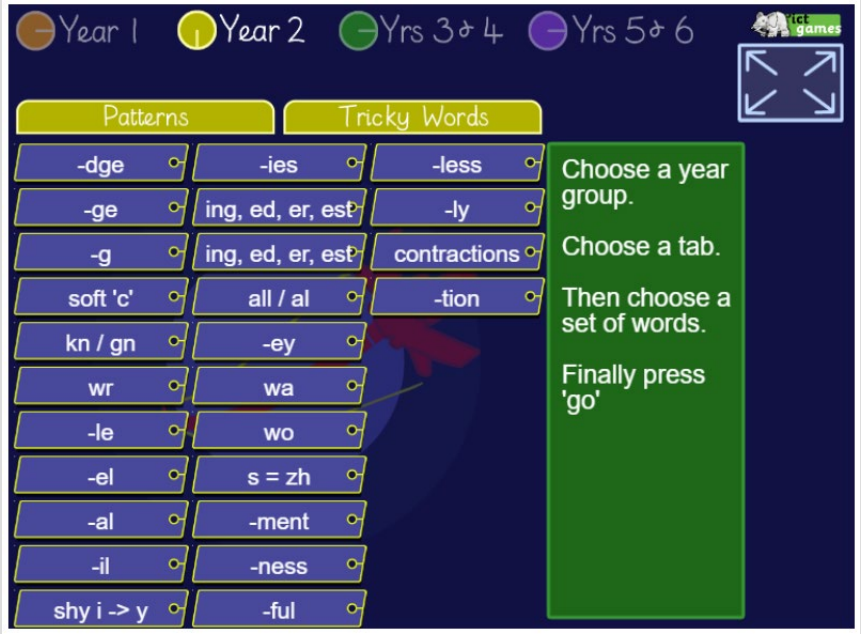
- Type into a search engine: English Appendix 1 (one) for further support with knowing what spellings the children need to learn.

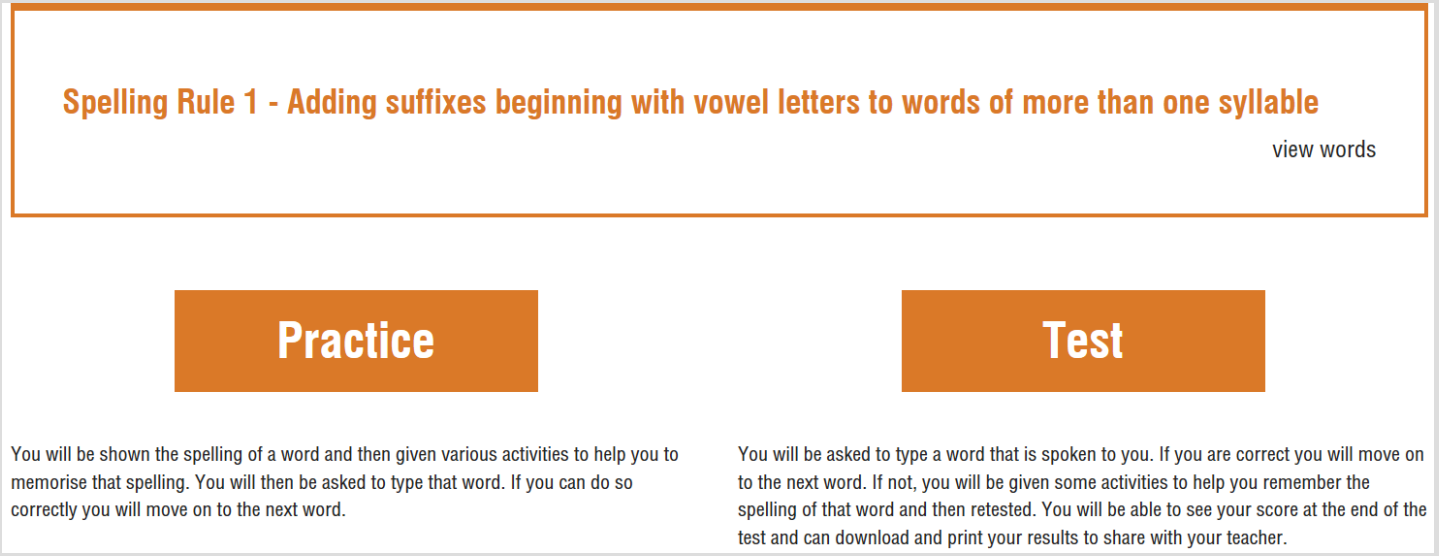
Word list – years 3 and 4

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	

ENGLISH SPELLING

- The following websites cover all of the National Curriculum spelling objectives and are useful ways of making learning spelling fun:
- http://www.ictgames.com/mobilePage/Icwc/index.html
- https://spellingframe.co.uk/





ENGLISH SPELLING – HOW YOU CAN HELP AT HOME

1. I repeat, "read, read and read some more". Children memorise the spelling of words through the texts they read.
2. Encourage your child to learn their weekly spelling rule and find their own examples/common exceptions.
3. Check whether your child can read, spell, explain the meaning of and use in a sentence the words from the word list for years 3 and 4.
4. When writing, encourage your child to check their work using a dictionary (they may need to be shown how to do this).
5. Complete spelling games on spelling frame/ict games.
6. Spelling is difficult for many – lots of encouragement is important!

ENGLISH HANDWRITING

- We use a handwriting scheme called Letter-join. Handwriting takes place several times a week and is linked to the spellings the children are learning that week.
- Children are expected to join their writing by the end of year 4 (if their handwriting is hard to read then ensure that they do not join just yet as they are not ready to but do continue to practise at home).
- You can create and print your own handwriting worksheets using Letter-join.

ENGLISH HANDWRITING

To summarise the National Curriculum expectations, children should:

1. Ensure lower case letters are of the same size and are the correct way round. Capital letters are slightly larger but of the same size when compared with other capital letters and the correct way round. Digits are an appropriate size and the correct way round;
2. Letters that go below the line (descenders) are of an appropriate size. Taller letters (ascenders) stretch to an appropriate size.
3. Use spacing between words that is not too big (no longer needing to use their finger to make a finger space);
4. Begin to join their handwriting with an understanding of not joining capitals to lower case letters;
5. Their neat handwriting style is maintained throughout a piece of writing.

ENGLISH HANDWRITING

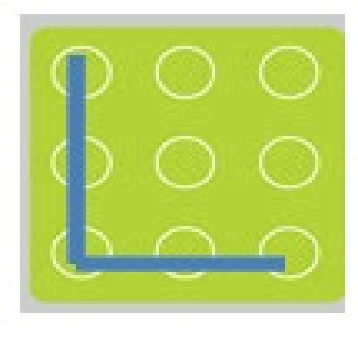
Letter-join

Letter-join

- Letter-join is the handwriting scheme that we use in school. We have a parent subscription where you can watch online tutorials of how letters and words are formed through the scheme, complete pre-set activities and create your own worksheets. In school, we often link our handwriting to the spellings and sounds that we are learning. If using a tablet device, children can learn to use their fingers to practise forming letters.
- If using Letter-join on a tablet device, you will need to use the following details:

Username: Keyworth

Swipe code: a capital 'L' shape starting at the top left



- Click on where it says 'Tablet login' first.

- If using Letter-join on a computer, you will need to use the following details:

www.letterjoin.co.uk

User name: key

Account Password: worth

- Please note: Letter-join recommends that you use Google Chrome, Firefox or Safari for the best compatibility.

ENGLISH HANDWRITING – HOW YOU CAN HELP AT HOME

1. Encourage consistent standards of handwriting expectations across every piece of writing that a child produces.
2. Check that your child can form all letters accurately and of an appropriate size, including where letters extend below the line.
3. Check that your child can write using an appropriate space to separate words and without using their finger to create a finger space.
4. Handwriting is not art – can your child write neatly at a reasonable pace?
5. Model good handwriting yourself. Teachers in school are told that an expectation is that they write neatly in all lessons as a model of expectation to the children.
6. Use Letter-join to support handwriting practice. Sheets can be created and printed, as necessary.

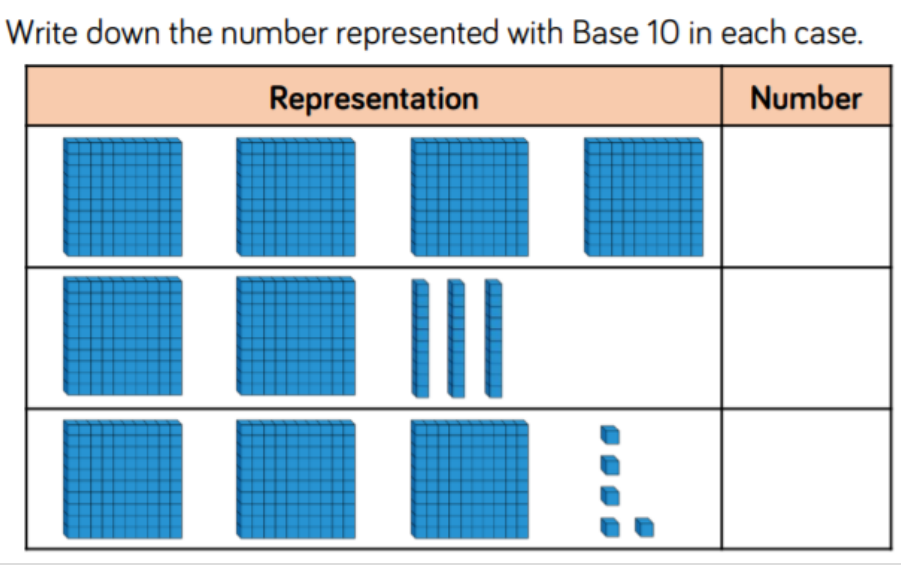
MATHS

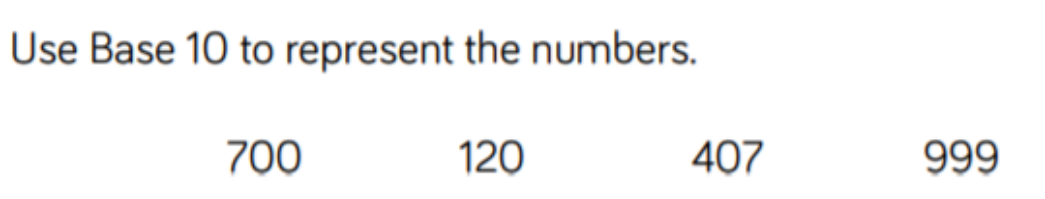
MATHS

- At Keyworth, we use the Maths Hub style of teaching. This style develops children's fluency before moving onto reasoning and problem solving.

Example: know numbers to 1,000

Fluency is practising using these numbers in different contexts and with different tools.





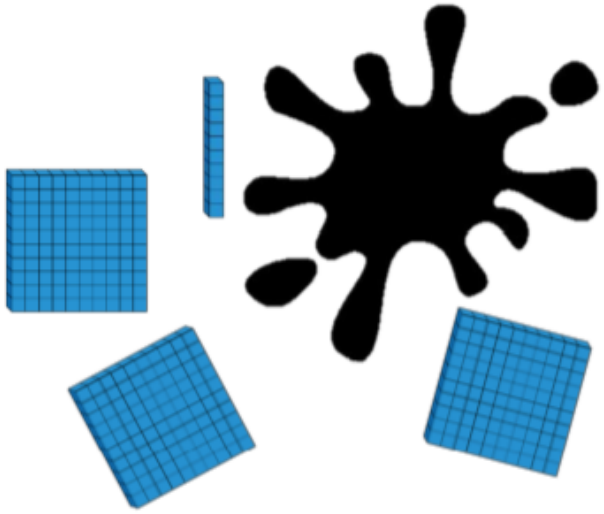
MATHS

Example: know numbers to 1,000

Reasoning is explaining/proving how you know. Problem solving is applying your knowledge to solve problems.

The Maths Hub approach encourages children to explain their mathematical approach to each other.

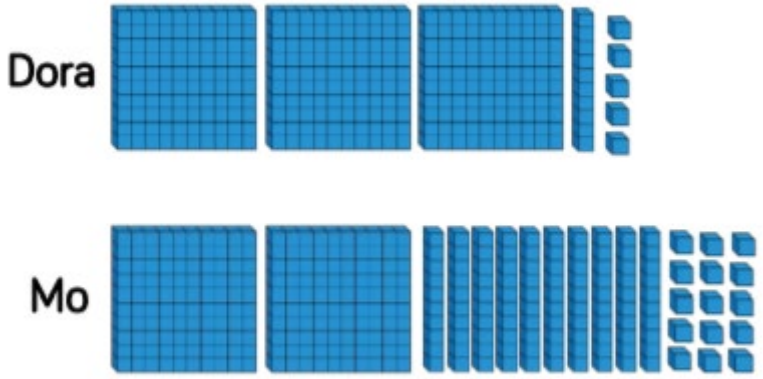
Teddy has 420 in Base 10 but some are covered.



Work out the missing amount.

How many different ways can you make the missing amount using Base 10?

Which child has made the number 315?



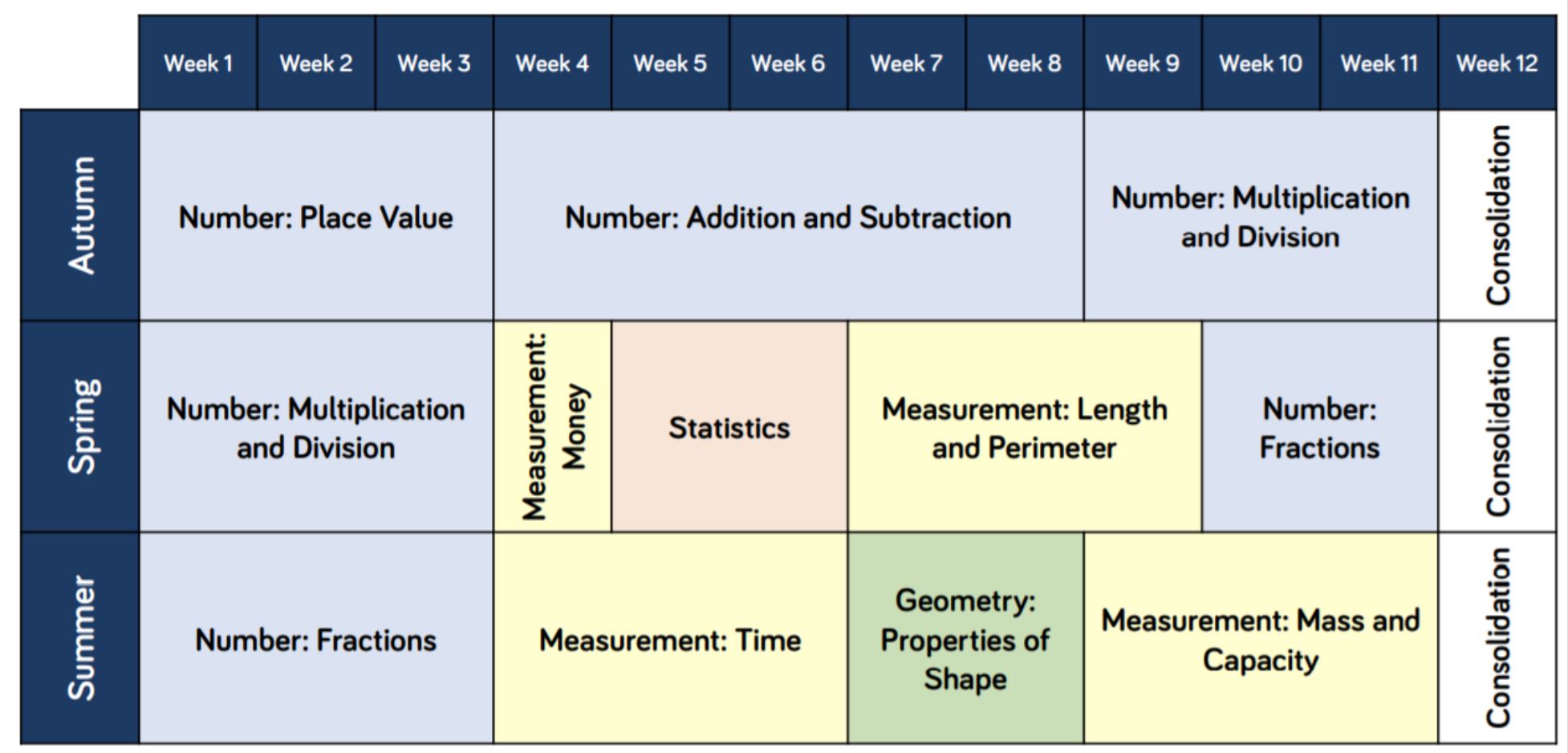
Explain how you know.

MATHS

- All children will start with the same questions. Then, the level of challenge will increase in the classroom, with all the children practising their fluency in a variety of ways, before those who are ready to moving onto the reasoning and problem solving aspects.
- The principles of talking and explaining or proving how an answer was worked out is proven in developing children's mathematical knowledge and skills.
- The following link has interactive 'manipulatives' that you can use to model Maths visually: https://mathsbot.com/#Manipulatives
- This link is for a dedicated Maths Hub page for parents/carers, with videos and lessons for your child to do at home: https://whiterosemaths.com/homelearning/

MATHS – YEAR PLANNING OVERVIEW

- The weeks for each term may not be exact as teachers use their judgement based on continuous assessment in class. All areas will be covered by the end of the academic year.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

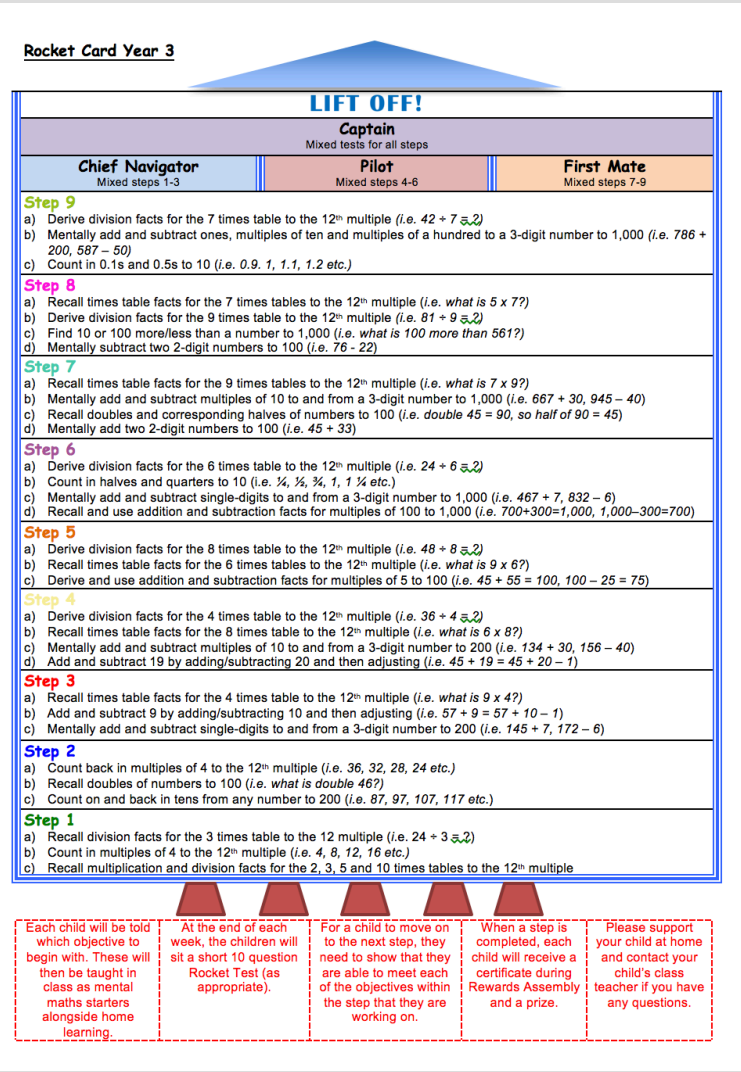
MATHS

- All children have access to their own Mathletics and Times Tables Rockstars account, that they can use at home. The aim of these programmes are to develop children's mathematical ability while engaging them through the range of interactive activities. It is also really helpful with learning times tables.

If you do not have your child's Mathletics or Times Tables Rockstars details, please email the school office.

MATHS

- The *Maths Rocket* contains all of the mental maths objectives for the year. Children work their way from the bottom through to the top.
- In class, children practise mental maths skills as starters and as main lessons. Mental maths lessons are repeated throughout the year to enable children to consolidate their knowledge.
- Each week, children complete a short quiz in groups linked to the mental maths objective.
- Look at your child's *Google classroom* account for homework.



Rocket Card Year 3

LIFT OFF!

Captain
Mixed tests for all steps

Chief Navigator (Mixed steps 1-3)	Pilot (Mixed steps 4-6)	First Mate (Mixed steps 7-9)

Step 9
a) Derive division facts for the 7 times table to the 12th multiple *(i.e. 42 ÷ 7 = 2)*
b) Mentally add and subtract ones, multiples of ten and multiples of a hundred to a 3-digit number to 1,000 *(i.e. 786 + 200, 587 – 50)*
c) Count in 0.1s and 0.5s to 10 *(i.e. 0.9, 1, 1.1, 1.2 etc.)*

Step 8
a) Recall times table facts for the 7 times tables to the 12th multiple *(i.e. what is 5 x 7?)*
b) Derive division facts for the 9 times table to the 12th multiple *(i.e. 81 ÷ 9 = 2)*
c) Find 10 or 100 more/less than a number to 1,000 *(i.e. what is 100 more than 561?)*
d) Mentally subtract two 2-digit numbers to 100 *(i.e. 76 - 22)*

Step 7
a) Recall times table facts for the 9 times tables to the 12th multiple *(i.e. what is 7 x 9?)*
b) Mentally add and subtract multiples of 10 to and from a 3-digit number to 1,000 *(i.e. 667 + 30, 945 – 40)*
c) Recall doubles and corresponding halves of numbers to 100 *(i.e. double 45 = 90, so half of 90 = 45)*
d) Mentally add two 2-digit numbers to 100 *(i.e. 45 + 33)*

Step 6
a) Derive division facts for the 6 times table to the 12th multiple *(i.e. 24 ÷ 6 = 2)*
b) Count in halves and quarters to 10 (i.e. ¼, ½, ¾, 1, 1 ¼ etc.)
c) Mentally add and subtract single-digits to and from a 3-digit number to 1,000 *(i.e. 467 + 7, 832 – 6)*
d) Recall and use addition and subtraction facts for multiples of 100 to 1,000 *(i.e. 700+300=1,000, 1,000–300=700)*

Step 5
a) Derive division facts for the 8 times table to the 12th multiple *(i.e. 48 ÷ 8 = 2)*
b) Recall times table facts for the 6 times tables to the 12th multiple *(i.e. what is 9 x 6?)*
c) Derive and use addition and subtraction facts for multiples of 5 to 100 *(i.e. 45 + 55 = 100, 100 – 25 = 75)*

Step 4
a) Derive division facts for the 4 times table to the 12th multiple *(i.e. 36 ÷ 4 = 2)*
b) Recall times table facts for the 8 times table to the 12th multiple *(i.e. what is 6 x 8?)*
c) Mentally add and subtract multiples of 10 to and from a 3-digit number to 200 *(i.e. 134 + 30, 156 – 40)*
d) Add and subtract 19 by adding/subtracting 20 and then adjusting *(i.e. 45 + 19 = 45 + 20 – 1)*

Step 3
a) Recall times table facts for the 4 times table to the 12th multiple *(i.e. what is 9 x 4?)*
b) Add and subtract 9 by adding/subtracting 10 and then adjusting *(i.e. 57 + 9 = 57 + 10 – 1)*
c) Mentally add and subtract single-digits to and from a 3-digit number to 200 *(i.e. 145 + 7, 172 – 6)*

Step 2
a) Count back in multiples of 4 to the 12th multiple *(i.e. 36, 32, 28, 24 etc.)*
b) Recall doubles of numbers to 100 *(i.e. what is double 46?)*
c) Count on and back in tens from any number to 200 *(i.e. 87, 97, 107, 117 etc.)*

Step 1
a) Recall division facts for the 3 times table to the 12 multiple *(i.e. 24 ÷ 3 = 2)*
b) Count in multiples of 4 to the 12th multiple *(i.e. 4, 8, 12, 16 etc.)*
c) Recall multiplication and division facts for the 2, 3, 5 and 10 times tables to the 12th multiple

Each child will be told which objective to begin with. These will then be taught in class as mental maths starters alongside home learning.	At the end of each week, the children will sit a short 10 question Rocket Test (as appropriate).	For a child to move on to the next step, they need to show that they are able to meet each of the objectives within the step that they are working on.	When a step is completed, each child will receive a certificate during Rewards Assembly and a prize.	Please support your child at home and contact your child's class teacher if you have any questions.

MATHS

- Towards the end of year 4, children will complete a times table check on the computer as part of the government's testing of standards in schools. Children will be expected to recall all times tables up to 12x12. Please start practising times tables at home to help your child to prepare for this. The following link has some useful games to help:

https://www.topmarks.co.uk/maths-games/7-11-years/times-tables

The following resource 'mirrors' what the check will look like:

https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check

MATHS – HOW YOU CAN HELP YOUR CHILD AT HOME

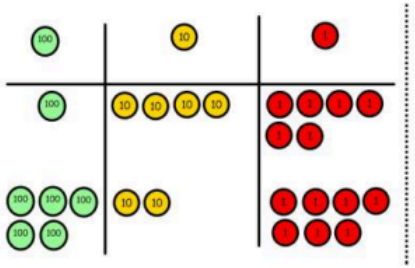
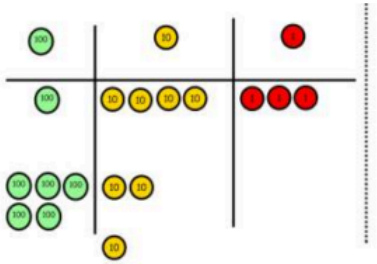
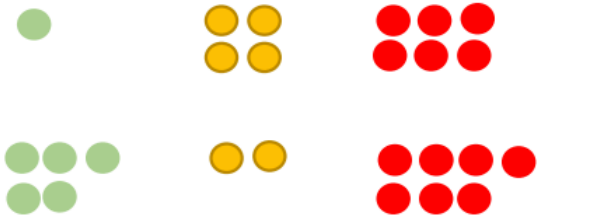
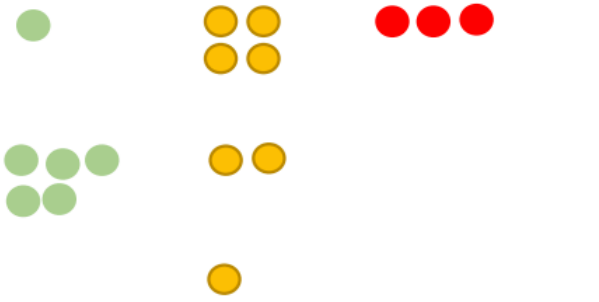
1. Prepare for the weekly tests and practise the objectives in the Maths Rockets.
2. Encourage them to learn their times tables to 12x12 (using TTRS to support)
3. Check and support them in developing at least one accurate method in addition, subtraction, multiplication and division.
4. Teach your child to learn the time (this is very tricky in school).
5. See and use maths in the environment.

MATHS – METHODS

- Each area of the Maths curriculum is taught in a variety of ways. This enables your child to pick and choose a method they are comfortable using, develop mental strategies and build on prior knowledge.

- The next few slides show different methods that we use in school when teaching children in year 3/4 about addition, subtraction, multiplication and division.

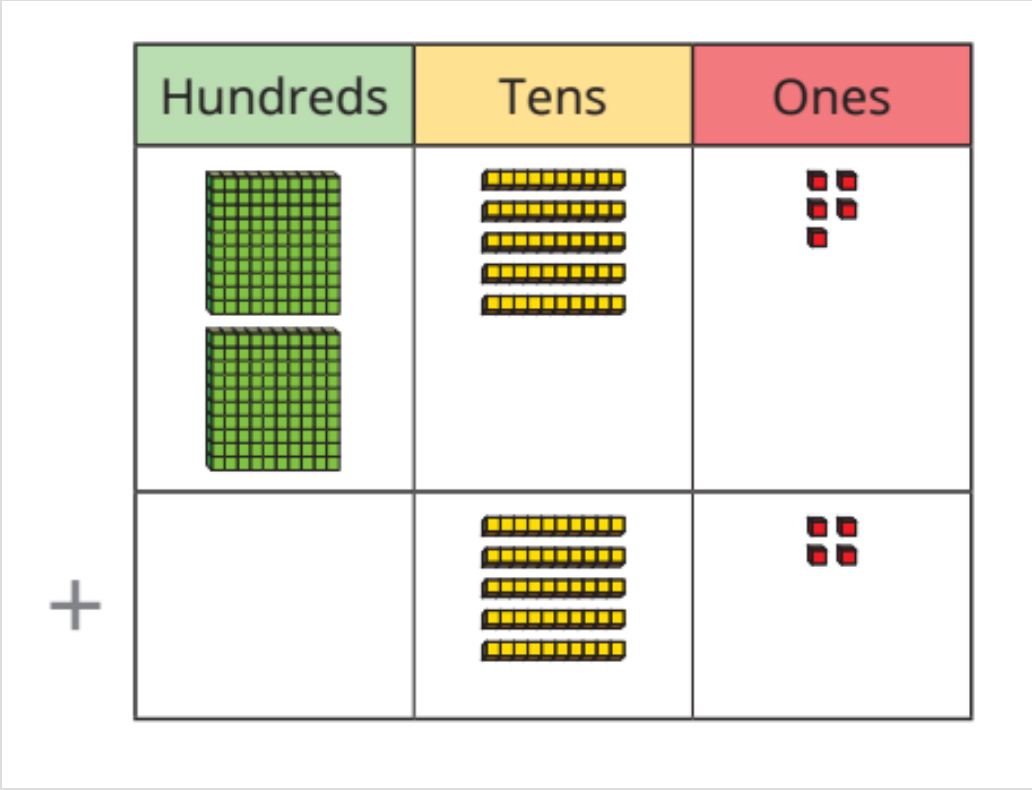
MATHS – ADDITION METHODS

	Objective	Concrete	Pictorial	Abstract
Year 3/4	Column method with regrouping	Make both numbers on a place value grid.  146 + 527 Add up the units and exchange 10 ones for 1 ten.  146 + 527 As children move on to decimals, money and decimal place value counters can be used to support learning. **NB** By Year 4 children will progress on to adding four digit numbers.	100s 10s 1s  100s 10s 1s  Children can draw a pictoral representation of the columns and place value counters to further support their learning and understanding. **NB** Addition of money needs to have £ and p added separately.	100 + 40 + 6 500 + 20 + 7 600 + 70 + 3 = 673 As the children progress, they will move from the expanded to the compacted method. 146 + 527 673 1 As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.

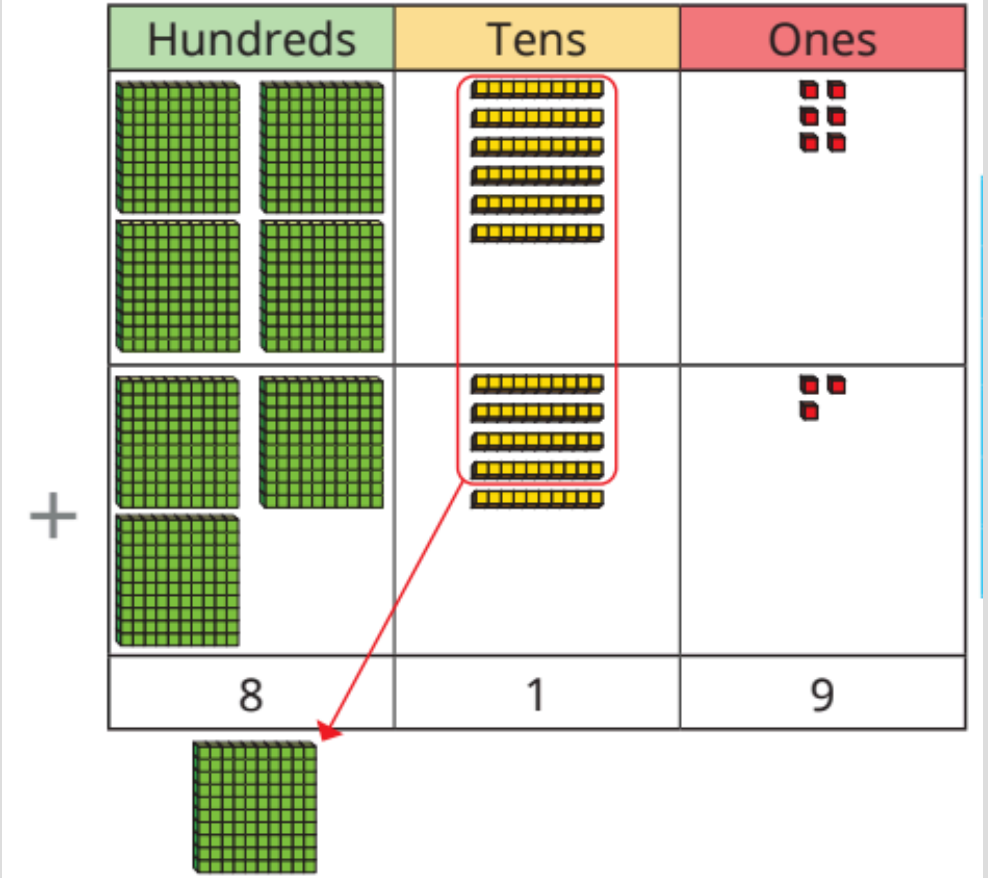
MATHS – ADDITION METHODS

Concrete

255 + 54

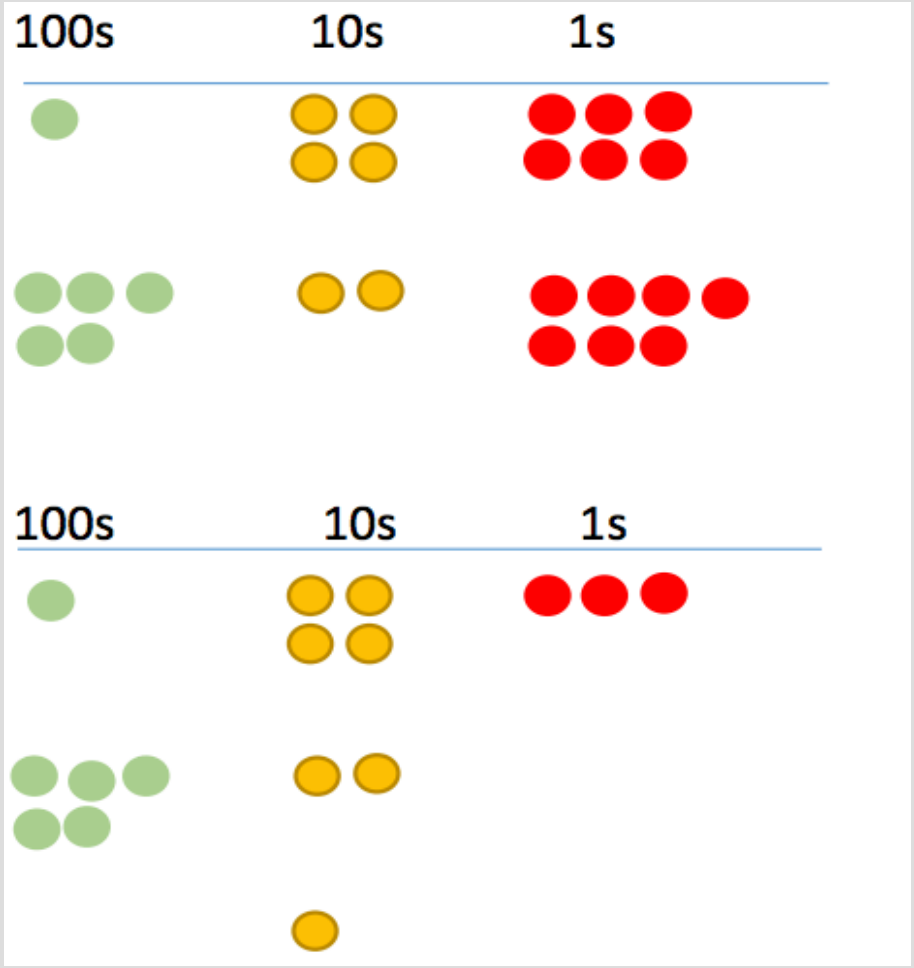


Nijah uses base 10 to work out 466 + 353



MATHS – ADDITION METHODS

146 + 527 = 673



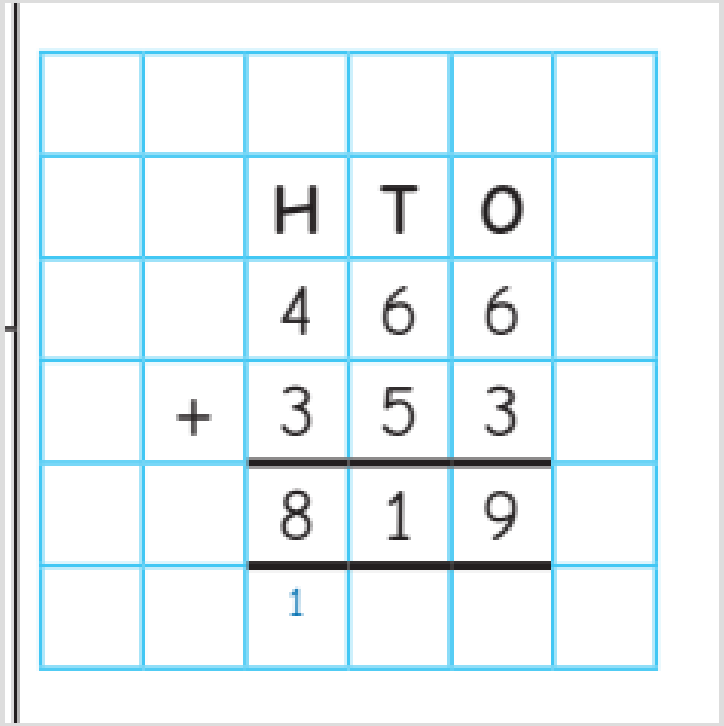
Pictorial

Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding.

MATHS – ADDITION METHODS

Abstract

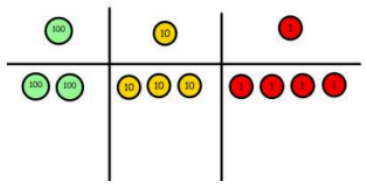
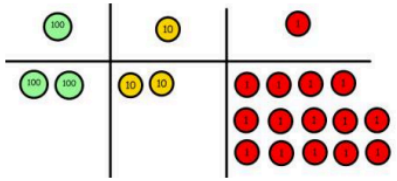
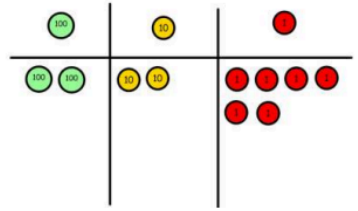
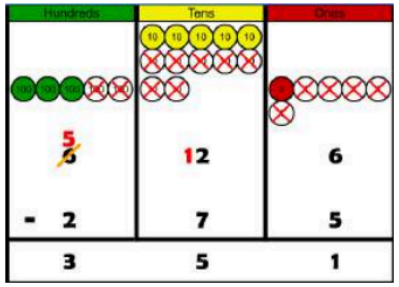
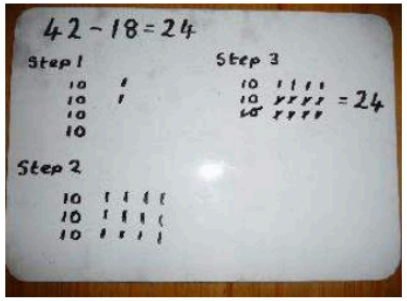
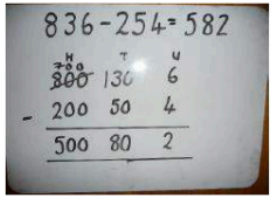
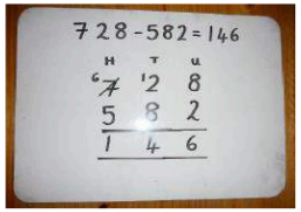
Formal written method – when children are ready, introduce the formal method where column totals add to 10 or more.



$$\begin{array}{r} 68 \\ +\ 24 \\ \hline 92 \\ \hline 1 \end{array}$$

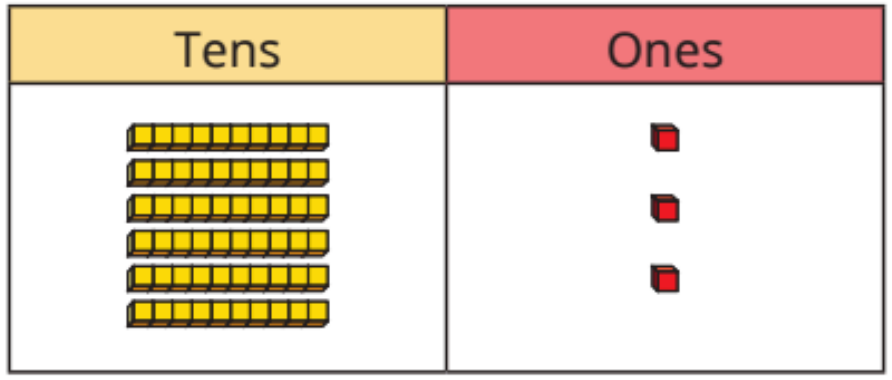
Use the language of place value to ensure understanding: 'Eight add four equals 12. Write two in the units column and 'carry' one (10) across into the tens column. 60 add 20 and the ten that we 'carried' equals 90. Write 9 (90) in the tens column. 92 is the answer.

MATHS – SUBTRACTION METHODS

	Objective	Concrete	Pictorial	Abstract
Year 3 onwards	Column method with regrouping	Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges. Make the larger number with the place value counters  Calculations 234 - 88 Start with the ones, can I take away 8 from 4 easily? I need to exchange 1 of my tens for 10 ones.  Calculations 234 - 88 Now I can subtract my ones.  Calculations 234 - 88	 Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make. When confident, children can find their own way to record the exchange/regrouping. Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.  	 Children can start their formal written method by partitioning the number into clear place value columns.  Moving forward the children use a more compact method. This will lead to an understanding of subtracting any number including decimals. 5 12 1 2 6 3 . 0 - 2 6 . 5 2 3 6 . 5

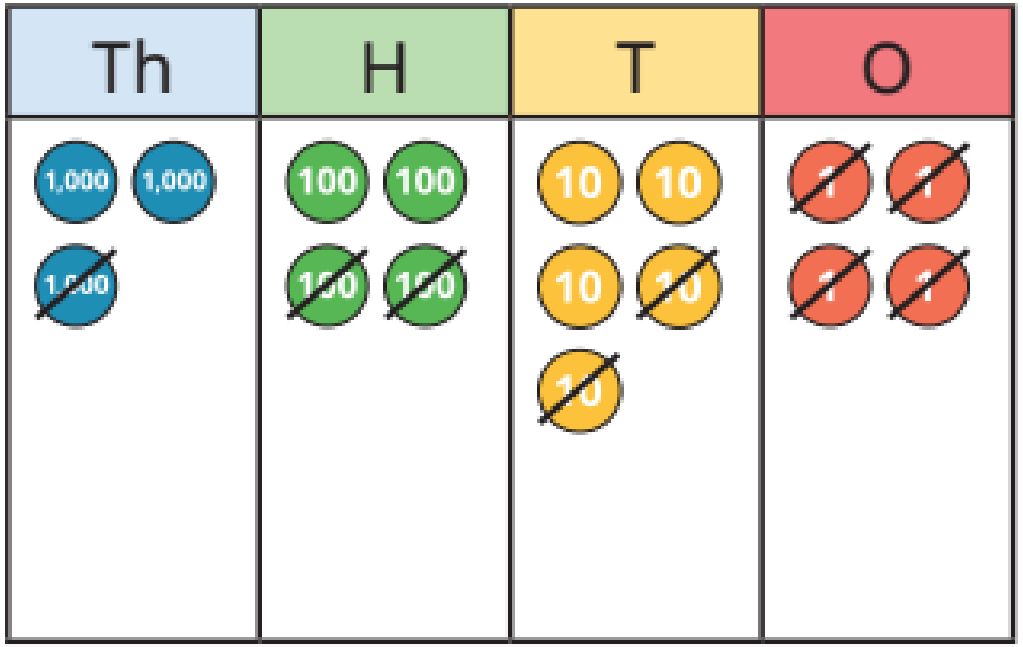
MATHS – SUBTRACTION METHODS

Work out 63 – 51



Work out 769 – 147

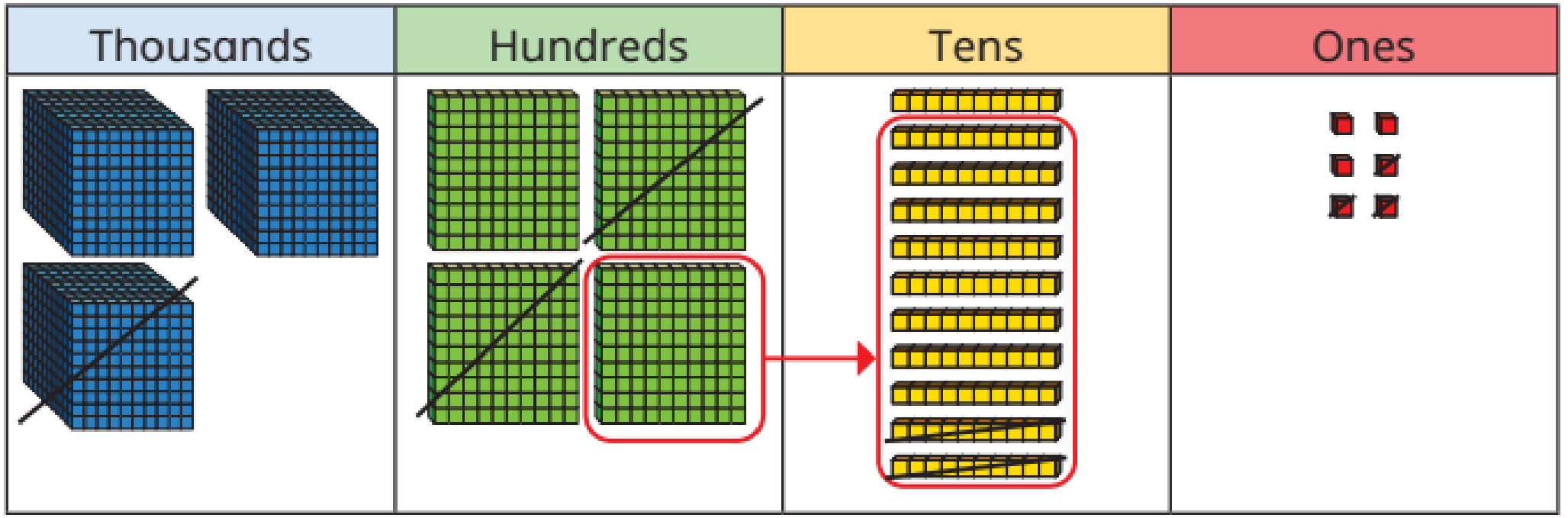
Concrete: No exchange



MATHS – SUBTRACTION METHODS

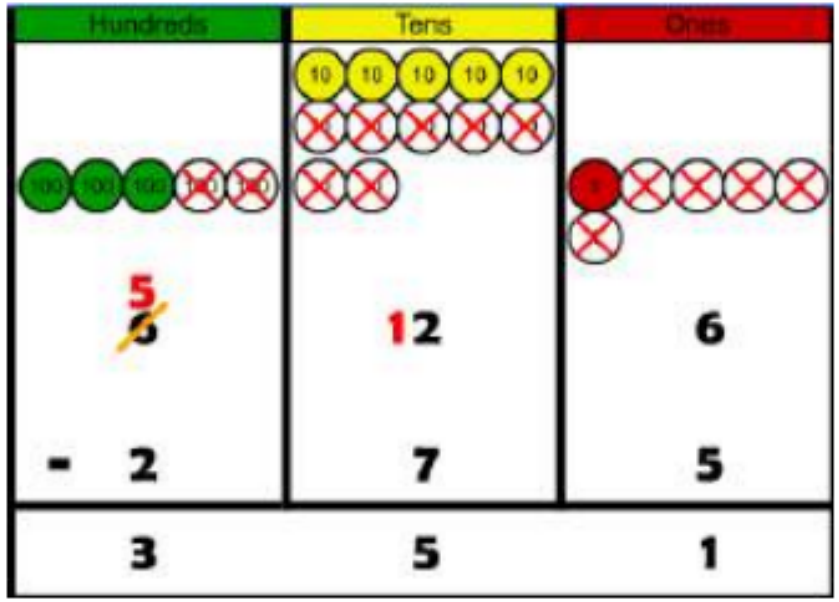
Concrete: With exchanges

Rosie uses base 10 to work out 3,416 – 1,223



MATHS – SUBTRACTION METHODS

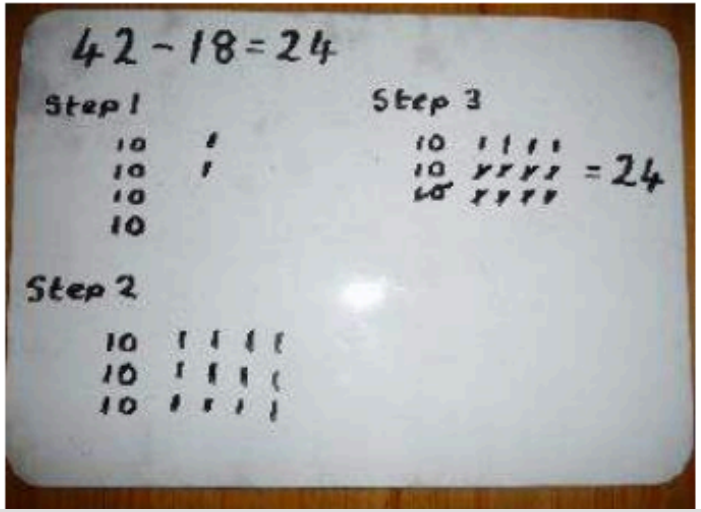
Pictorial



Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make.

When confident, children can find their own way to record the exchange/regrouping.

Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.



MATHS – SUBTRACTION METHODS

		T	O	
		6	3	
	–	5	1	

		H	T	O	
		7	6	9	
	–	1	4	7	

Abstract – no exchanges

		Th	H	T	O	
		3	4	5	4	
	–	1	2	2	4	
		2	2	3	0	

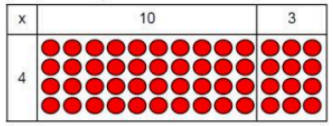
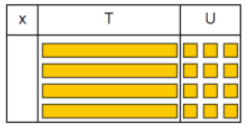
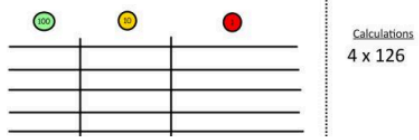
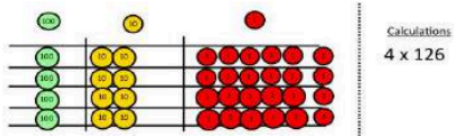
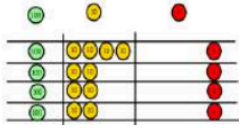
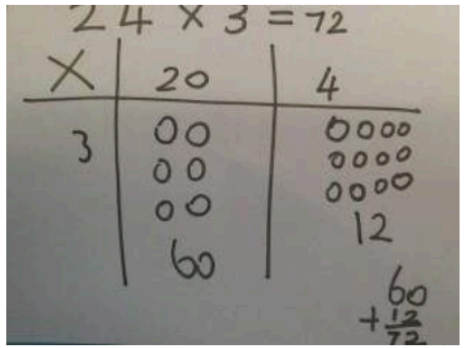
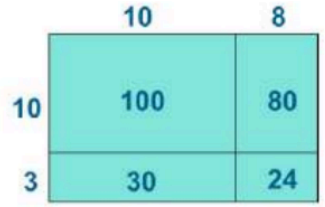
MATHS – SUBTRACTION METHODS

2343-151

		Th	H	T	O	
		2	$^{2}\cancel{3}$	$^{1}4$	3	
	–		1	5	1	
		2	1	9	2	

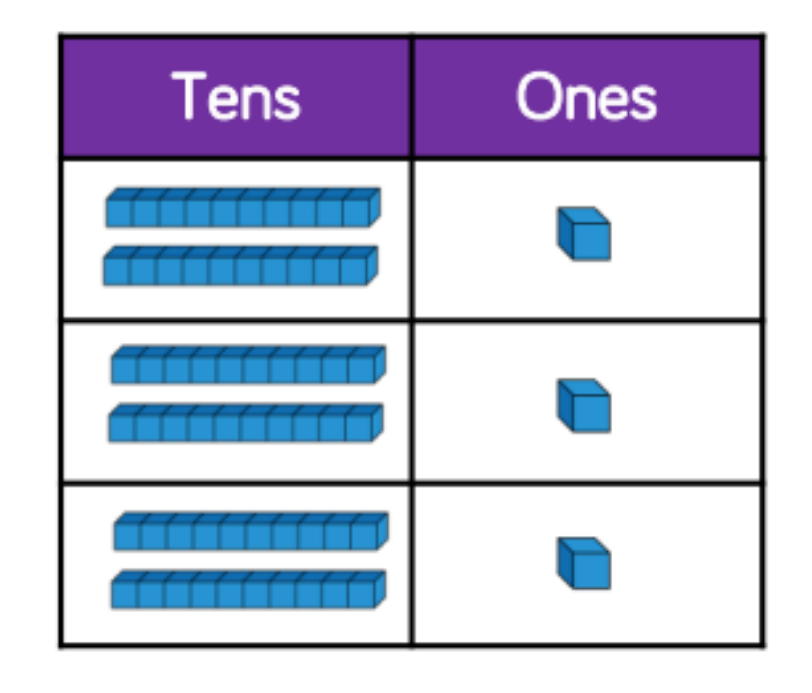
Abstract – with exchanges

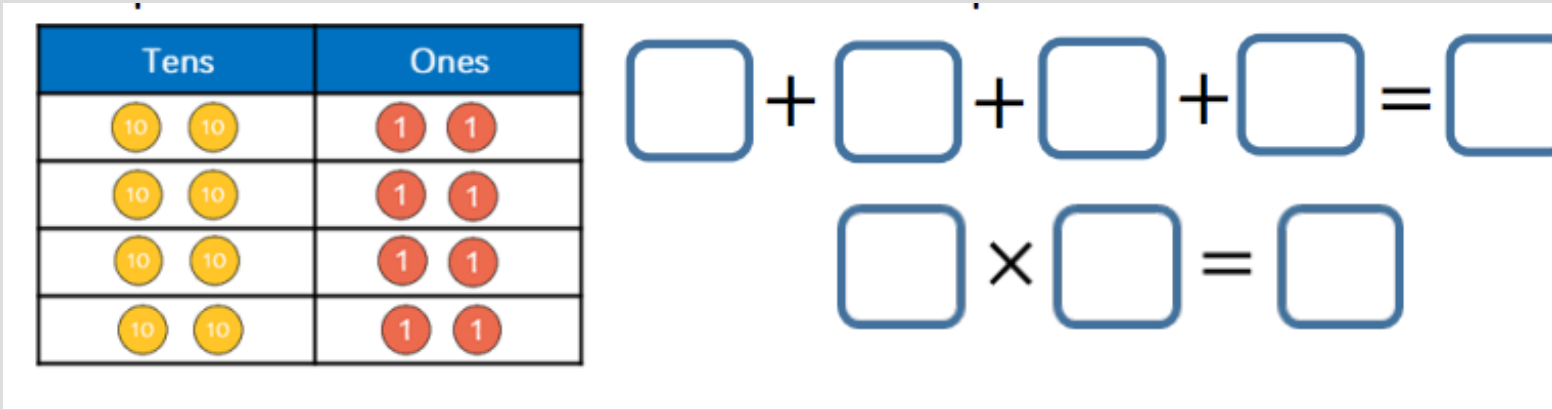
MATHS – MULTIPLICATION METHODS

	Objective	Concrete	Pictorial	Abstract
Year 3/4	Grid method	Show the link with arrays to first introduce the grid method.  4 rows of 10 4 rows of 3 Move on to using Base 10 to move towards a more compact method.  4 rows of 13 Move on to place value counters to show how we are finding groups of a number.We are multiplying by 4 so we need 4 rows.  Fill each row with 126.  Add up each column, starting with the ones making any exchanges needed.   4 × 126 = 504	Children can represent the work they have done with place value counters in a way that they understand. They can draw the counters, using colours to show different amounts or just use circles in the different columns to show their thinking as shown below.  	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. **×** | **30** | **5** **7** | **210** | **35** **210 + 35 = 245** Moving forward, multiply by a 2 digit number showing the different rows within the grid method.  X | **1000** | **300** | **40** | **2** **10** | 10000 | 3000 | 400 | 20 **8** | 8000 | 2400 | 320 | 16

MATHS – MULTIPLICATION METHODS

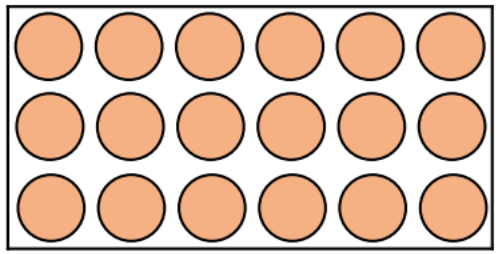
Concrete





MATHS – MULTIPLICATION METHODS

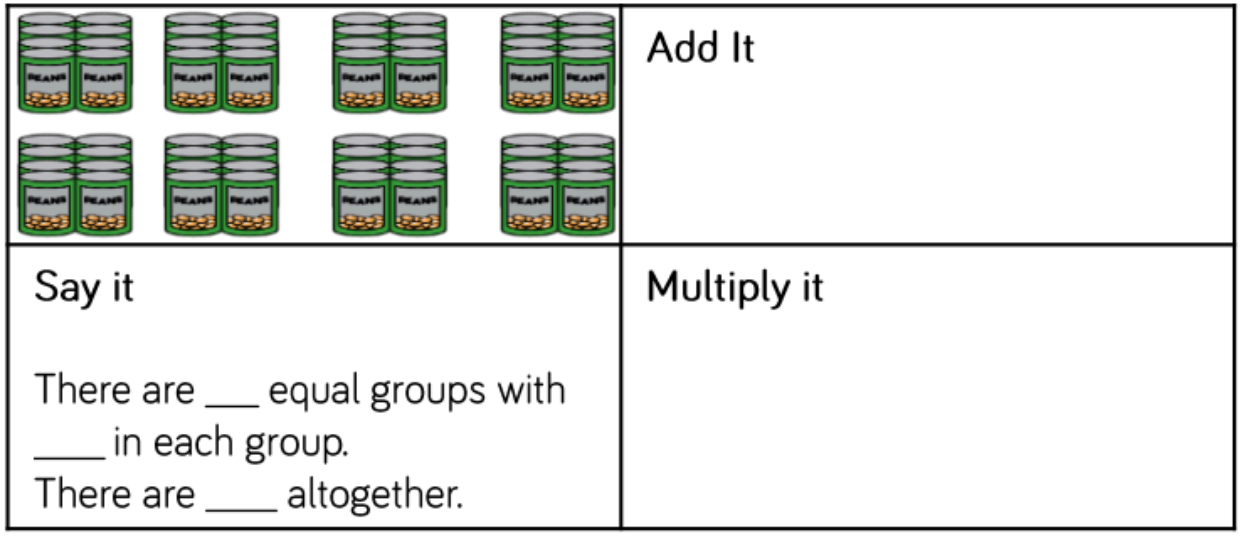
Pictorial



Count in 2s to calculate how many eyes there are.

There are ____ eyes in total.

____ × ____ = ____



How many wheels are there on five bicycles?

MATHS – MULTIPLICATION METHODS

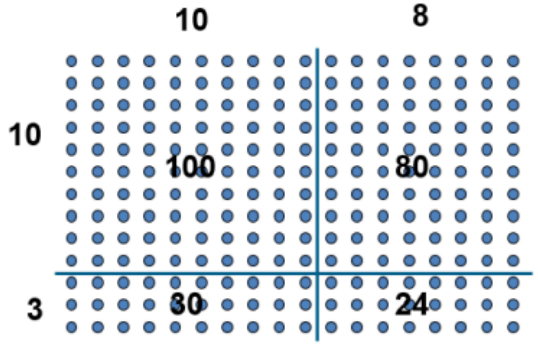
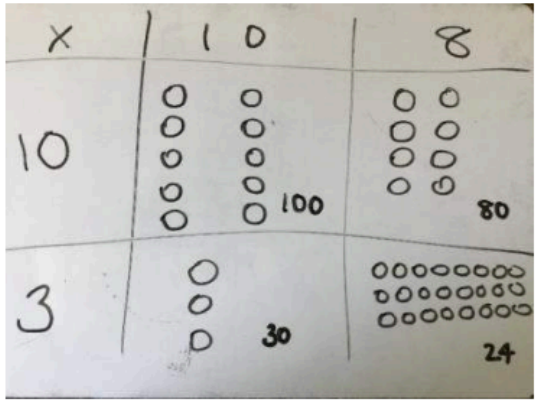
Abstract

	T	O
	3	4
X		2
	6	8

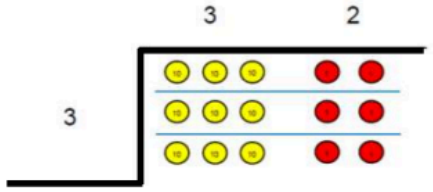
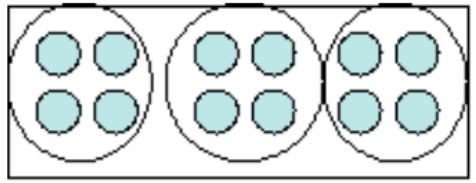
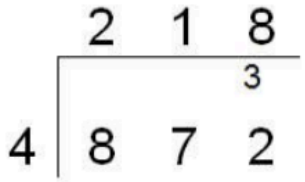
	H	T	O	
		3	4	
×			5	
		2	0	(5 × 4)
+	1	5	0	(5 × 30)
	1	7	0	

	H	T	O		
		3	4		
×			5		
	1	7	0		
	1	2			

MATHS – MULTIPLICATION METHODS

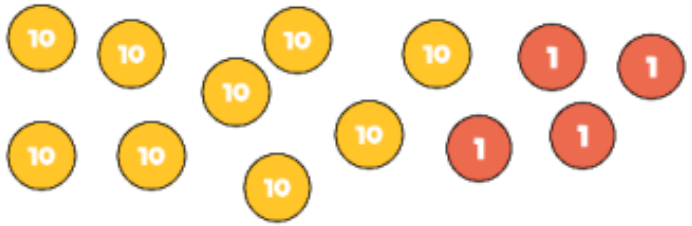
	Objective	Concrete	Pictorial	Abstract
	Expanded method	Show the link with arrays to first introduce the expanded method. 		Start with long multiplication, reminding the children about lining up their numbers clearly in columns. 18 x 13 24 (3 x 8) 30 (3 x 10)) 80 (10 x 8) 100 (10 x 10) 234

MATHS – DIVISION METHODS

Year 3/4	Short division	Use place value counters to divide using the short division method alongside. 96 ÷ 3  42 ÷ 3 Start with the biggest place value. We are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over. We exchange this ten for 10 ones and then share the ones equally among the groups. We look at how many are in each group.	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder. 

MATHS – DIVISION METHODS

Concrete

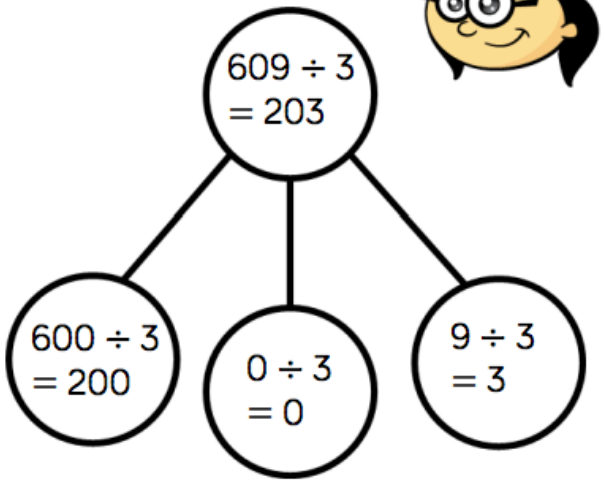


Tens	Ones

94 divided by 4

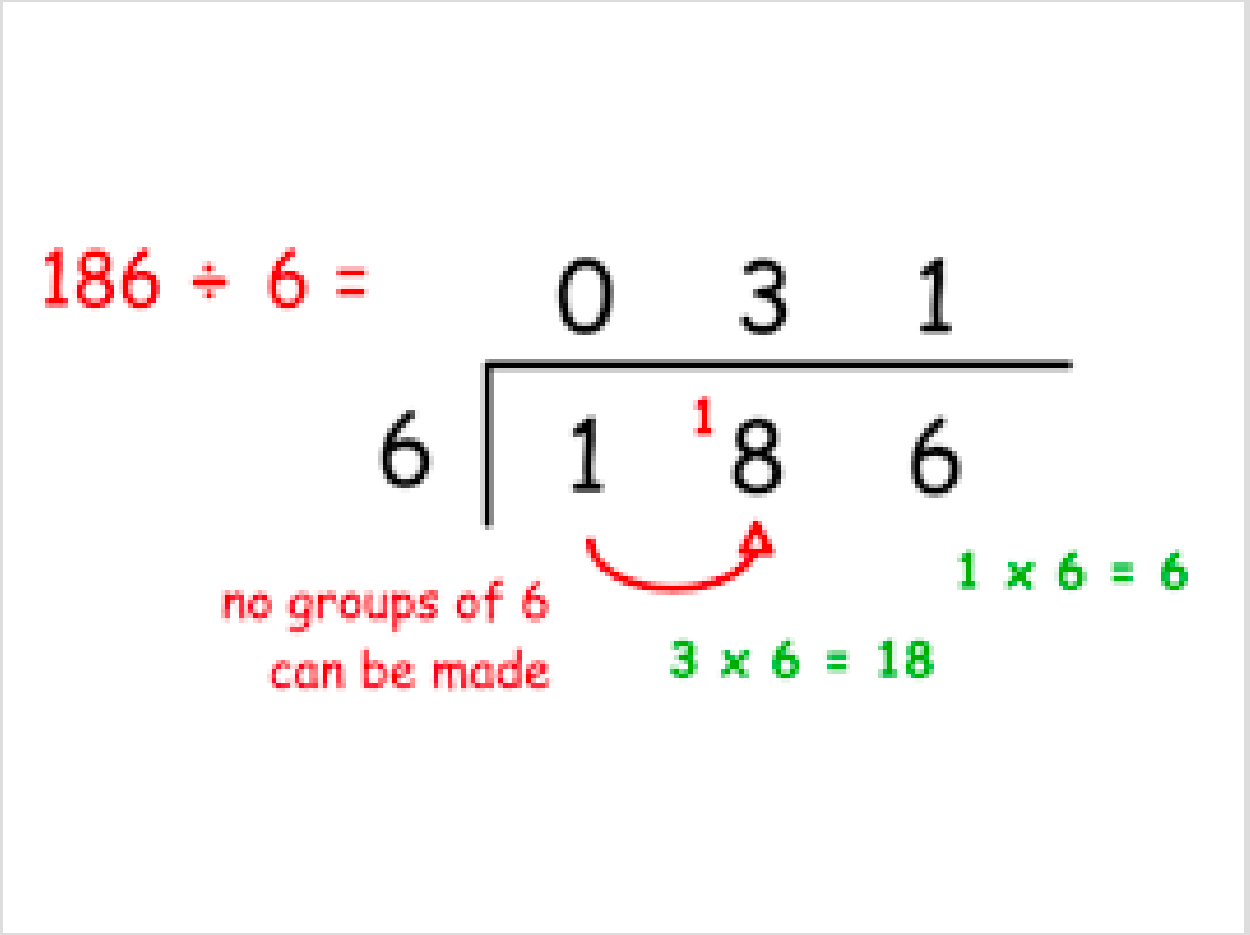
Annie is dividing 609 by 3 using place value counters.

Hundreds	Tens	Ones
100 100		1 1 1
100 100		1 1 1
100 100		1 1 1



MATHS – DIVISION METHODS

Abstract



YEAR 3 TOPIC AND SCIENCE

Topic (Geography/History)	Science
Egyptians Stone Age The Royals India Volcanos and earthquakes Conservation and our local environment	Forces and magnets Rocks Plants Light Animals including living things

YEAR 4 TOPIC AND SCIENCE

Topic (Geography/History)	Science
Food Tudors London at War Kingdom of Benin Vikings Environmental and Social Activism	Sound Living things and their habitats Electricity States of Matter Animals including living things

AND FINALLY…

- Thank you so much for taking your time to attend this workshop. I know that it is a lot to take in, but please use it as a reference point throughout this academic year.
- Keyworth's successes are because of the positive relationships the school and our families have with each other; ensuring the best for the children who arrive through our gates each day.

If you have any questions, then please email the school office who will be able to direct these to your child's teacher.

Melissa and Miri