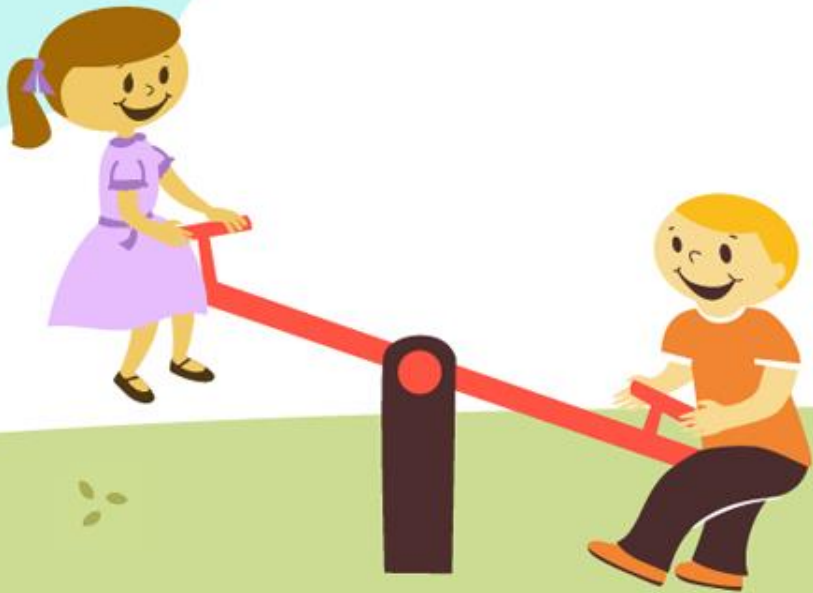


Welcome to Year 3/4



A little bit about us...

Classteacher - Overall responsibility for the class

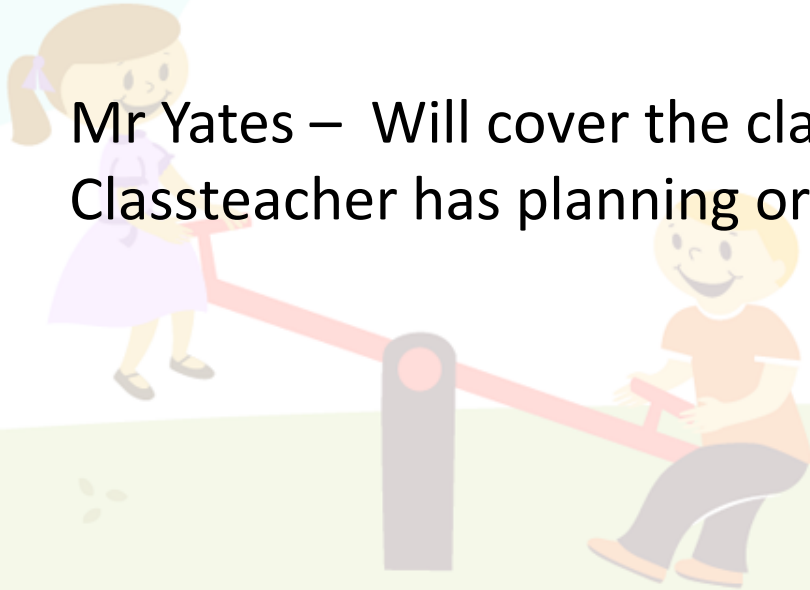
Mr Spreckley

Additional Adults

Mr Yates – Will cover the class when the Classteacher has planning or management time

Teaching Assistants

Additional adults will also support learning in our classroom regularly.



Year 3/4's Learning This Year

Year 3/4 Long Term Plan 2024/25						
English	Term 1		Term 2		Term 3	
<p><i>Stimulus/ Text</i></p> <p><i>Purposes/ Genres being modelled and revisited</i></p>	<p><u>Journey</u> by Aaron Becker (JC/Lit Shed) Narrative Hook: Magic Carpet P1: Questions P2: Setting Description P3: Narrative P4: Poetry</p>	<p><u>The WISHGRANTER</u> (Lit Shed Film Unit) Hook: The Wishgranter animation film P1: Character Description P2: Monologues P3: Explanations P4: Narrative</p>	<p><u>Escape from Pompeii</u> Hook - Escape from Pompeii P1: Setting description P2: Diary Entry P3: Newspaper Report P4: Narrative</p>	<p><u>I don't like poetry</u> by Joshua Seigal Similes/Metaphors (Lit Shed Unit) Poetry P1: Alliteration, Similes, P2: Metaphors P3: Simile and Metaphor Poem P4: Explanation: How to write a poem</p>	<p><u>Mythical Magic</u> Hook - Theseus and the Minotaur (JC) Greek Myths P1: Character Descriptions P2: Retelling Myths P3: Narrative (Myths) P4: Create your own myth</p>	<p><u>Who Let the Gods Out?</u> Hook – Who let the Gods out (Lit Shed) P1 and 2: Instructions: Care guide for a minotaur P3: Information Text P4: Persuasive writing</p>
Whole Class Novel	The Land of Roar by Jenny McLachlan and Ben Mantle		The Legend of Podkin One Ear (Kieran Larwood)		Who Let the Gods Out (Maz Evans)	
Maths						
Term 1 White Rose Maths Shed	Place Value		Addition and Subtraction		Multiplication and Division A	Measurement: Area
Term 2 White Rose Maths Shed	Multiplication and Division B		Measurement Length and Perimeter	Fractions A		Y3: Fractions B Y4: Decimals A
Term 3 White Rose Maths Shed	Y3: Mass and Capacity Y4: Decimals B	Money	Time	Shape	Statistics	Position and Direction



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Year 3/4's Learning This Year

Topic	T1: Romans on the Rampage			T2: Extreme Earth			T3: Eureka! The Ancient Academics			
History	Romans in Britain <i>How did the Romans in Britain impact Britain?</i> <i>Exploration, Empire, Power, Invasion</i>			Pompeii <i>Evidence</i>			Ancient Greeks <i>What were the greatest achievements of the Ancient Greeks?</i> <i>Society, Community, Power, Religion, Trade, Culture</i>			
Geography	Land Use Locality Unit (Fieldwork) Map Work: locating countries and spread of empire Fieldwork – Roads/Towns, Study of High Lane/ Chester <i>Place and Space</i>			Extreme Earth <i>What are the similarities and differences between my region and Campania, Italy?</i> Volcanoes, Earthquakes, Regional Comparison <i>Space, Scale, Environment, Environmental Impact</i>			Map Work: Europe – locating countries/ physical & human characteristics, comparing UK and Greece <i>Place, Space, Cultural Awareness</i>			
Science	Animals including Humans <i>How is energy transferred in living things?</i> <i>Link to Roman Teeth</i>	States of Matter <i>How does temperature affect different materials?</i>		Rocks and soil <i>How can we classify rocks?</i>	Forces and Magnets		Living Things and their Habitats <i>How can the environment affect different groups of animals?</i> <i>Aristotle – History of Animals (Classification)</i>	Electricity <i>How does electricity travel?</i> Link to natural sources		
Music (Charanga)	Writing Music Down		Playing in a Band		Compose using your Imagination	More Musical Styles		Enjoying Improvisation	Opening Night	
Computing	Digital Literacy PSHE/Purple Mash: Online Safety		Information Technology Purple Mash: Presenting		Computer Science Purple Mash: Coding Creating games to educate others	Information Technology Purple Mash: Making Music		Information Technology Purple Mash: Branching Databases <i>Branching Diagrams linked with Science</i>	Computer Science Purple Mash: Logo OR Crumble Computing	
PSHE	Relationships			Living in the Wider World			Health and Wellbeing			
	How can we be a good friend in person and online?	What is bullying and can it ever be really stopped?	Why is it important to be respectful?	Why do we have rights, responsibilities and laws?	What is the impact of our 'digital footprint'?	Can you aspire to have any job you want?	Can our diet affect our health?	How do we reach our goals?	What are hazards?	
E-safety, Anti-bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.										
PE (PE Passport)	Gym – Gym Skills 1 Games - Football		Games - Hockey Gym – Roman Dance		Gym – Gym Skills 2 Games - Tennis		Swimming Games - Rugby		Swimming Games - Athletics	Swimming Dance – Greek
Art and Design (Access Art)	Festival Feasts						Making animated drawings		Telling stories through drawing and making	
Design Technology (Projects on a Page)			LKS2 2D – 3D product purses		LKS2 Healthy varied Diet					LKS2 Simple circuits and switches
RE (Stockport SOW)	What do different people believe about God? (LKS2)		Why are festivals important to religious communities? (LKS2) Christmas, Hanukah, Diwali		What does it mean to be Hindu today? (LKS2)		Why is Jesus inspiring to come people? (LKS2)		Why do some people think life is a journey and what significant experiences mark this? (LKS2)	What can we learn from religions about deciding what is right and wrong? (LKS2)
Spanish (Languages)	Parts of body		Food & Christmas		Months, days & birthdays Personal Descriptions		Red Riding Hood, Family		Animals, Clothes, Festivals	Spain, Revision
Enrichment	Trip to Chester: Deva Roman Experience			Young Voices						
Class Assembly/ Performance				Class Assembly		Young Voices				



What will a typical week in Year 3/4 look like?

Year 3/4 Weekly Timetable												
Day	09:00 - 09:30	09:30 - 10:30		10:30 - 10:45	10:45 - 11:30	11:30 - 12:00	12:00 - 13:00	13:00 - 13:45	13:45 - 14:45	14:45 - 15:15		
Monday	Assembly	English - PVGP		Break	Maths	Spelling / Phonics	Lunch	PE - Gym		Guided Reading	Times Tables / Fluency	
Tuesday	English - Writing		Library		Maths	Spelling / Phonics		Guided Reading	Topic - History		Assembly	
Wednesday	Assembly	English - Writing			Maths	Spelling / Phonics		Maths Fluency	RE	Art / DT		
Thursday	Assembly	Maths			English - Writing	Handwriting		Guided Reading		Spanish	Music	
Friday	Assembly	Maths			Science	PSHE		Computing		PE - Games		

Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week.

Our PE days are on: Monday & Friday

Your child will need to come into school in their school PE kits on these days

Swimming (Y3, Y4, Y5)

This is planned for the Spring & Summer Term

Guitar, Ukulele and Woodwind (Stockport Music Service)

Woodwind (Flute, Saxophone, Clarinet) Lessons: Tuesdays

Ukulele/Guitar Lessons: Fridays

Find out more about their lessons here:

<https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

Clubs

Clubs start week beginning 23rd September. You can sign up to clubs termly.

Homework

Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.

Daily Reading - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

Spellings - Spellings will be sent home via Class Dojo and set electronically on Spelling Shed. They can be practiced on the Spelling Shed website or on separate pieces of paper.

Ed Shed Activities - Online activities for maths will be set each week. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

Please note...

Additional homework may start to be set via Class Dojo. A message will be sent via ClassDojo to confirm this as and when appropriate. Please watch out for logins at the beginning of the year.

The National Curriculum

The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

How can you help?

- Engage your child in family visits that support school topics and interests of your child

Encourage your child to:

- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like

The National Curriculum

Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 3/4, the children will learn:

- Is it easy to do the right thing?
- How can we be a good friend in person and online?
- Why is it important to treat others equally?
- What does it mean to be part of a community?
- What is the impact of our digital footprint?
- Is how we spend our money important?
- Why is it important to look after our teeth?
- How does puberty affect our bodies?
- Are all drugs bad?

The National Curriculum

Wellbeing and Lifelong Learning

How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day to promote independence
- Promote table manners and positive social skills at home

How can the children help?

- Demonstrate greater independence
- Know when to sit sensibly, have respect for others
- Follow the teacher's instructions
- Try their best to wash their hands properly
- Complete homework tasks on time
- Listen and be respectful towards others around school
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**

The National Curriculum

Understanding your child's learning in English

English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult into and throughout KS2

English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on joined handwriting, spelling, punctuation and grammar (GPS)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

Reading

Reading is one of the most important parts of your child's development!

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.co.uk>

<http://www.readingzone.com/>

<https://www.waterstones.com/campaign/books-of-the-month>

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson and Fielding (1988).

The National Curriculum

Practical ways to support your child's learning in English

Reading

- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?

Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel diagraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

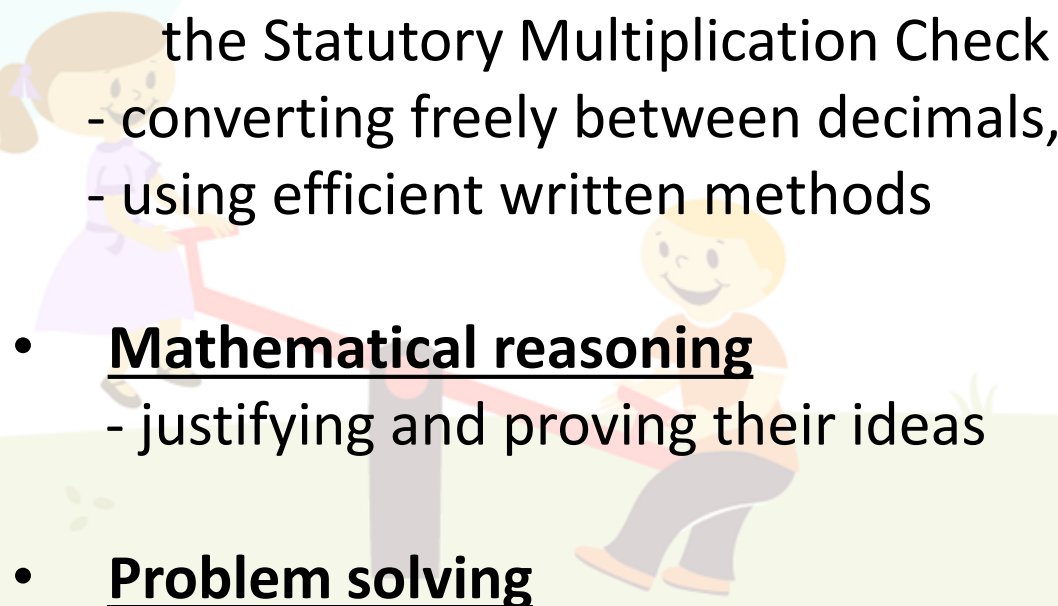
Writing

- When writing can they write in paragraphs and check their spelling and punctuation?

The National Curriculum

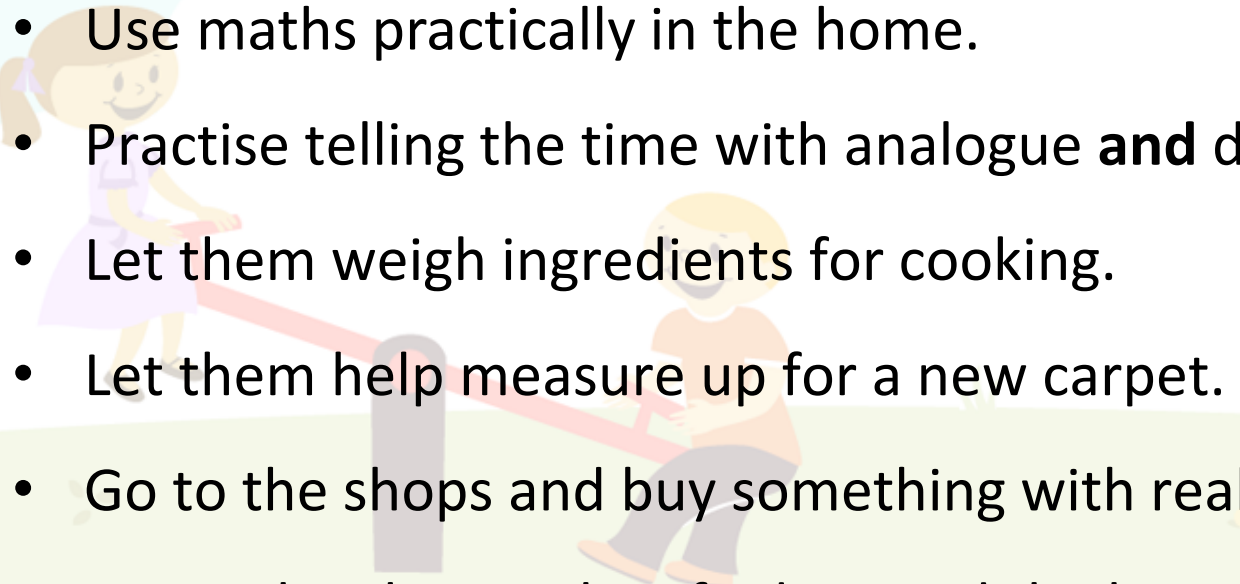
Understanding your child's learning in Maths

Maths

- **Developing mathematical fluency**
 - automatic recall of addition and subtraction facts
 - automatic recall of multiplication and division facts (up to 12×12 by Year 4 tested in the Statutory Multiplication Check (MTC))
 - converting freely between decimals, fractions and percentages
 - using efficient written methods
 - **Mathematical reasoning**
 - justifying and proving their ideas
 - **Problem solving**
 - applying to a range of problems and persevering in seeking solutions
- 

The National Curriculum

Practical ways to support your child's learning in Maths

- Practise addition and subtraction facts as often as possible.
 - Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.
 - Use maths practically in the home.
 - Practise telling the time with analogue **and** digital clocks.
 - Let them weigh ingredients for cooking.
 - Let them help measure up for a new carpet.
 - Go to the shops and buy something with real money.
 - Count the change they find around the house.
- 
- A cartoon illustration of a girl and a boy on a seesaw. The girl is on the left side, which is higher, and the boy is on the right side, which is lower. They are both smiling. The background is a simple landscape with a green hill and a blue sky.

Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.

We have worked hard as a school to develop a curriculum to support the needs of our children. We feel confident in our curriculum and our practice ensures we understand any gaps in knowledge, subsequently planning learning opportunities that are personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recordings of independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

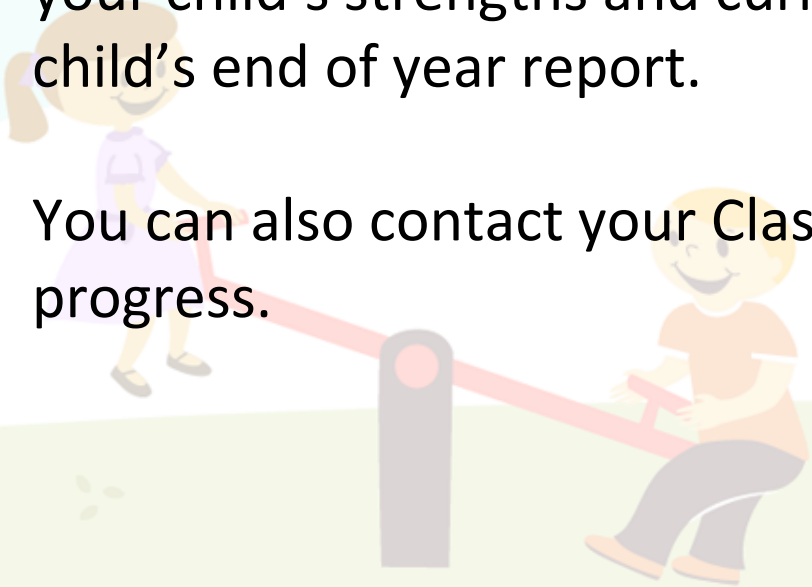
Assessment at High Lane

Reporting your child's attainment and progress

We make judgements as to whether your child is working at 'age-related expectations' throughout the year.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact your Classteacher at any time in the year to discuss your child's progress.

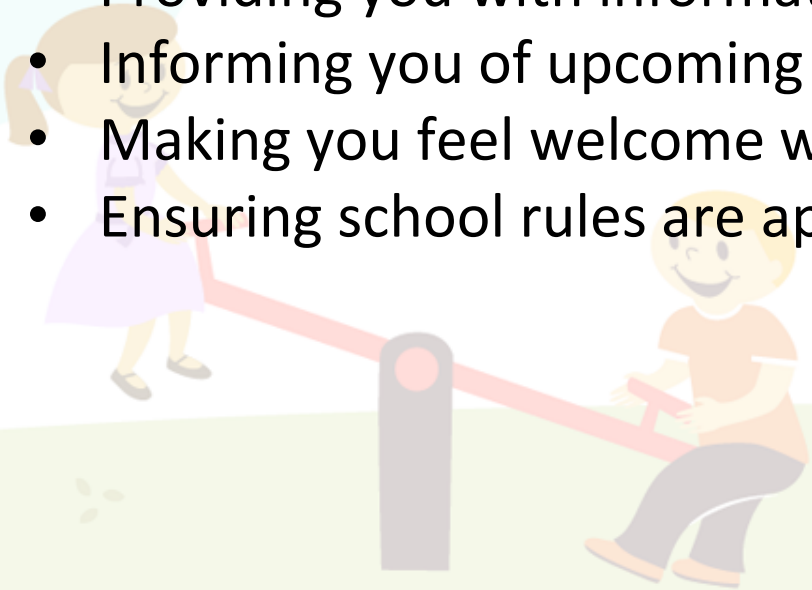


Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



How we communicate with you

Class Dojo

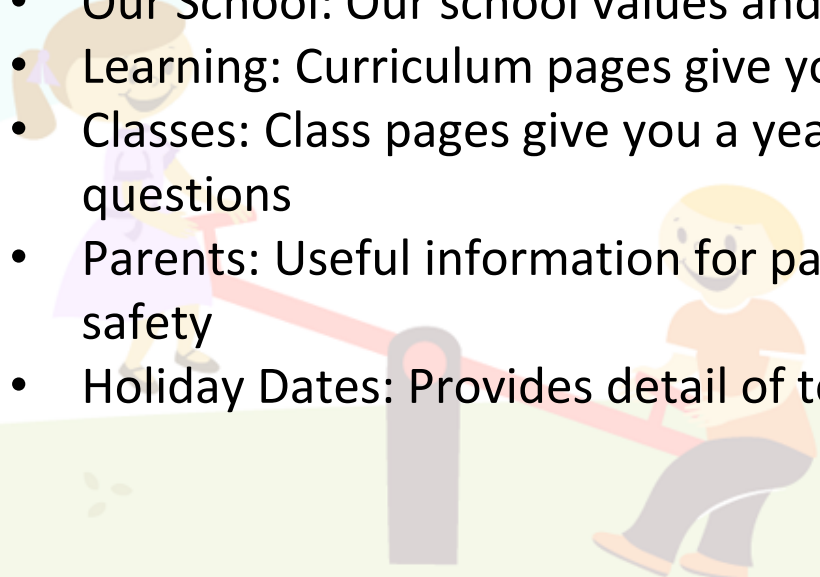
- Whole School Story: Termly dates, correspondence and reminders
- Class Story: Information about learning including photographs, trips and homework

Parent Pay

- Payment for school dinners, trips/school events and clubs

School Website

- Our School: Our school values and important school policy information
- Learning: Curriculum pages give you an understanding of what we think is important
- Classes: Class pages give you a yearly overview of what your child is learning and termly key questions
- Parents: Useful information for parents including reminders about Parent Pay, uniform and online safety
- Holiday Dates: Provides detail of term dates and INSET dates throughout the year



E-Safety

School Platforms: Purple Mash, Ed Shed, Google Suite, Class Dojo

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

Age Ratings and Restrictions

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

School Website

Parents: Useful information for parents including guides about screen time and app specific information including age ratings and guidance

Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you at all times, no mobile phones or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo and Parent Mail regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

What to do if you have a question or concern

First – Please make an appointment to speak to see me.

Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone. I will be able to take action to address it or suggest who can help.

Then– If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

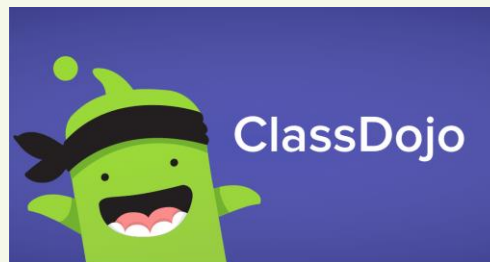
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments.
If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



What does your child need to have in school?

School Uniform: Your child should wear school uniform on all days except PE days

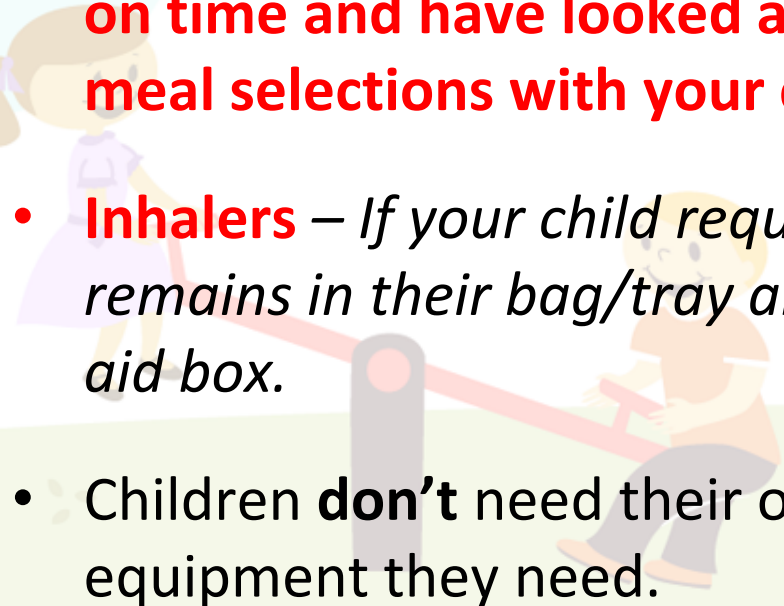
On PE days, your child must wear **school** PE kit:

- Red school jumper
- White shirt
- Black joggers, leggings or shorts
- Trainers - that your child can fasten themselves

Please be mindful of the weather as we move into winter

Your child needs a jumper/cardigan and a waterproof coat **every day**

What does your child need to have in school?

- A healthy **nut-free** snack in their coat pocket.
 - A lunchbox if your child has packed lunches.
 - **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
 - **Inhalers** – *If your child requires an inhaler, they should have **two** in school. One that remains in their bag/tray and a second that remains with the classteacher in the first aid box.*
 - Children **don't** need their own stationery, we have provided your child with all the equipment they need.
- 
- A cartoon illustration of two children playing on a seesaw. One child is on the ground, and the other is in the air. The background shows a simple landscape with a green hill and a blue sky.

Water Bottles

Children need to bring a clean water bottle to school everyday.

- Only water should be put in the water bottles
- Only 0.5l water bottles with wide necks should be sent into school
 - this it to ensure your child is confident filling their water bottle if

necessary



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our Stockport Neighbourhood Inclusion teacher is **Mrs Jackie Shah**.

She works closely with our team and may support pupils with SEND and/or their families.



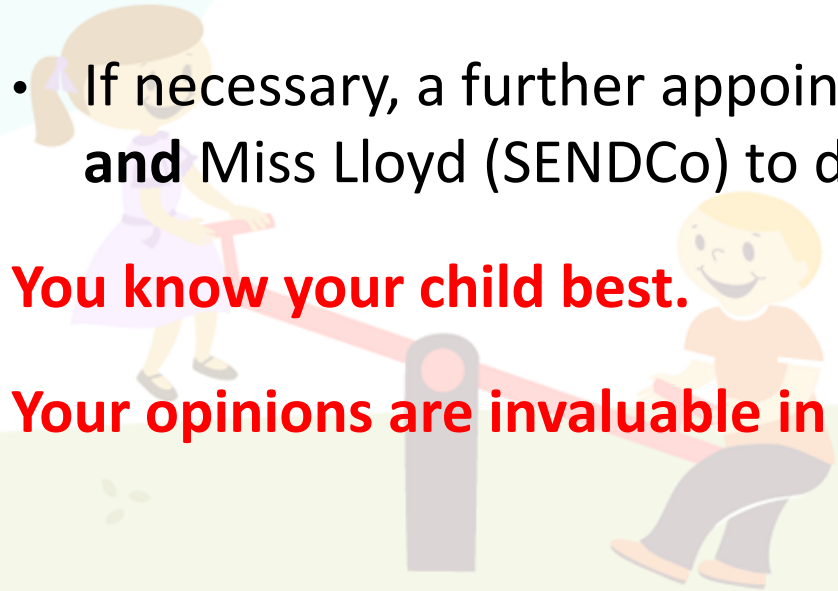
What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- First, speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, a further appointment can be made to meet with your child's classteacher **and** Miss Lloyd (SENDCo) to discuss any concerns further.

You know your child best.

Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we may create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by our team of trained and experienced teaching assistants.
Please note, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

You can find out more about the school's approach to SEND from:

- The school's website

<http://www.highlane.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

