



Oak Class

2023- 2024



Class teacher:
Ms J Pallister

Welcome to Padbury CE School.

At Padbury Church of England School our Christian vision ensures that all children develop a love of learning. Therefore, we create opportunities which encourage them to discover, enquire, challenge and grow as individuals. This results in the children becoming equipped to be 'secondary ready' and prepared for life in an ever-changing world.

The Curriculum

The subjects your child studies will be similar to last year, but with slightly greater content. As the children are in Key Stage Two they will be learning a Modern Foreign Language.

We also aim to develop the 'whole child' and have both a formal and informal curriculum that allows children to develop their personal and social understanding of the world.

English

Writing:

Children will work with both fiction and non-fiction texts, including poetry, which will mostly be linked to topics in other subject areas. There will be regular work on grammar, spelling patterns, sentence construction and punctuation, as well as writing for different audiences and purposes.

Reading:

All the children will have an opportunity to change their home reading books on a daily basis and it is their responsibility to do so. They are given guidance on appropriate book levels to choose from. At this stage it is still important to hear your child read as often as possible at home to support and monitor their progress. In Key Stage 2, children are expected to take some responsibility for maintaining and organising their reading record book.

We will monitor your child's reading through twice weekly guided reading sessions in class and children who need extra support will also do some individual reading with an adult. The guided reading sessions will involve work on vocabulary, decoding, and comprehension skills.

Spellings:

The children will receive a list of eight new spelling words each week which they will practise every day during morning work. On Fridays they will be tested on those spellings and then provided with a new list in their homework books for the following week. *See Appendix 1*

Maths

Children will explore number, calculation, measurement including time and capacity, data handling, shape, space and problem solving. The practical application of mathematical skills is at the core of our teaching. Please find enclosed a copy of the end of year expectations for Maths for your information. Doodle Maths is used to reinforce the skills taught in school. *See Appendix 3*

Science

Your child will be covering the following topics:

- Animals: Movement and Nutrition
- Forces and magnets
- Energy: Electricity and Circuits
- Materials: Rocks and Soil
- Living Things: Classification and Changing Habitats
- Making Connections (linking concepts and skills between topics)

Computing

Your child will have weekly Computing sessions where they will continue to develop their word processing, data handling, research and presentation skills as well as learning more about computer programming.

History, Geography Art and DT

These will be taught through the following topics:

Autumn: Stone Age to Iron Age and Volcanoes

Spring: The Romans in Britain and Rainforests

Summer: Invaders and Settlers in Britain and Where Food Comes From

RE

Our Big Questions will be:

Autumn:

Is light a good symbol for a celebration? Does the Christmas narrative need Mary?

Spring:

Should believers give things up? Do Murtis help Hindus understand God?

Summer:

Is a Jewish child free to choose how to live? Is a Hindu child free to choose how to live?

Values Curriculum

Autumn – Love and Respect

Spring – Courage and Hope

Summer – Kindness and Trust

PSHE Themes

Autumn – How to be a Good Friend and What can we do about Bullying

Spring – What are we Responsible for and How do we Grow and Change

Summer – What are the Rules that Keep us Safe and Valuing Difference and Keeping Safe

PE

In Oak Class we have two PE sessions each week on Monday and Tuesday afternoons. Each term the children will do a combination of games, dance and gymnastics. Children will also have the opportunity to go swimming usually in the Spring or Summer term. Athletics will also be covered in the summer term.

Music

The children will have an opportunity to explore:

Pulse, rhythm, pitch, timbre, tempo and dynamics through their weekly music lessons. They will also learn songs for various celebrations during the school year and for the Young Voices Concert.

Homework

Alongside regular reading, the children are also expected to complete Doodle activities in Maths, English, Tables and Spelling each week. Doodle builds confidence and ability in Maths and English by creating every child a personalised work programme tailored to their strengths and weaknesses.

The expectation is that children complete Doodle a minimum of 3 times a week in all subject areas.

Eight new spelling words are given out each Friday and tested the following Friday. Spellings will be the key words that they need to know for their year group including common words using the same pattern.

Concerns

We are happy to discuss any concerns you may have about your child. Time in the morning is usually limited, however a short chat after school can usually be accommodated either that day or the following. If you are concerned about any aspect of your child's school life, we would rather you came in than worry unduly.

Appendix 1

Year 3 - Statutory Spellings

By the end of year 3, the children are expected to know the following spellings:

Autumn Term (1)	Autumn Term (2)	Spring Term (1)	Spring Term (2)	Summer Term (1)	Summer Term (2)
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

Appendix 2

Year 3 and 4 – Programme of Study for English

WORD READING

- Explain the meaning of new words.
- Read words that I have never seen before.

COMPREHENSION

- Discuss how different stories are structured.
- Read a wide range of different types of fiction and non-fiction texts.
- Use a dictionary to check the meaning of new words.
- Discuss lots of different stories I have previously read.
- Retell a story that I have read before out loud.
- Describe the theme of some books.
- Prepare a poem for performance.
- Prepare a play for performance.
- Ask questions to help me understand a text.
- Check that what I am reading makes sense to me and explain what I am reading.
- Infer information about the feelings, thoughts and motives of characters from what I am reading.
- Predict what might happen from details stated and implied.
- Summarise the main ideas in a text of more than one paragraph.
- Tell you how the language, structure and presentation add to the meaning of a text.
- Join in with classroom discussions.
- Find and record information from non-fiction.
- Talk about books I have read at school and at home.

TRANSCRIPTION

- Explain what a prefix and a suffix are.
- Spell many homophones.
- Correctly spell commonly misspelled words.
- Use the possessive apostrophe.
- Check words in a dictionary.
- Write sentences that have been dictated to me.

COMPOSITION

- Discuss what I plan to write before I begin writing.
- Draft the work I am planning to complete orally and on paper.
- Create settings, characters and a plot for a story.
- Use headings and sub-headings.
- Evaluate and edit my work checking for spelling and vocabulary errors.
- Evaluate other people's work.
- Read my work out loud in front of the class.

HANDWRITING

- Join up letters and understand which letters should be joined up.
- Write in cursive handwriting smoothly and legibly.

GRAMMAR, SPELLING AND PUNCTUATION

- Write sentences that have more than one clause.
- Use lots of conjunctions like when, if, because, although.
- Use the present perfect form of verbs.
- Use adverbs, conjunctions and prepositions to express time and cause.
- Use fronted adverbials.
- Use the grammar I have learned.
- Punctuate direct speech.
- Use the correct nouns and pronouns.

Appendix 3

Year 3 – Programme of Study for Maths

NUMBER

Number, place value and rounding

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000

- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Addition and subtraction

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- compare and order unit fractions, and fractions with the same denominators

- solve problems that involve all of the above.

GEOMETRY AND MEASURES GEOMETRY AND MEASURES

Properties of shapes

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise that angles are a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Measures

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events, for example to calculate the time taken by particular events or tasks.

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

At Padbury CE School, by the end of year 3, we expect children to be able to do the following through mental recall:

- Add a one digit number to a three-digit number e.g. $234 + 5$

- Add a multiple of 10 to a three-digit number e.g. $234 + 20$
- Add a multiple of 100 to a three-digit number e.g. $234 + 200$
- Subtract a one digit number from a three-digit number e.g. $237 - 5$
- Subtract a multiple of 10 to a three-digit number e.g. $234 - 20$
- Subtract a multiple of 100 from a three-digit number e.g. $534 - 200$
- Recall the table facts of 3s, 4s and 8s
- Recall doubles of two digit numbers to 100 e.g. double 34
- Recall halves of even two digit numbers to 100 e.g. half of 68

Appendix 1

Year 4 - Statutory Spellings

By the end of year 4, the children are expected to know the following spellings:

Autumn Term (1)	Autumn Term (2)	Spring Term (1)	Spring Term (2)	Summer Term (1)	Summer Term (2)
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important
---	---	---	--	---	---

Appendix 2

Year 4 – Programme of Study for English

WORD READING

- Explain the meaning of new words.
- Read words that I have never seen before.

COMPREHENSION

- Discuss how different stories are structured.
- Read a wide range of different types of fiction and non-fiction texts.
- Use a dictionary to check the meaning of new words.
- Discuss lots of different stories I have previously read.
- Retell a story that I have read before out loud.
- Describe the theme of some books.
- Prepare a poem for performance.
- Prepare a play for performance.
- Ask questions to help me understand a text.
- Check that what I am reading makes sense to me and explain what I am reading.
- Infer information about the feelings, thoughts and motives of characters from what I am reading.
- Predict what might happen from details stated and implied.
- Summarise the main ideas in a text of more than one paragraph.
- Tell you how the language, structure and presentation add to the meaning of a text.
- Join in with classroom discussions.
- Find and record information from non-fiction.
- Talk about books I have read at school and at home.

TRANSCRIPTION

- Explain what a prefix and a suffix are.
- Spell many homophones.
- Correctly spell commonly misspelled words.
- Use the possessive apostrophe.

- Check words in a dictionary.
- Write sentences that have been dictated to me.

COMPOSITION

- Discuss what I plan to write before I begin writing.
- Draft the work I am planning to complete orally and on paper.
- Create settings, characters and a plot for a story.
- Use headings and sub-headings.
- Evaluate and edit my work checking for spelling and vocabulary errors.
- Evaluate other people's work.
- Read my work out loud in front of the class.

HANDWRITING

- Join up letters and understand which letters should be joined up.
- Write in cursive handwriting smoothly and legibly.

GRAMMAR, SPELLING AND PUNCTUATION

- Write sentences that have more than one clause.
- Use lots of conjunctions like when, if, because, although.
- Use the present perfect form of verbs.
- Use adverbs, conjunctions and prepositions to express time and cause.
- Use fronted adverbials.
- Use the grammar I have learned.
- Punctuate direct speech.
- Use the correct nouns and pronouns.

Appendix 3

Year 4 – Programme of Study for Maths

NUMBER

Number, place value and rounding

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number

- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Addition and subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and division

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions and Decimals

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

GEOMETRY AND MEASURES

Properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Measures

- convert between different units of measure (e.g. kilometre to metre; hour to minute)
- measure and calculate the perimeter of a rectilinear figure(including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12 and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Position and Direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

At Padbury CE School, by the end of year 4, we expect children to be able to do the following through mental recall:

- Add a two or three digit number to a two or three-digit number to 1000
e.g. $234 + 547$
- Subtract a two or three digit number from a two or three-digit number to 1000 e.g. $547 - 232$

- Recall the table facts to 12 X 12