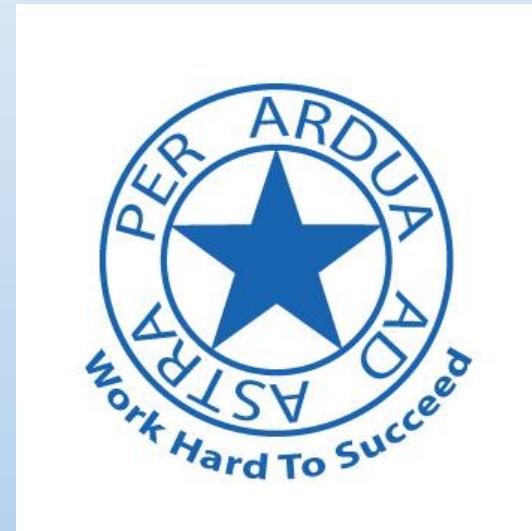


Year 3/4 Curriculum Talk



Garden Suburb Junior School
2023

Aims of session

- General curriculum information
- English in Years 3 & 4
- Break
- Mathematics in Years 3 & 4
- Supporting your child at home

Year 3 curriculum map

Garden Suburb Junior School

Long Term Curriculum Overview

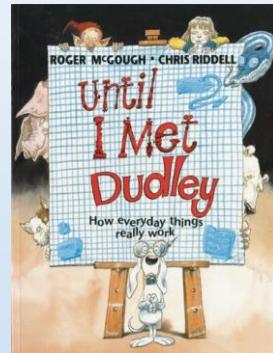
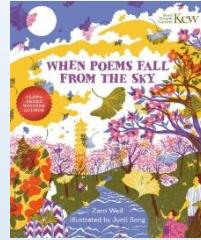
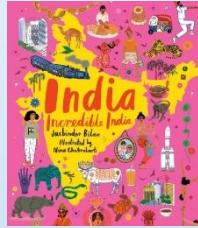
Year Group: 3

Academic Year: 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Science	Animals including humans: Amazing Bodies Our Changing World (1-5)	Rocks: Rock Detectives Our Changing World (1-2)	Forces and Magnets: The Power of Forces Our Changing World (1-5)	Plants: How Does Your Garden Grow? Our Changing World (1-2)	Plants: How Does Your Garden Grow? Our Changing World (1-5)	Light: Can You See Me? Our Changing World (1-2)		
History	Black History			Ancient Egypt	Changes in Britain: from the Stone Age to the Iron Age			
Geography	Weather around the world	Extreme Earth: Volcanoes and Earthquakes						
Computing	Word Processing / Introduction to Computing	Microsoft Publisher	Scratch Coding	Scratch Coding	Branching Databases	Stop motion animation (iPads)		
Art	William Morris			Observation Drawings Gallery	Prehistoric art			
Design Technology (DT)			Making my monsters (Mechanisms)	Making Egyptian Crowns (Textiles)			Healthy Snacks (Food)	
Physical Education (PE)	Gymnastics - Stretching/curling	Dance	Dance	Gymnastics- Balancing techniques			Athletics – Running, jumping and throwing	
	Invasion Games - Basketball	Football	Tag Rugby	Adventure/ co-operation games	Sports Day preparation			Striking and fielding games – Rounders/ Cricket
Music	What do we know? Intro to music elements Call and response songs.	How to use your voice – story telling / rhymes / rap Festivals and celebration	Carnival of the animals Instruments of the orchestra	How to read / write / play standard rhythmic notation Rhythmic composition / improvisation	Intro to tuned percussion Ensemble playing			iPad / Garage band compositions (investigate loops)
PSHE	Zones of regulation Mental Health and Wellbeing Roles and Responsibilities	RSE – Changes Friendships	Coping with peer pressure	Jobs and careers	Anti-bullying Fairtrade			Drug and Alcohol Education- Smoking

Year 4 curriculum map

GARDEN SUBURB JUNIOR SCHOOL		LONG TERM CURRICULUM PLANS			YEAR 4	2023 - 2024	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
SCIENCE	Living Things & their Habitats: Our Changing World (1) Human Impact	Animals including Humans: Where Does All That Food Go?	Living Things & their Habitats: Our Changing World (2) Electricity: Switched On	Living Things & their Habitats: Who Am I?	Living Things & their Habitats: Our Changing World (3) States of Matter: In A State	Sound: Good Vibrations	
HISTORY	Romans		Victorians – Industrial Revolution		Ancient Greeks		
GEOGRAPHY		Study of an area in the UK- London		Study of European Country - Italy			
COMPUTING	NCCE- Programming A- Repetition in shapes Internet Safety	NCCE- Creating media- Audio production	NCCE – Computing systems and networks Internet Safety	NCCE- Creating media- Photo editing	NCCE- Data and information- Data logging Internet Safety	NCCE- Programming B- Repetition in games	
ART	Roman mosaics		Art exhibition Artist Study – Lowry				
DESIGN TECHNOLOGY				Cuisine Seasonality & Cooking	Moving monsters - pneumatics	Clay work - vessels	
PHYSICAL EDUCATION	Dance Tennis	Gymnastics – Travelling, Tag Rugby	Dance –Revolution, Football - Ball Skills	Floor gymnastics Netball	Sports Day preparation, Swimming	Adventure/coordination games Baseball	
MUSIC	What do we know – recap of music elements Rhythm – how to read / write and play standard rhythmic notation	Pitch – what is it? Graphic Scores – how to read / write and play. Vocal projection and performance	British Music – Young Person’s Guide Instruments of the orchestra	Pitch II – how to read / write and play using the treble clef Boomwacker ensemble	Music using technology - the good the bad and the ugly! iPad composition	European music –	
PSHE/ PHILOSOPHY	Positive mental health Emotions Friendship and dealing with change and loss	Rules in society Living in the wider world Going for Goals	RHSE – growing and changing Friendships and inclusion	Healthy Lifestyles Local community responsibilities	Drug Education – Alcohol and decision making	Aspirations Managing money Different types of relationships	
SPANISH	Snacks Ordering food in a café	Shapes Propositions Describing Joan Miro’s art	Parts of the body Describing Pablo Picasso’s art	Role play- at the doctor	Family members	Describing the weather	
RELIGIOUS EDUCATION	Symbols	Symbols	Worship	Worship	Sacred Texts Teaching Authority	Sacred Texts Teaching Authority	



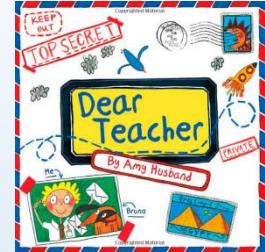
Wednesday 1st September 2021
To write the build-up and problem of a narrative.

Silently she crept into the classroom. Betty had tucked her blue tray for her homework under the bench seat. She took her thongery bag from under her chair and popped it behind her back. She set the clock on the bar. What was the classroom looking seriously now? All the children were sitting together with strange scary shadows that looked like a big green monster. Suddenly she heard someone laughing. Mrs. King started to panic but not in a normal way. She crouched down in the back corner for a tiny peek and saw some pink locker tissue. She thought to herself, 'It couldn't be Mr. Carr, he wears trainers'. Who could it be?

big → enormous

Thursday 30th September 2021
To write the ending of a narrative.

Kid wanted to see more of those mysterious people so she silently lurked around the classroom, walking in the position of a spy. Eventually she spotted the person that was working on some kind of project. It was Dudley! They were talking to each other and suddenly she heard a noise. Suddenly she turned around her, she saw Mr. Carr, Dudley's dad. Dudley's dad was wearing a shirt and trousers. He was very quiet like the intruder came to a house at 1:00am to steal other things. This could be his house. She quickly ran through the narrow

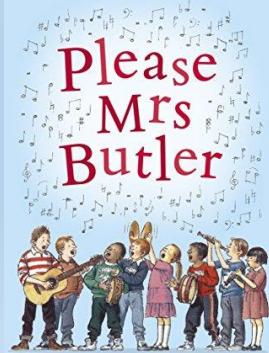


English

a b c d e f g h i j k l m
n o p q r s t u v w x y z
A B C D E F G
H I J K L M N O P Q
R S T U V W X Y Z
1 2 3 4 5 6 7 8 9 10

20. Join from a, v, w, f to _____
or os vj ws fj
hose nose grows paws
dwarfs zoos
21. Join ts from a, c, d, e, h, i, k, l, m, n, t, u
ask best fist us pens beds

ALLAN AHLBERG

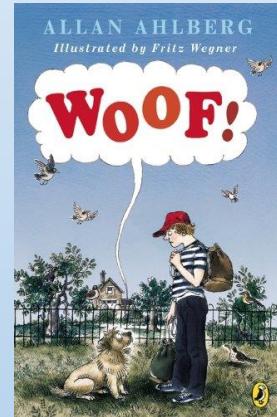


'HILARIOUS... A REAL WINNER' – Guardian

f _ ld

totally

Monarchy



English National Curriculum

Our English curriculum aims to ensure all pupils:

- Read easily and fluently
- Develop the habit of reading
- Develop a wide vocabulary and understanding of grammar
- Write clearly and accurately
- Use discussion in order to learn
- Are competent in the arts of speaking and listening

English in Year 3

	Autumn 1		Autumn 2	
Genre / Text Type	Narrative 4 weeks	Recount (letter) 3 weeks	Narrative (fables) 4 weeks	Instructions 3 weeks
Possible Novels / Extracts	The Tin Forest (Book Study)	Dear Teacher The Day the Crayons Quit	Aesop's fables	Harry Potter spells How to make a wizard's spells The disgusting sandwich
Read aloud opportunities	The Queen's Nose The Astounding Broccoli Boy The Christmas Carrolls	The Jolly Postman A Letter to my Teacher	Class readers continued from Autumn 1 Necklace of Raindrops Aesop's fables	Class readers continued from Autumn 1 Necklace of Raindrops Aesop's fables
Punctuation and Grammar	Fronted adverbials to show how and when an event occurs Expanded noun phrases for detail and description Nouns and pronouns for clarity and cohesion	Subordinating conjunctions to join clauses Expanded noun phrases to inform Relative clauses to add further detail Present perfect tense to place events in time Use rhetorical questions to engage the reader Imperative verbs to convey urgency	Subordinate clauses for detail and context Fronted adverbials to show how and when an event occurs Expanded noun phrases for detail and description Paragraphs for cohesion Nouns and pronouns for clarity and cohesion	Coordinating conjunctions to link ideas Subordinating conjunctions Expanded noun phrases – adding detail to nouns using prepositions Commands using the imperative Statements using the pronoun, 'You' Adverbs/adverbials of time Adverbs/adverbials of manner
Spelling	<ul style="list-style-type: none"> • To learn keywords • Adding suffixes to words with more than one syllable • To add the prefix dis to a root word. • To add the prefix -mis to a root word. • To recognise specific sounds in words 		<ul style="list-style-type: none"> • To explore prefixes – re, mis, in, im • To add the suffix -ful, less, ly 	

English in Year 4

	Autumn 1 (7 weeks)		Autumn 2 (8 weeks)
Genre & Text Type	Narrative (4 weeks)	Biographies (3 weeks) phase 1-3	Poetry (8 weeks)
Possible Novels & Extracts	Woof – Alan Ahlberg	Ruby Bridges – Black History	Alan Ahlberg - A range of poems from Ahlberg's 'please Mrs Butler' collection of poems
Punctuation and grammar	<p><u>Narrative & biography - Grammar</u></p> <ul style="list-style-type: none"> ● To use personification, metaphors and similes ● To use a wide range of adverbials ● To use a wide range of conjunctions ● To use fronted adverbials ● To use expanded noun phrases ● To use subordinate clauses and subordinating conjunctions ● To use a mix of nouns and pronouns for cohesion ● To use a variety of sentence structures ● Techniques to build tension/suspense <p><u>Narrative & Biography - Punctuation</u></p> <ul style="list-style-type: none"> ● Apostrophes for possession ● Use commas after fronted adverbials and subordinate clauses ● To use commas to mark relative clauses ● To organise information under sub headings ● To use bullet points to list items 	<p><u>Poetry - Grammar</u></p> <ul style="list-style-type: none"> ● To use a variety of sentence structures ● To use expanded noun phrases ● To use personification, metaphors and similes ● To identify rhyming words ● To follow a rhyme scheme ● To include a certain number of syllables in a line of poetry ● To organise writing into stanzas <p><u>Poetry - Punctuation</u></p> <ul style="list-style-type: none"> ● To use capital letters at the start of each line ● To use a comma at the end of a line when a sentence is split across two lines ● To use apostrophes for contraction ● To use exclamation marks accurately ● To use ellipsis to indicate a pause 	
Spelling	<ul style="list-style-type: none"> ● Adding suffixes beginning with vowels to words with more than one syllable –ing ● I sound spelt y, U sound spelt ou, Prefixes- in, im 	<ul style="list-style-type: none"> ● Before root word beginning with m or p, in- becomes im- ● Before a root word starting with r, in- becomes ir- ● Prefix - inter- means between or among ● Prefix - super- means above, Prefix - anti- means against, auto- means self or own 	

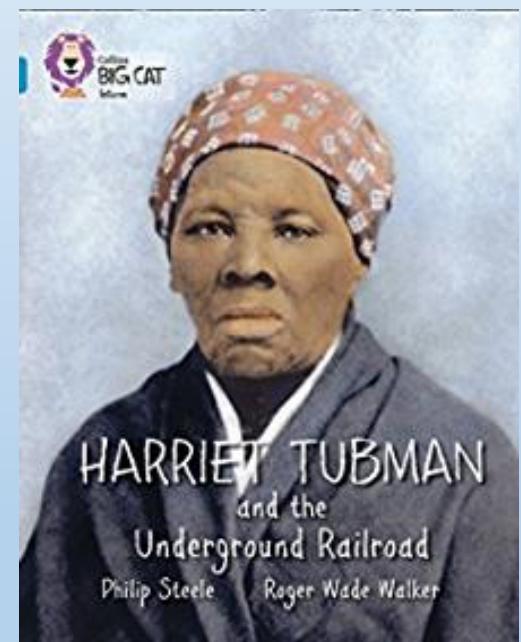
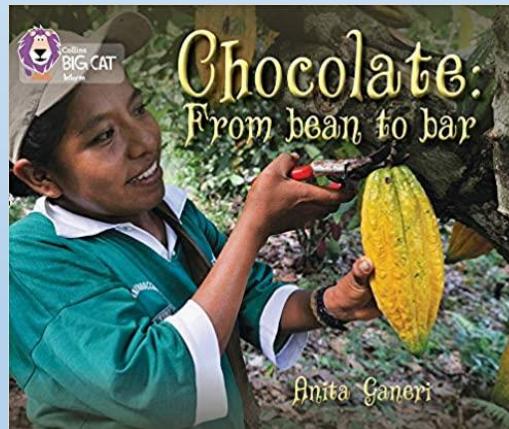
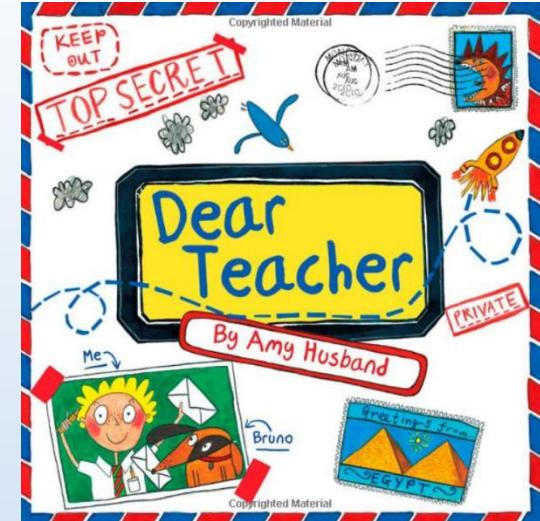
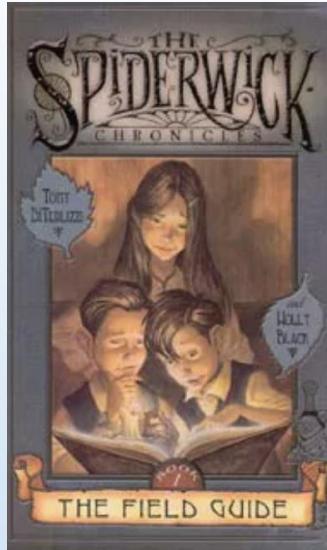
Reading at Garden Suburb Junior School

At Garden Suburb Junior School, we aim to:

- Develop the habit of reading widely and often, for both pleasure and information.
- Develop the love of reading through our rich and varied range of texts.
- Develop readers that read confidently, fluently and with good understanding.
- Develop a range of skills to decode and understand the written word across the curriculum.

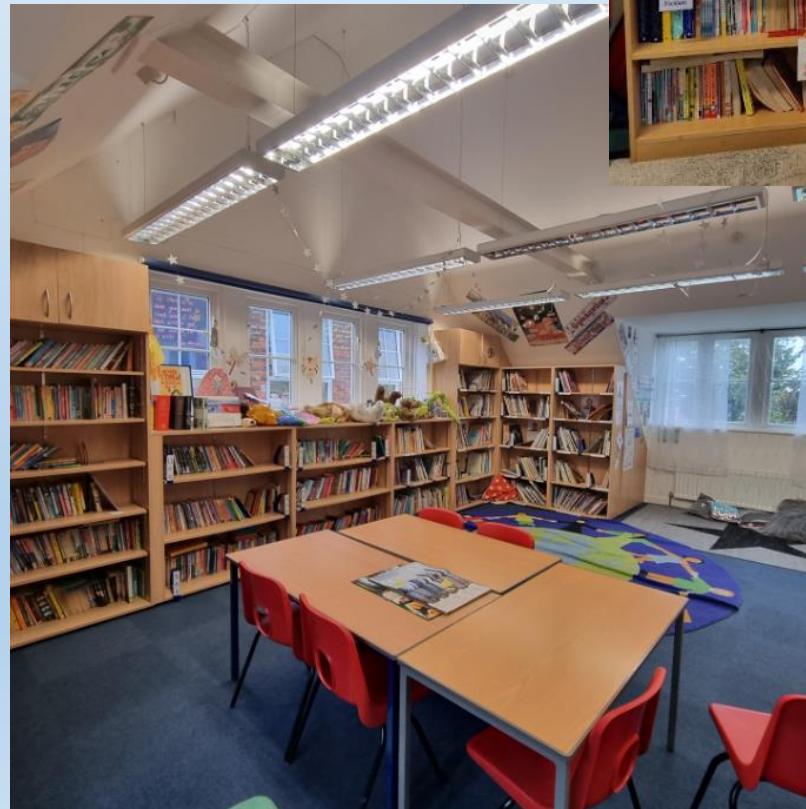
Reading opportunities at school include...

- Guided reading sessions
- Library
- Book corner
- Comprehensions embedded in writing lessons
- Class reader
- Reading records
- First News
- Bookworms



What kinds of books should my child be reading?

- Books they enjoy reading
- Books that are the right level (roughly 3 to 5 new words on a page)
- A variety of genres



The School Reading List

www.schoolreadinglist.co.uk

Home 0-11 Reading Lists 11-18 Reading Lists Revision Books New books Resources Competitions Contact Us

The School Reading List

Recommended reading books for primary & secondary aged children in the UK

[EYFS & KS1 books](#)

[KS2 books](#)

[KS3-5 books](#)

Books for KS2

Please browse our regularly updated collections of suggested reading books for children in [Key Stage Two \(KS2\)](#) in UK primary schools. We have compiled lists of the best chapter books for 7-year-olds, 8-year-olds, 9-year-olds, 10 years olds and 11-year-olds in Years 3-6.

With mystery books, adventure stories, myths and legends, biographies, graphic novels, funny stories and fantasy reading, there should be a genre for everyone. We've also tried to ensure each collection of books includes titles for class reading, group reading, reading aloud, reading at home or for home learning, interventions, paired / buddy/sibling reading, independent choice and reading for pleasure.



**Suggested reading list
books for Year 3 pupils age
7-8**

Last updated on October 31, 2022 by Tom Tolkien

**School Reading List
Children's Book of the
Month**

Last updated on October 31, 2022 by Tom Tolkien

CLPE Corebooks

www.clpe.org.uk/books/corebooks

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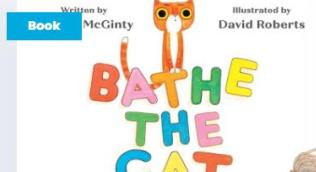
Corebooks

CLPE's Corebooks list helps primary schools choose the very best children's books for their school or classroom libraries. Selected by our dedicated Librarian, this database contains more than 700 quality books to suit readers of all ages and stages of reading development.

Collection	Year Group	Key Stage
<input type="checkbox"/> Literature (121) <input type="checkbox"/> Learning to read (73) <input type="checkbox"/> Information (34)	<input type="checkbox"/> Nursery and Reception (187) <input type="checkbox"/> Years 1 and 2 (218) <input checked="" type="checkbox"/> Years 3 and 4 (228) <input type="checkbox"/> Years 5 and 6 (226) <input type="checkbox"/> Years 7 and 8 (11) <input type="checkbox"/> Years 9 and 10 (0)	<input type="checkbox"/> Early Years (0) <input type="checkbox"/> Key Stage 1 (0) <input type="checkbox"/> Key Stage 2 (212) <input type="checkbox"/> Key Stage 3 (0) <input type="checkbox"/> Key Stage 4 (0)

ADVANCED FILTERS ▾


In Our Hands
A timeless fable, this debut children's picture book from ...

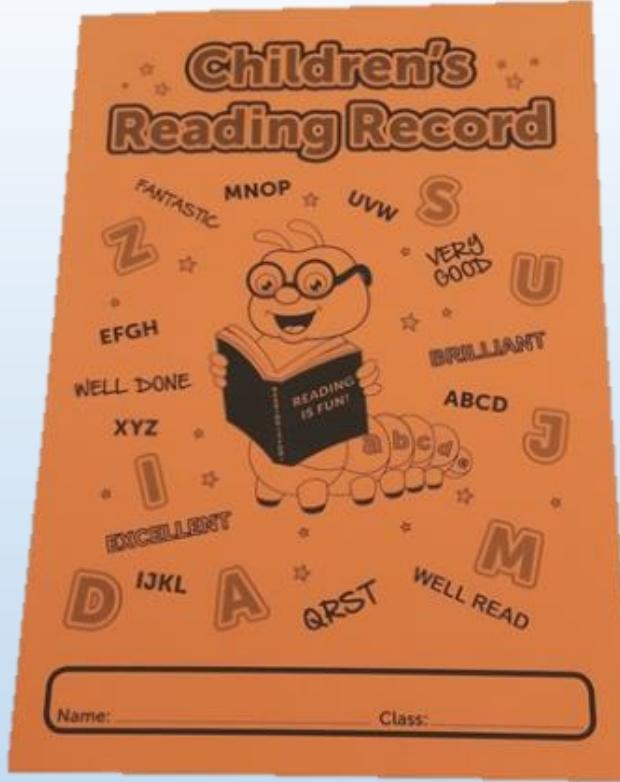

Bathe the Cat
Sarah, feed the floor.
I'll sweep the dishes.
Bobby ...


Anisha, Accidental Detective
Anisha Mistry is all set to be a bridesmaid at her Aunty ...


Choices
A girl considers her future while she people-watches at her ...

Reading records

- Checked on Monday
- 20-minute sessions 5 times/week minimum
- Date
- Title
- Start and stop page
- At least 2 comments per week:
I enjoyed... I can picture...
I wonder... I predict...



Reading records

Date	Book name and page number	Comment
9.9.22	The Enormous Crocodile 1-10	I am enjoying the book so far. The crocodile is really naughty and it makes me laugh.
10.9.22	The Enormous Crocodile p11-20	
11.9.22	The Enormous Crocodile p21-30	
12.9.22	The Enormous Crocodile p31-40	I don't think that the crocodile will eat the children because they will escape from him.
13.9.22	The Enormous Crocodile p41-50	

Reading record comments could be:

- A summary of what they have read on those pages
- About the characters they like/dislike
- Their favourite part so far
- What they think will happen next
- What they are looking forward to finding out
- A questions they want answered
- A word they looked up in the dictionary and the meaning

Banded books

- Designed for children who need to close phonics gaps from KS1



- All children may also bring home a book from the library or book corner that they would like to read or have read to them.

How can I support my child's reading at home?

- Establish a routine with a special reading time each day.
- Choose a comfortable spot away from distractions.
- Read aloud to your child.
- Find opportunities to read various text types.

**How to support
your child with
reading at
home**



Writing at Garden Suburb Junior School

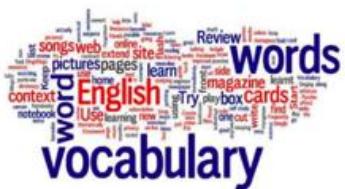
We want every child to know that writing is a powerful tool, a source of joy, even a potential career.



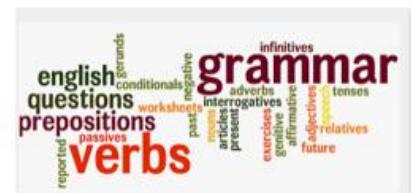
High quality texts of a variety of genres are used as a stimulus for writing.

Writing is taught through four phases to ensure high-quality outcomes.

Phase One - Immersion



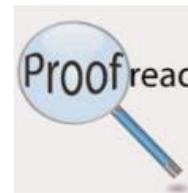
Phase Two - Imitation



Phase Three –Innovation



Phase Four - Independence



Phase 1: Immersion

- PAT (purpose, audience, type of text)
- Immersion in a range of quality texts to discuss, analyse and understand
- Vocabulary development through discussion and dictionary/thesaurus work
- Drama and oral rehearsal opportunities e.g. hot seating
- Short burst writing activities
- Written comprehension tasks



Phase One - Immersion

The collage illustrates the components of Phase 1: Immersion. It features a stack of colorful books, a word cloud composed of various English-related words, a close-up of hands writing in a notebook, and a view of a stage with red curtains.

English

are learning English

Wonderful Words

Purpose: Diaries are a record of entries which describe what happened over the course of time.

Audience: children or adults

Text type: Diaries

Features:

- Salutation date!
- Feelings: Time conjunction chronology, local order.
- Facts Person Opinions
- Facts time

Sentence openers:

- Would this even be possible?
- Is the tomb in Luxor?

Text type examples:

Examples:

Monday 17th March 2023

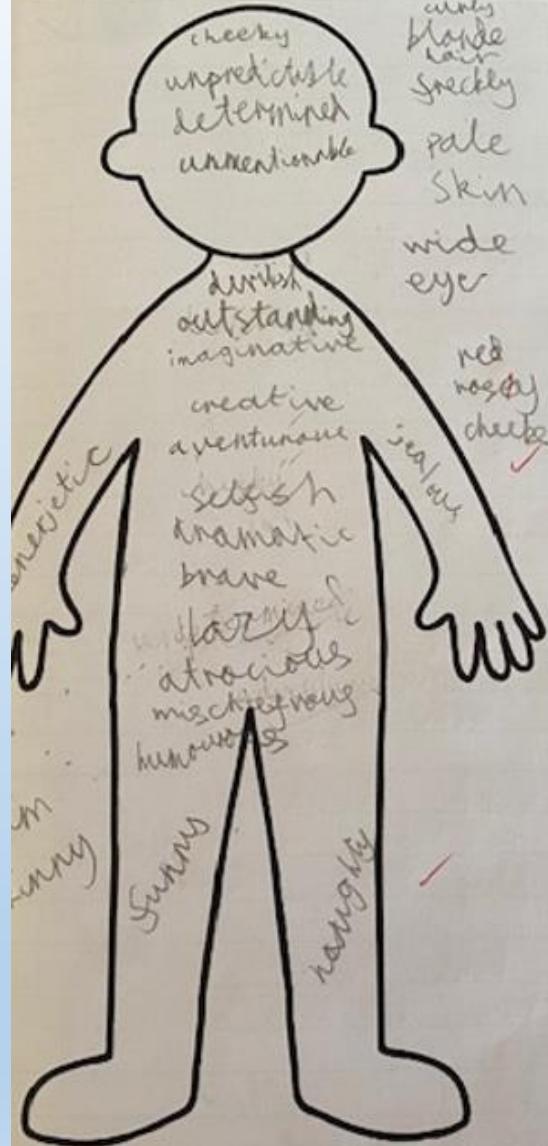
Dear diary,
On Tuesday, we had an epic afternoon. I couldn't believe my eyes when I saw a golden envelope at my seat. My eyes widened in shock while the rest of 3G let out a gasp. Quickly, I tore open the envelope which revealed our mission to find the tomb of the pharaoh. Would this even be possible? Tirelessly, we trudged through the desert, climbed mountains and rode camel back through Luxor. Using our imaginations we finally stumbled upon our last clue which directed us back to class. My jaw dropped in excitement ✓

Modelled Piece:

Overhead Projector
excited relieved
electrified
exhausted disappointed
40°C
47°C weather

FEELING POSITIVE

Thursday 7th October 2021
To explore a character within a text.



wavy
blonde
hair
spiky
pale
skin
wide eye
red
rosy
cheeks

Michael has rosy, pink cheeks and blonde, curly hair.

Michael is an outstanding, imaginative boy.

If I were the teacher I would have reacted to Michael's letters by tipping the letter in the bin.



Incredible work today, great participation in class.

Phase 2: Imitation

- Identify grammar & vocabulary features of the text type
- Exploring high quality texts of that genre
- Create a success criteria
- Practise features/grammar skills
- Unpick the structure
- Written comprehension

Phase Two - Imitation

The collage illustrates various aspects of the Imitation phase:

- A magnifying glass is focused on a yellow box containing colorful geometric shapes (a cube, a sphere, a cylinder) and a speech bubble.
- A word cloud graphic featuring the word "grammar" in large red letters, surrounded by other words: "english", "questions", "prepositions", "verbs", "conditions", "workbooks", "negative", "adverbs", "interrogatives", "present", "past", "future", "articles", "possessives", "relative", "tenses", and "reported".
- A small illustration of two characters at the base of a flagpole with the text "Success criteria" next to it.
- A photograph of a young boy sitting at a desk, reading an open book.
- A photograph of a person's hands writing in a spiral-bound notebook with a yellow pen.

Tuesday 12th October 2021
To identify and create expanded noun phrases.



1. Michael swam all the way across the blue, vast ocean.
2. Michael waved at the energetic blue dolphins whilst braving the cold ocean.



Michael post the letter in the icy red postbox.

Michael climbed up the steep overcast looking mountain.

Monday 13th September 2021
To identify and use precise vocabulary



The dark, haunted house had a rusted, creepy door. Around the house were jagged, broken bushes with unknown berries and weird big trees and others. At the roof of the gloomy house were winding chimneys. The walls of the dark house had little creepy crevices and were worn with age. There also was a narrow staircase. There was also

Excellent, you've used precise vocabulary!

Phase 3: Innovation

- Plan extended piece
- Draft writing – teacher models the thinking process through scaffolded composition and the application of grammar
- Teacher demonstration of applying taught grammar features/skills
- Writing is broken into chunks across days, editing after each section
- Proofreading sessions as they write and at the end.



Tuesday 21st September 2021
To write a narrative.

Jake's head bowed down as he
through trudged ~~to~~ the front door with a soggy
soaked coat, wet hair and ~~soggy~~ unclear glasses.
Jake sighed and started rummaging in
his bag. He only found half an apple,
an old tissue, a set of pens and a old,
green football sock. The football
sock felt a little heavy and looked
inside. He was shocked to see the class
mouse. Click in the sock. He ~~realised~~
He pull the spelling book in the cage
and Click in his bag. So he decided to
go back to school to get his spelling book
★ Effective vocabulary used! return
★ Well done for indenting. class more
③ Green pen - add in missing punctuation.
④ Replace circled words for better choices



Wednesday 22nd September 2021
To write the build-up and problem of a narrative.

Silently she crept into the classroom ^{and}.
Ratty back and checked her blue tray for her homework.
Thankfully, the homework was there. She took her
spelling homework and maths homework, popped it in her
backpack and saw Ratty climb on the bars. What Kimi
now realised ^{that} the classroom looked scarier.
She thought there were strange, scary shadows that look
like a big, spooky black monster. Suddenly, she heard some
mysterious footsteps. Kimi started to panic but not in
words. Quickly, she camouflaged in the book corner and
took a tiny, tiny peak and saw some pink Geox trainers.
She thought to herself "It couldn't be Mr Carr, he never
wears trainers". Who could it be?

big → enormous

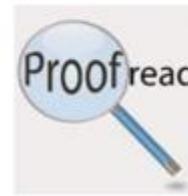
Thursday 30th September 2021
To write the ending of a narrative.

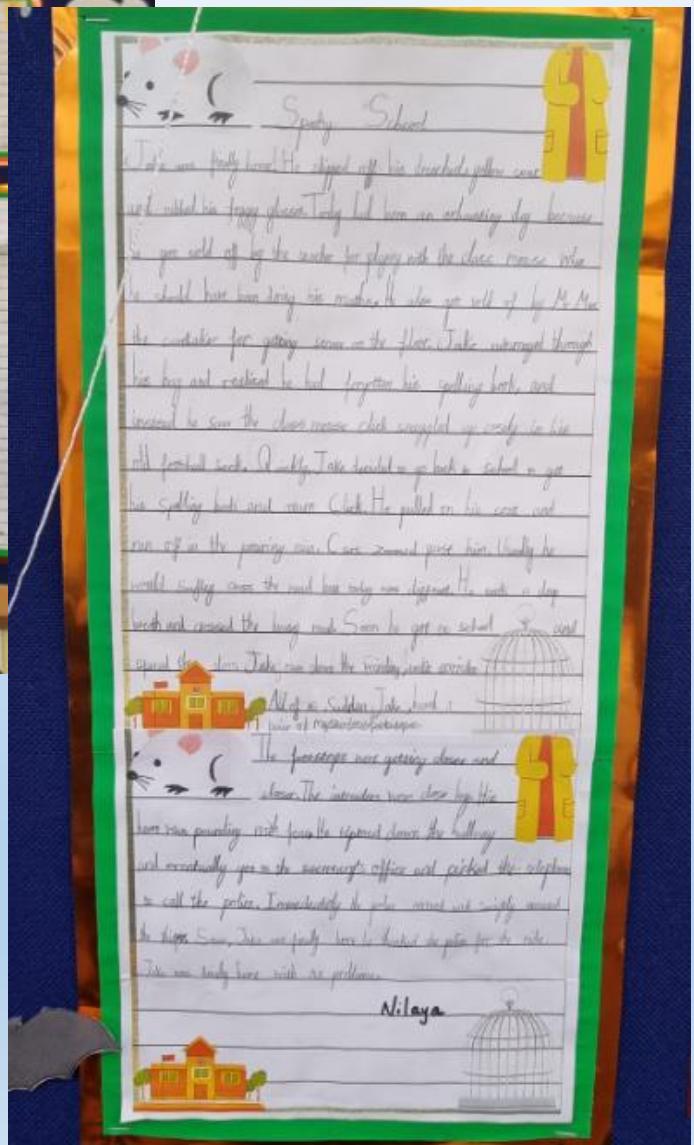
Kimi wanted to see more of those mysterious
people, so she silently lurked around the classroom
waiting for the person to show up. Eventually,
she spotted the person she was looking for and
Kimi thought they may intruders! They were stealing the
I-pads. Her heart was racing. She was petrified.
Suddenly, she looked around her, she saw dark, creepy shadows. Those shadows were terrifying.
It was very quiet did the intruders come to a different room to steal other stuff. This could be her
chance, she speedily ran through the narrow,

Phase 4: Independence

- Re-write another version from another character's point of view or use a different stimulus to produce another piece within the same text type
- Share finished pieces with audience
- Final piece published depending on purpose

Phase Four - Independence





Spelling

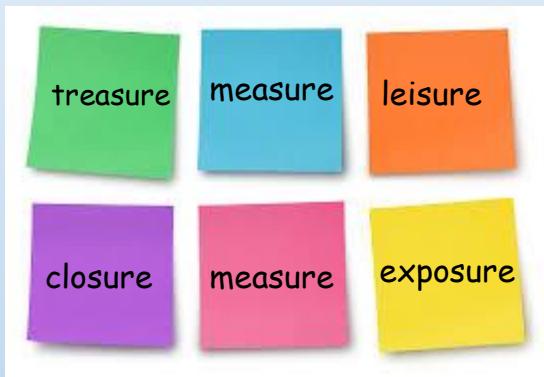
- The children have a new set of spelling words each week which they revisit several times.
- Lists are organised around spelling rules or words from the statutory Year 3 and 4 list.
- Spelling lessons are centred around investigating rules and patterns, practising spellings, and spelling strategies.

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	

How can I support my child's spelling at home?

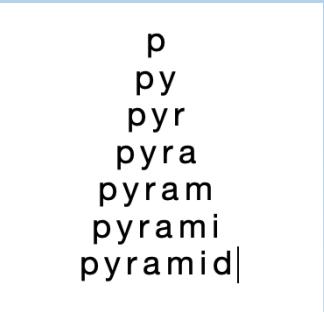
Display them



Find the tricky part of the word

island foreign

Pyramid



Trace, copy replicate



Practise them in sentences

Whether or not it's sunny, we will go to the park.

The weather today is very sunny.

How can I support my child's spelling at home?

Test and relearn

1. shout ✓
2. found ✓
3. ground ✓
4. down down × down down
 down
5. hours × house house house
6. brown ✓
7. cloud ✓
8. ~~clott~~ down ✓
9. pound × pound pound pound
10. mounten × mountain mountain
 mountain

Mark together

- *Which part do you think is wrong?*

Focus on the positive

- The ones that are correct
- The parts of those that are incorrect that are spelled correctly

Use correct versions to relearn

Write it down correctly 3 times

Revise these before the next test

How can I support my child's spelling at home?

Which one do you
think is right?

thort
thought
thoght

Practise commonly
misspelled words in their
writing

Year 1 and 2 Common Exception Words

Year 1

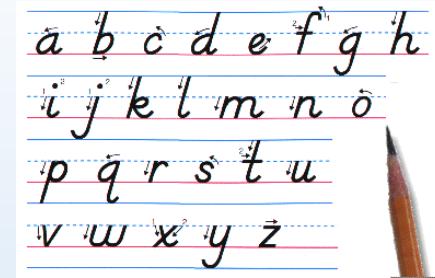
the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would
only father who
both class whole
old grass any
cold pass many



Handwriting and Fine Motor Skills



- Children are required to write in a fully cursive (joined) style to meet the national standard in writing.
- Children write in pencil in Year 3 and move on to writing with a pen in Year 4.
- Support your child's handwriting at home by ensuring that all written homework is completed using neat, joined letters.

The Crocodile

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

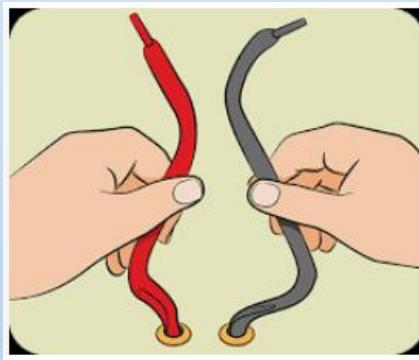
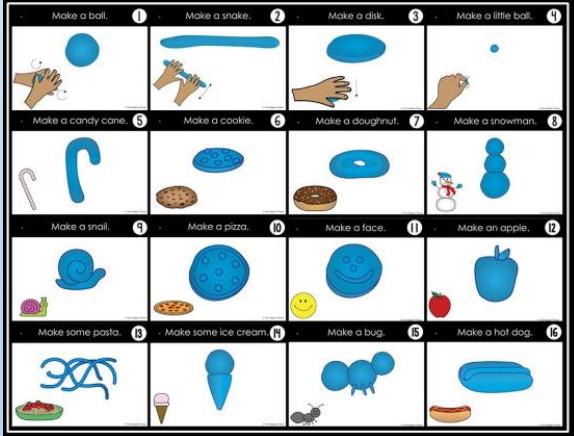
Lewis Carroll

playing heard spoke

in up am dim him my
tin din dip tip cup

Handwriting and Fine Motor Skills

- Fine motor skills can also be improved with activities like threading, using tweezers, threading beads, colouring and play dough.
- Support your child to learn to tie their shoelaces if they can't do so already.



Break

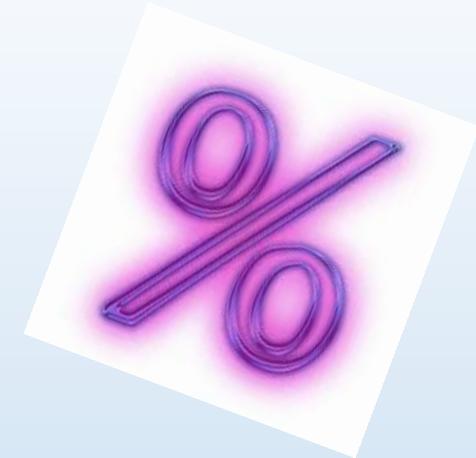
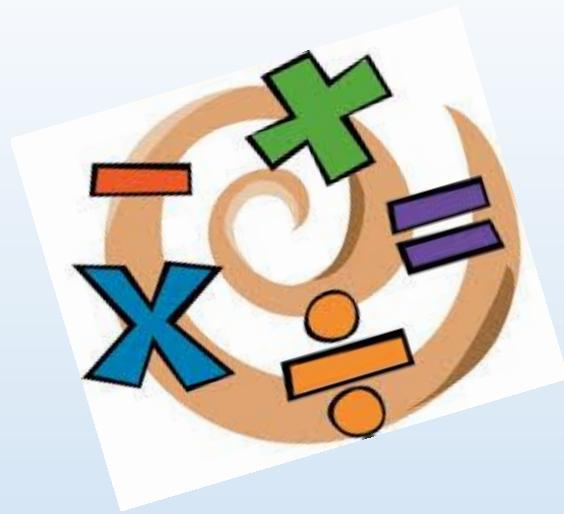
Please help yourself to tea/coffee



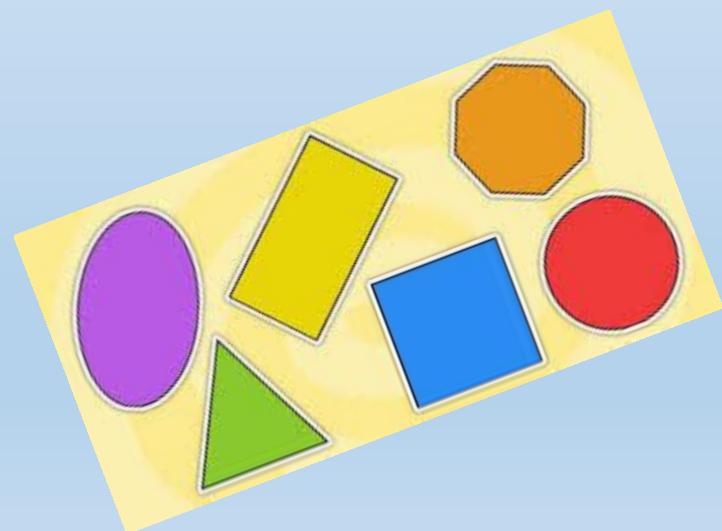
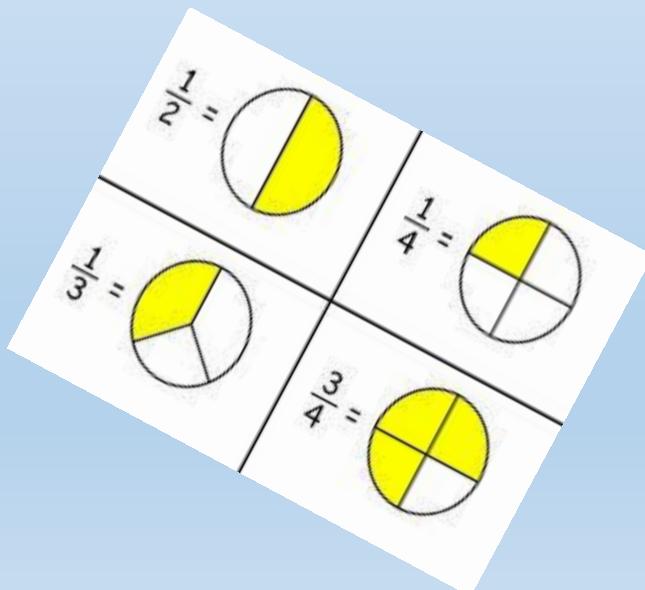
Adobe Stock | 1899463



Adobe Stock | 1899463



Mathematics



Mathematics National Curriculum

Core Elements

Number and Place Value

Addition and Subtraction

Multiplication and Division

Fractions, Decimals, Percentages

Measurement

Geometry

Statistics (interpreting and analysing data)



Department
for Education

**Mathematics
programmes of study:
key stages 1 and 2**

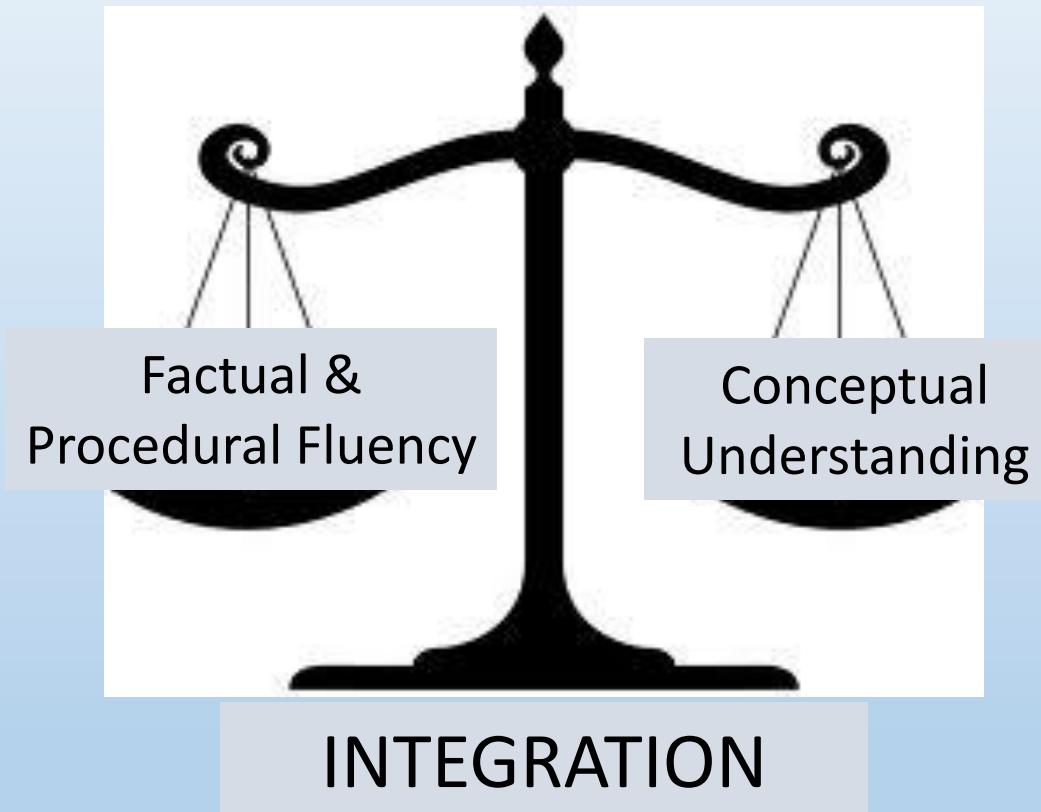
National curriculum in England

September 2013

Aims of the National Curriculum

- The national curriculum for mathematics aims to ensure that all pupils:
 - become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
 - reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
 - can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mastery of Mathematics



All children to develop a deep, sustained and adaptable understanding of mathematics.

A mastery approach

I Can
MASTER

Maths!

By explaining it.

By drawing it.

By showing it in different ways.

By teaching it.

“I know the answer, can I do something more challenging?”

“My son is finding adding easy – can he be moved onto some of next year’s maths objectives?”

“Why do I need to explain it or use resources? I already know the answer!”

“My tutor taught me a method, I don’t need to learn another one.”

Differentiation

All children to develop a deep, sustained and adaptable understanding of mathematics.

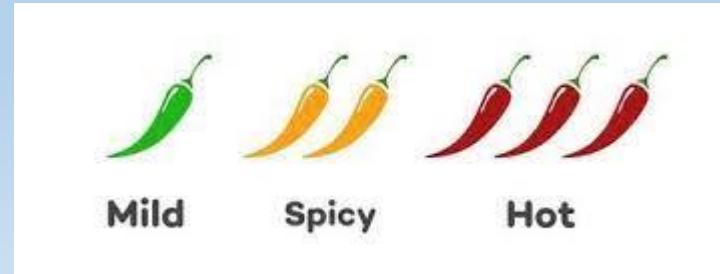
Children work in mixed-ability groups.

Some children will be given extra support.

Others will be challenged to think about the mathematics more deeply.

Children often select their own challenges based on how confident they felt in that particular lesson.

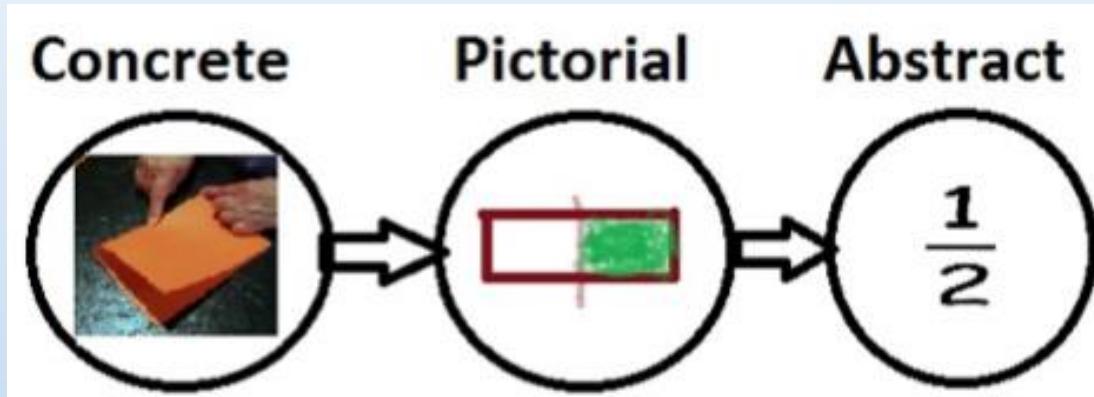
This should be a reflection in each lesson. How confident am I with this today?



What does a week of maths look like at school?

Step 1

Introduction to a mathematical concept and its rules using concrete resources, pictorial and abstract representations.



Step 2

Build up fluency and tackle reasoning/problem solving tasks.

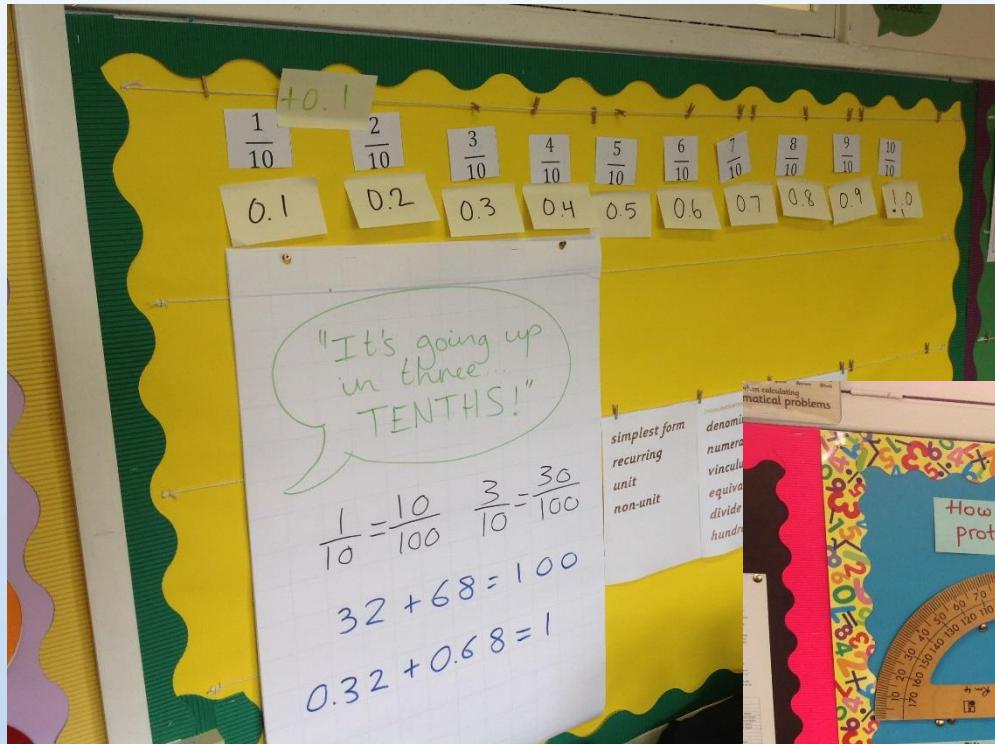
Step 3

Applying their understanding to a range of mathematical contexts.

Additional maths

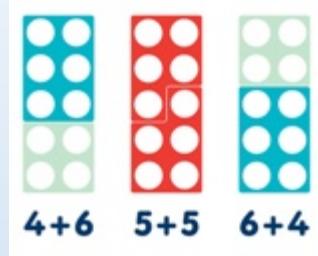
Times tables

What does a week of maths look like at school?

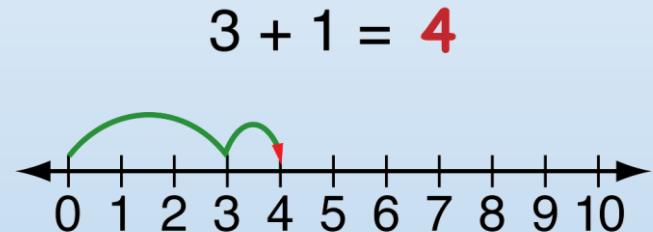


Progression in addition

Pictorial or concrete aids



Number lines



Partitioning
(breaking it up into easier parts)

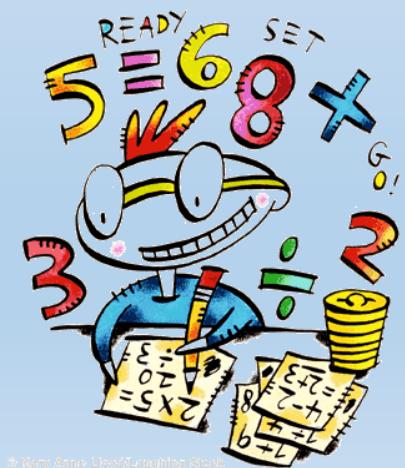
$$\begin{aligned} & 46+27 \\ & 40+20=60 \\ & 6+7=13 \\ & 60+13=73 \end{aligned}$$

Expanded column method

$$\begin{array}{r} 46 \\ + 27 \\ \hline 13 \end{array} \begin{array}{l} (6 + 7) \\ + 60 \\ \hline 73 \end{array}$$

$$\begin{array}{r} 1 \\ 46 \\ + 27 \\ \hline 73 \end{array}$$

column method



Addition

Reasoning and problem solving

Kourtney, Scott and Mason are working out $374 + 37 =$

Kourtney



I started at 374 on a number line

I used column method



Mason



I added 40 and subtracted 3

Which method do you prefer?
Are there any other ways to work this out?

Children choose their preferred method and explain why.

Teaching for Mastery:

The Concrete, Pictorial, Abstract approach

Concrete

Use the place value chart and counters to show

443



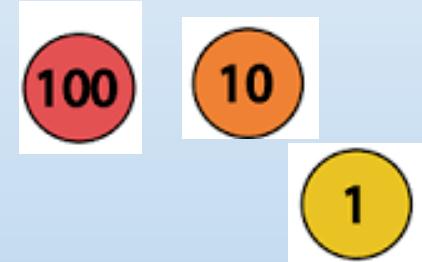
Hundreds	Tens	Ones

Teaching for Mastery:

The Concrete, Pictorial Abstract approach

Use the place value chart and counters to work out

$$443 + 214$$



Hundreds	Tens	Ones

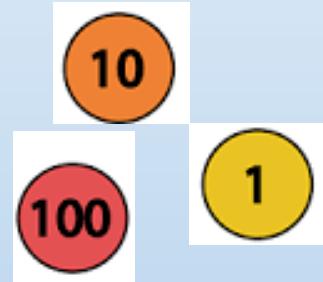
Teaching for Mastery:

The Concrete, Pictorial, Abstract approach

Pictorial

We can draw place value counters to work out

$$565 + 334$$



Teaching for Mastery: The Concrete, Pictorial Abstract approach

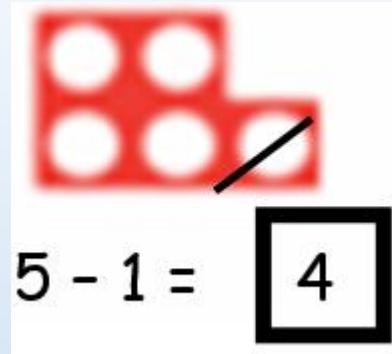
Abstract

How would the previous activities help children understand and carry out this calculation using the column method?

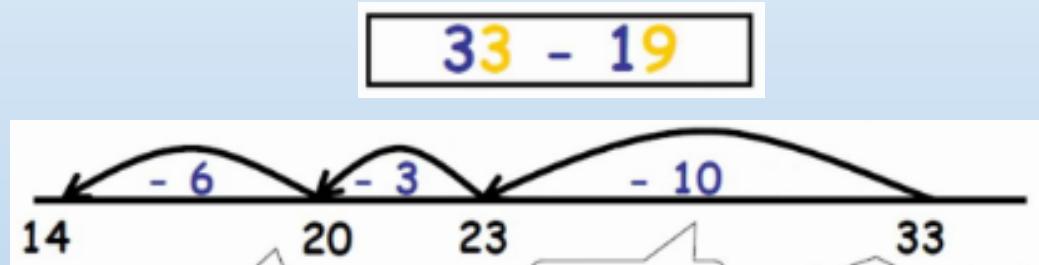
$$\begin{array}{r} 565 \\ + \underline{334} \end{array}$$

Progress in subtraction

Pictorial or concrete aids



Number lines



Partitioning
(breaking it up into easier parts)

$$\begin{aligned} & 49 - 27 \\ & 40 - 20 = 20 \\ & 9 - 7 = 2 \\ & 20 + 2 = 22 \end{aligned}$$

The formal column method

Without exchanging:

A handwritten subtraction problem on lined paper. The top number is 346, the bottom number is 212, and the result is 134. There is no exchange shown.

$$\begin{array}{r} 346 \\ - 212 \\ \hline 134 \end{array}$$

With exchanging:

A handwritten subtraction problem on lined paper. The top number is 566, the bottom number is 278, and the result is 288. An arrow points from the speech bubble to the 6 in the tens column of the top number, indicating it needs to be exchanged.

$$\begin{array}{r} 566 \\ - 278 \\ \hline 288 \end{array}$$

I cannot subtract 8 from 6 so I need to exchange 1 ten for 10 ones.

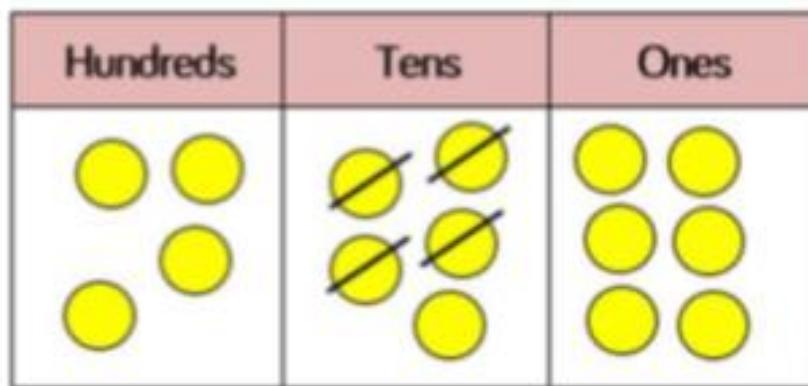
Use of appropriate decomposition language.

Subtraction

Reasoning and problem solving

Sara thinks the chart shows $456 - 4$

Do you agree?



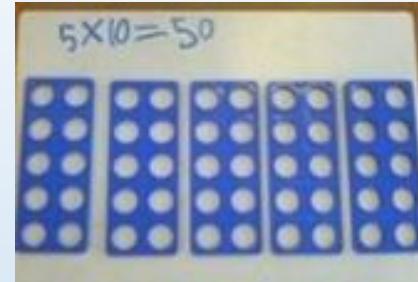
Explain why.

No, I disagree.

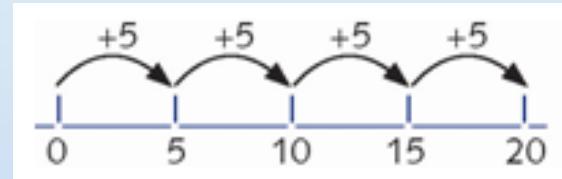
Sara has
subtracted 4 tens
not 4 ones.

Progress in multiplication

Pictorial and concrete aids



Multiplication is initially taught as repeated addition.



Partitioning is used for some larger numbers

$$24 \times 3$$

$$20 \times 3 = 60$$

$$4 \times 3 = 12$$

$$60 + 12 = 72$$

Children must learn times tables to have a range of known facts to use in other calculations.

Expanded method

$$\begin{array}{r} 3 \ 6 \\ \times \ 4 \\ \hline 2 \ 4 \\ 1 \ 2 \ 0 \\ \hline 1 \ 4 \ 4 \end{array}$$

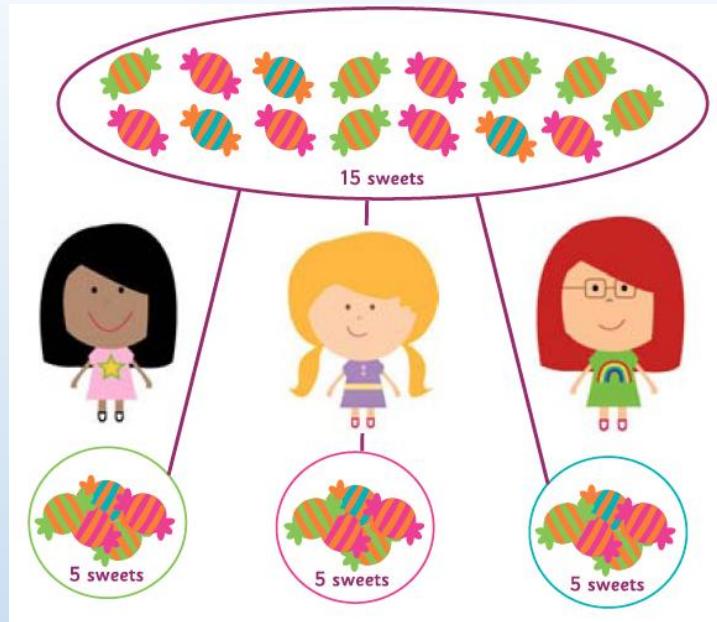
(6x4)
(30x4)

Formal written method

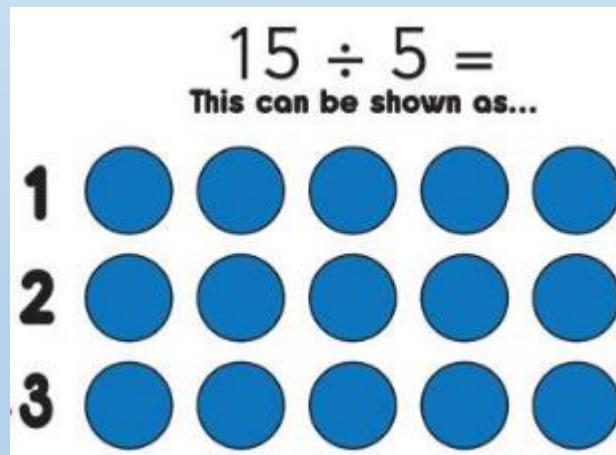
$$\begin{array}{r} 2 \\ 3 \ 6 \\ \times \ 4 \\ \hline 1 \ 4 \ 4 \end{array}$$

Progress in division

Pictorial or concrete aids



Arrays



We move on to using partitioning to solve mentally

$$92 \div 4 = (80 \div 4) + (12 \div 4)$$

$$80 \div 4 = 20$$

$$12 \div 4 = 3$$

$$20 + 3 = 23$$

Expanded division

$$\begin{array}{r} 4 \overline{)92} \\ -80 \\ \hline 12 \\ -12 \\ \hline 0 \end{array}$$

(20x4)
(3x4)

$$20 + 3 = 23$$

Short division

1	3	
3	3	9

Times Tables

The Multiplication Tables Check takes place in the summer term of Year 4.

Primary school children are expected to know all times tables up to 12x12 by this time.

Why a test?

The Department for Education says that the check is part of a focus on mastering numeracy, giving children the skills and knowledge they need for secondary school and beyond.

It is challenging, so help us in starting to prepare your children for it now!

Times Tables – Progression

Year 1

Year 1 children are taught counting in 2s, 5s and 10s.

Year 2

Year 2 children are introduced to repeated addition, multiplication and division facts for 2, 5 and 10.

Year 3

Children consolidate 2s, 5s and 10s and learn multiplication facts for the 3, 4 and 8 times tables.

Year 4

Year 4 is a ‘completing’ year for all multiplication facts up to 12×12 .

	At the national standard or above for Year 4	Full Marks 25/25
Year 4 MTC 2022- 2023	97%	46%

Times Tables

How can you help your child practise times tables?

As the curriculum is extensive, we need your help in ensuring your children master times tables.

Some of the techniques you can use include:

The screenshot shows the main interface of the Times Tables Rock Stars app. At the top, the title 'TIMES TABLES ROCK STARS' is displayed in a stylized, colorful font. Below the title, there's a purple navigation bar with the word 'GARAGE' on the left and a 'PLAY' button on the right. The 'PLAY' button has a checkmark icon and the word 'PLAY' in white. In the center of the purple bar are three icons: a grid icon labeled 'Tables: Self Set', a person icon labeled 'Play solo', and a coin icon labeled '10 per correct answer'. Below the purple bar, the text 'YOUR TABLES:' is centered. A 4x4 grid of colored boxes represents different multiplication tables. The boxes are arranged in four rows and four columns. The colors of the boxes alternate between blue and grey. The visible numbers in the boxes are: Row 1: 10, 2, 5; Row 2: 3, 4, 8; Row 3: 6, 7, 9; Row 4: 11, 12, 13; Row 5: 14, 15, 16. The first three columns of the grid are blue, while the fourth column is grey.

Times Tables

Explore patterns

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Double x2 gets x4

$$6 \times 2 = 12 \text{ so}$$

$$6 \times 4 = 12 \times 2 = 24$$

Double x3 gets x6

To find x7, I can find x6 and add 1 lot more

$$7 \times 4 = ???$$

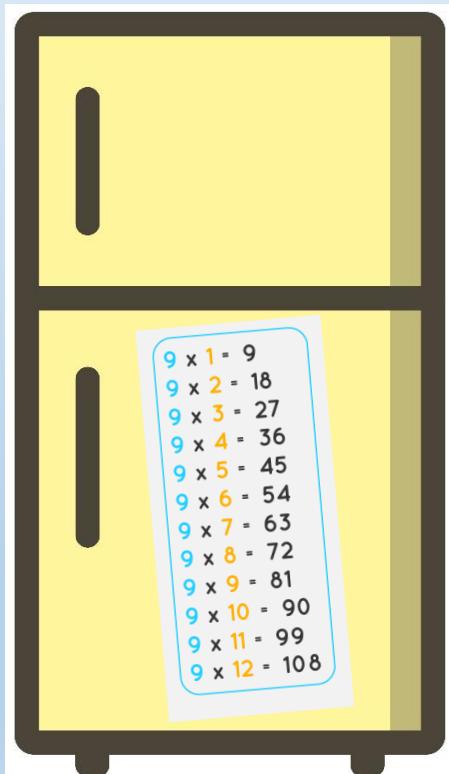
$$6 \times 4 = 24$$

$$24 + 4 = 28 \text{ so}$$

$$7 \times 4 = 28$$

Times Tables

Have a times table of the week



Ask your child multiplication questions out of order.

Ask the related division facts:

What's 4×2 ?

So what is $8 \div 4$? And what is $8 \div 2$?

Use different language and contexts:

What is 4 **times** 2?

What is 4 **multiplied by** 2?

What is **the product of** 4 and 2?

What is 4 **groups of** 2?

What is 4 **lots of** 2?

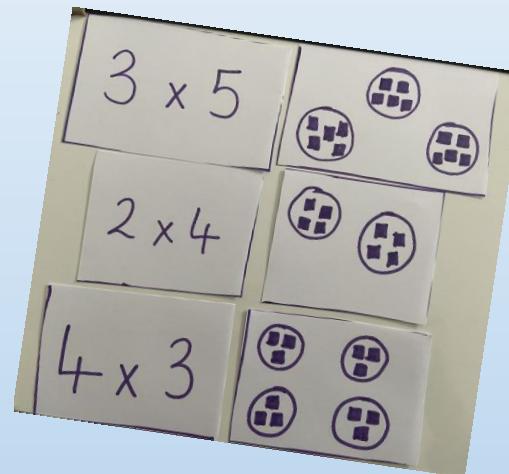
How many socks are there in 4 pairs?

How many wheels are there on 4 bicycles?

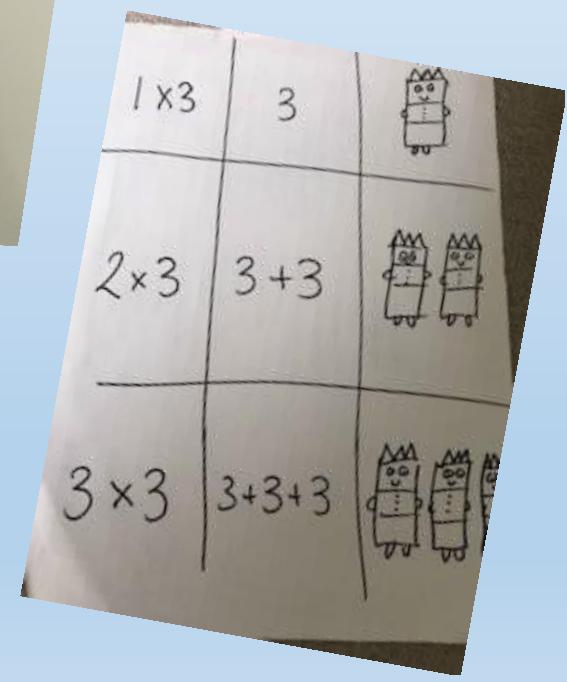
Times Tables

Use flashcards; play games

1×2	2
2×2	4
3×2	6
4×2	8
5×2	10
6×2	12



Make your own cards
and play Snap or a
matching game.



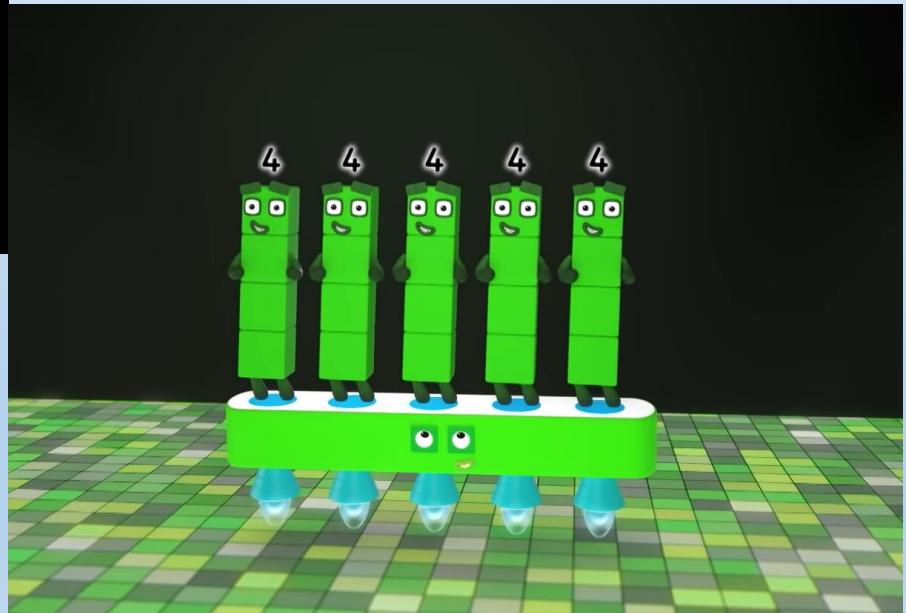
Times Tables

Sing times table songs

Percy Parker



Numberblocks



Your turn!

TT Rockstars demonstration



Soundcheck - <https://trockstars.com/>

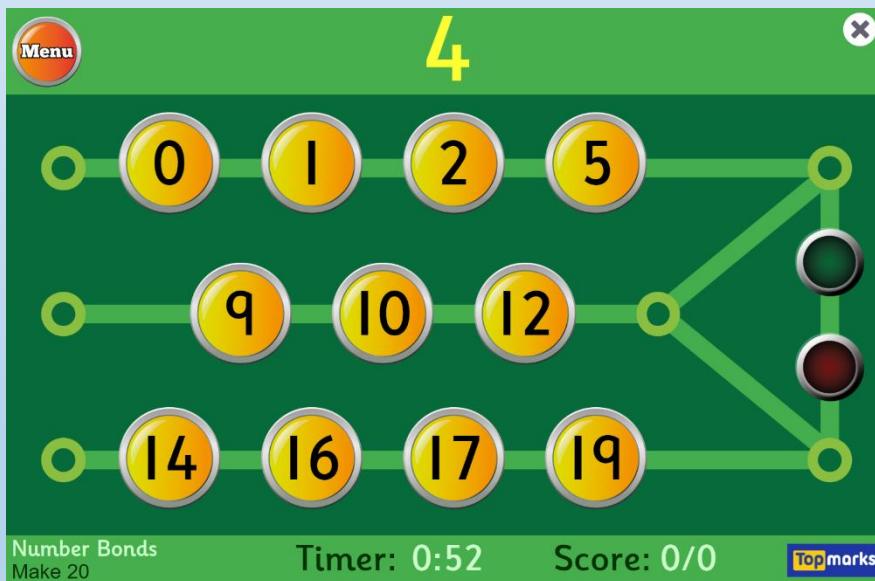
Number bonds

- Number bonds within 20.
- The basis of many other calculations

	Adding 1	Bonds to 10	Adding 10	Bridging/ compensating	Y1 facts Y2 facts						
	Adding 2	Adding 0	Doubles	Near doubles							
+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

Number bonds

- Number bonds within 20.
- The basis of many other calculations



IXL Maths Practice

Topmarks Search Whiteboard Resources Learning Games Topmarks Apps Topmarks Blog

Find great educational resources

Browse by subject and age group

Select Subject... Select Age Group... Go

Hit the Button App

Now available on Windows and Mac as well as iPad and Android

Find out more

Popular Subjects

Art Early Years English Geography History Maths Science

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

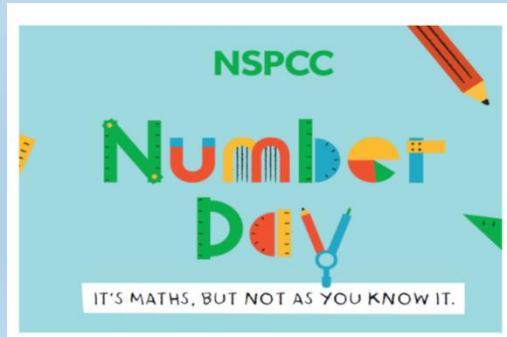
8th Grade

Adapted Mind

<https://www.topmarks.co.uk/>

Mathematical enrichment opportunities

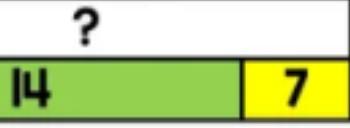
- Promote curiosity
- A way-in to enjoying maths
- Making maths real and relevant



BARVEMBER

- An initiative to encourage the use of bar models as a pictorial representation throughout the month of November
- Activities in class
- Homework

ADDITION



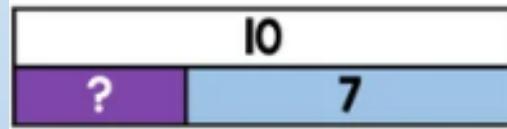
MULTIPLICATION



?

3	3	3	3	3
---	---	---	---	---

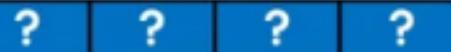
SUBTRACTION



DIVISION



12



Tuesday
BARVEMBER Example

Complete the activity in your rough books.
4 number sentences

$$516 + 754 = 1270$$

$$754 + 516 = 1270$$

$$1270 - 754 = 516$$

$$1270 - 516 = 754$$

Write 4 number sentences for each of these bar models.
Remember to work out the missing numbers first.

Mild

100	8765
72	3978

Hot

7684	697
------	-----

Spicy

What is the bar model?

- Represents mathematical problems pictorially
- Not a method of calculation
- Bar models are used as a way to help children decide which operation to use and to give them an understanding of what to do in order to get to the answer.

Max has 10 balloons.

4 of the balloons are red.

Here are the green ones.



The rest of the balloons are blue.

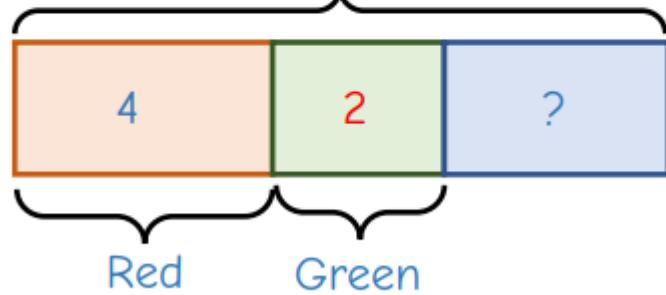
How many balloons are blue?

4 balloons are blue.

$$4 + 2 = 6$$

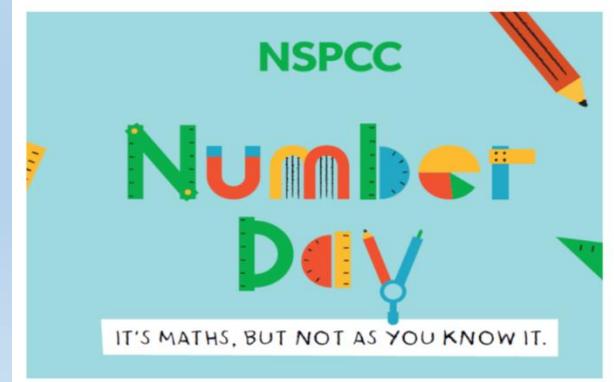
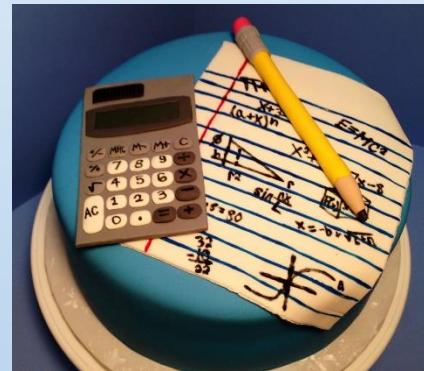
10

$$10 - 6 = 4$$



Maths Week

- Maths-focused soft starts (morning activities)
- Quizzes
- Competitions with prizes
- Extra exciting maths lessons
- Sponsored challenges
- Mathematical ‘bake-off’
- ‘Who wants to be a mathionaire?’
- Assemblies



My Money Week

- A national activity week for schools
 - Designed to raise awareness of the importance of financial education and get children and young people excited about money matters
 - Helps to prepare your child for managing money in their later life
- Examples

Amount

The **amount** of something describes how much there is of it, e.g. number, **value**, size.

Budget

A **budget** is a plan that helps you to keep track of your **money** and know how much you can **afford** to **spend**. If you have a set budget for **buying** something this is the **amount** of **money** you have available to **spend**.

Record

Record is a way of keeping information for the future, by writing it down or storing it electronically.

Spend

To **spend** means to **pay money** for things that you need or **want to buy**.



TT RockStars Tournaments

- We run regular times tables competitions using TT Rockstars and award certificates and trophies to promote positive learning behaviours

The screenshot shows the 'Home Learning Zone' section of the Garden Suburb Junior School website. At the top, there is a circular logo with the text 'GARDEN SUBURB JUNIOR SCHOOL' around a yellow star, and the motto 'Work Hard to Succeed' below it. Below the logo, the text 'GARDEN SUBURB JUNIOR SCHOOL' is displayed in blue. The 'Home Learning Zone' section includes a link to the 'policies page'. A list of subjects is provided on the right side:

- English
- Mathematics
- Science
- Music
- Art & Design Technology
- R.E & British Values
- Computing
- Competitions
- Geography
- History

At the bottom left, there is a large black arrow pointing to the right, indicating where the TT Rockstars user guide would be located.



Other ways to help your child at home

- Getting involved in food preparation, cooking and serving can help children practise maths skills like counting, measuring and using ratios.



- Shopping can be a fun time to do some maths. What is the most expensive thing in the trolley? How much will all the shopping cost? How much does it weigh?

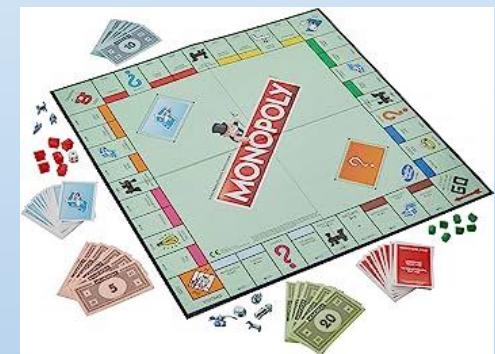
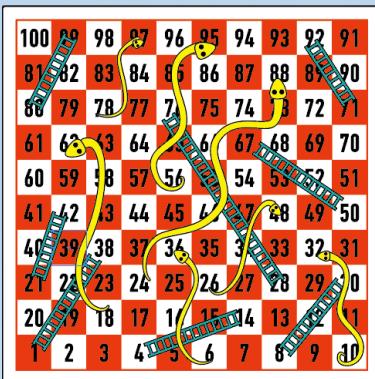


- Discussing time at home and when out and about will engage your child. What time is it? How long will it take? What time do you think we will arrive? How long left of the show? How long a journey will it take looking at the train/bus/airline timetables?



Other ways to help your child at home

- Many family games involve aspects of maths
 - Monopoly - money
 - Dice Games - probability
 - Dominoes - number skills and problem solving
 - Battleships - grid references and charts
 - Snakes & Ladders - counting and number skills
 - Card Games - all sorts of maths!



Nrich

- Lots of problems
- Sometimes you'll want to discuss and think about a problem with your child. Sometimes it makes sense to be silent and let your child discover for themselves.
- Games are enjoyable to play and offer a great way of developing logical thought and strategic thinking.

I'm Eight

Age 5 to 11
Challenge Level ★



When I went into a classroom earlier this week a child rushed up to tell me she was 8 that day.

Well, Happy Birthday to everyone who has a birthday today!

This challenge is about finding a variety of ways of asking questions which make 8.

You might think of $6 + 2$, or $22 - 14$ or...

However, try to create examples that use all the different mathematical ideas that you know about.

Perhaps you could challenge yourself to find ways of making 8 that you think no-one else will have thought of.

If you are not 8 years old, you might like to use your age instead of 8.

The screenshot shows the Nrich website homepage with a dark header featuring the University of Cambridge logo, 'NRICH', and navigation links for Primary Students, Secondary Students, Post 16, Early Years, Primary Teachers, Secondary Teachers, Topics, Search NRICH, and Go. Below the header are several colored boxes with text and images:

- Primary and EY Teachers**: Shows a collection of colorful dice. Text: "Free curriculum-linked resources to develop mathematical reasoning, and problem-solving skills". Subtext: "Find more rich tasks, with teacher support, at the Primary and EY teacher homepage".
- Secondary Teachers**: Shows several hot air balloons. Text: "Free curriculum-linked resources to develop mathematical reasoning, and problem-solving skills". Subtext: "You can find more rich tasks, with accompanying teacher support, at the Secondary Teacher Homepage".
- Post 16**: Shows a sign that says "MIND THE STEP". Text: "Free curriculum-linked resources to develop mathematical reasoning, and problem-solving skills". Subtext: "More resources can be found on the STEP Support Programme and Underground Mathematics websites".
- Students**: Shows a group of children with fruit. Text: "This task, and its accompanying interactivity, challenges you to use your reasoning skills and your understanding of the properties of numbers". Subtext: "You can also explore other thought-provoking Primary, Secondary and Post 16 activities".
- Your Solutions**: Shows a person writing. Text: "See if your solutions to our recent problems have been published Primary Secondary". Subtext: "For regular updates, sign up for our Newsletter".
- Events**: A teal-colored box with the word "Events" visible.

School website

GARDEN SUBURB JUNIOR SCHOOL

[Home](#) » [Pupils](#) » [Home Learning Zone](#) » [Mathematics](#)

Mathematics

Welcome to the Maths Learning Zone

On this page you will find fun and engaging mathematical games and resources to help you consolidate and pre learn important maths skills. There are a variety of links that can be used on a computer or tablet, as well as links to download iPad/tablet apps and books to purchase.



Maths Activities to do at home

- Shopping can be a fun time to do some maths. What is the most expensive thing in the trolley? How much will all the shopping cost? How much does it weigh?
- Money will often catch a child's attention. How much? Who has the most? Can you make 50p? Can you make £1? Do you have enough money to buy...? How much more do you need?
- Maths when out and about can help engage a child. How long will it take? What time do you think we will arrive? How many numbers can you spot on the way? 5 points for each yellow car. Who can spot the cheapest petrol station?
- Playing a game with dice is fun and can give your child the chance to add dice, double scores, half scores, and just counting out the totals as the piece moves on the board. Recognising the number of dots is a mathematical skill called subitising.

X	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20



<https://www.gardensuburbjunior.co.uk/page/?title=Home+Learning+Zone&pid=323>

Online Safety

The online world is part of modern day life.

We have the responsibility to teach our children how to navigate through it, the same way we do with everyday living.

We won't always get it right but we can't ignore it.

This is about education and parenting.

It is not about being a technology expert.

Examples of incidents at Garden Suburb Junior School

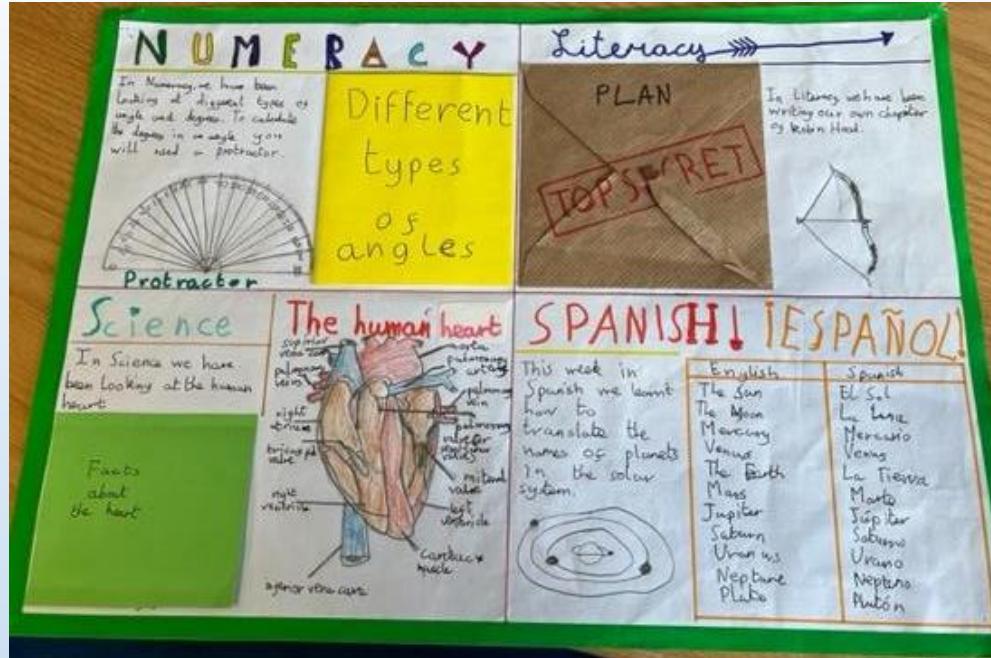
- Playing games that are not age appropriate
- Posting videos/images on social media
- Being exposed to frightening images on TV/ streaming platforms
- Having technology in their bedroom at night time
- Being part of group chats

Recommendations

- Set parental settings on your wifi
- Talk to your children about their online activity
- Find out about the apps your child is using
- Look out for more information e.g. Website/Talks

Homework

- Spellings and grammar task
- Mathematics tasks
- Times tables practice
- Reading
- Showbie homework task
- History project based on Ancient Egypt topic (Y3) Ancient Greece (Y4)
- Learning Logs



- A reflective, record of a child's thinking and learning
- It is a style of homework that encourages children to be creative, independent and actively engaged in their own learning
- Making it inclusive of all abilities and learning styles
- Encourage a partnership between home and school

NUMERACY

In Numeracy we have been looking at different types of angle and degrees. To calculate the degrees in an angle you will need a protractor.



Protractor

Different types of angles

Literacy

PLAN



In Literacy we have been writing our own chapter of Robin Hood.

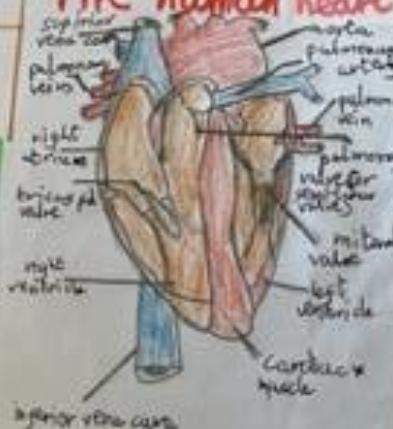


Science

In Science we have been looking at the human heart.

Facts about the heart

The human heart



SPANISH! ¡ESPAÑOL!

This week in Spanish we learnt how to translate the names of planets in the solar system.



English

The Sun
The Moon
Mercury
Venus
The Earth
Mars
Jupiter
Saturn
Uranus
Neptune
Pluto

Spanish

El Sol
La Luna
Mercurio
Venus
La Tierra
Marte
Júpiter
Saturno
Urano
Neptuno
Plutón

How do they work?

- The first time, children will bring home a completed learning log to share with you
- They will work in class to create their learning log with the support of the teacher and their peers
- On Mondays – bring home a blank A3 piece of paper
- Each night choose a different curriculum area
- Think about something they have learnt that day and record that learning on their log
- Can use pictures, writing, diagrams, labels, bullet points, mind maps or whichever style they wish to present their work
- Might bring some scaffolds/pictures or vocab to help
- Return on following Monday to share with teacher/peers



Round
(360°) A full
turn.

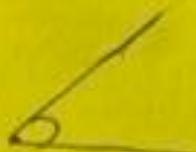
In Maths we have been looking at angles. In the diagram above the angle will be



Straight
(180°) Half
a turn.



Right angle
(90°) A quarter
turn.



Acute angle
(less than 90°) Less
than 90° turn.



Obtuse angle
(more than 90°)
More than 90°
turn.



Reflex angle
(more than 180°)
More than 180°
turn.

Science

In Science we have
been looking at the



superior
vena cava
pulmonary

aorta
pulmonary

The human heart

SF

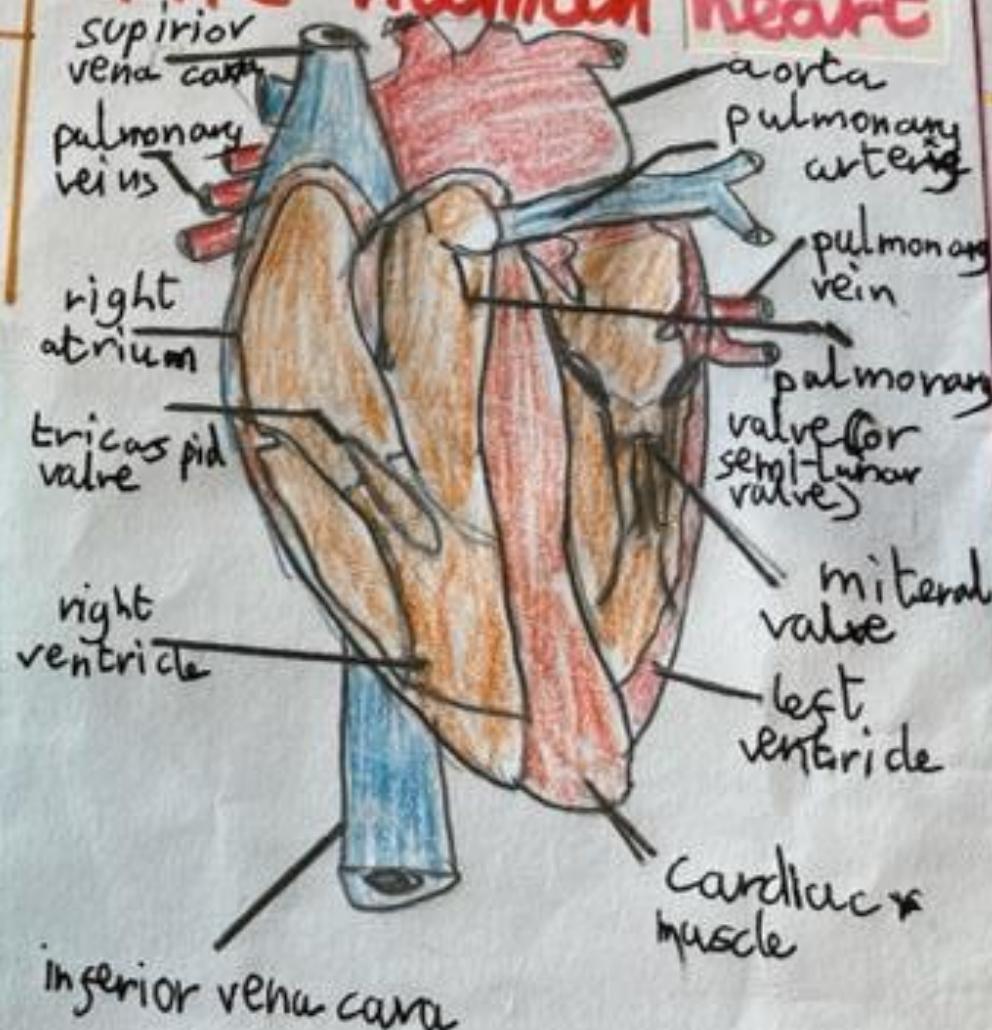
Protractor

Science

In Science we have been looking at the human heart

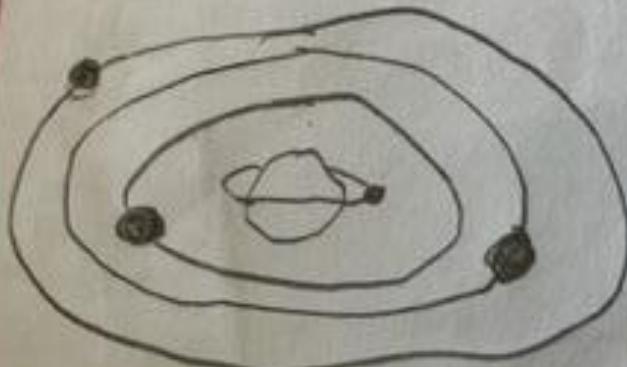
Facts about the heart

The human heart



SPANISH! ¡ESPAÑOL!

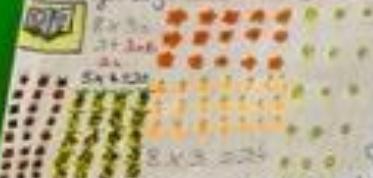
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English	Spanish
The Sun	El Sol
The Moon	La Luna
Mercury	Mercurio
Venus	Venus
The Earth	La Tierra
Mars	Marte
Jupiter	Júpiter
Saturn	Saturno
Uranus	Urano
Neptune	Neptuno
Pluto	Plutón

Numeracy

We learnt how to repeat patterns.
E.g.



Literacy

In Literacy we learnt that a smile is a smile and why we should use them. What is a simile?
A simile is something that is similar to something else. My hair is as red as the sun! We use similes to compare something to something else. E.g. The house is as white as a elephant. The balloon is as round as a ball. The room is as colourful as a rainbow. The candle stick is as pointy as a needle. The cat is as white as a cloud. My Dad is not older as a centaur. My Brother is as tall as a cat. I am as happy as the sun. My Mum is as busy as a bee.



Spelling Science

In Spelling we learnt about homophones and it is a homophone. What is a homophone? A homophone is when a word has the same sound but different meaning. Examples: sea-saw, heard-head, ... see-saw, ... sea-saw, ... heard-head, there-thair, ... very-very, apple-eel, ... see-saw the homophone I can say that sea-saw is the homophone. I can also say that there-thair starts as the homophone. Well one minute I could be very friend black children.



Music

In Music we learnt about composers.

Peter Tchaikovsky

- Born: 7 May 1840
- Birthplace: Votkinsk, Russia
- Died: 6 November 1893
- Best Known for: Russian composer of the 'Nutcracker'



Tchaikovsky began piano lessons at the age of five. A precocious pupil, he could read music adeptly at his tenth. His three years. However, his parents' passion for his musical talent soon cooled and, in 1850, the family decided to send Tchaikovsky to the Imperial School of Jurisprudence in Saint Petersburg. In 1861, Tchaikovsky attended classes in music theory organised by the Russian Musical Society and taught by Nikolai Zembla - four later he followed Zembla to the new Saint Petersburg Conservatoire. Tchaikovsky wrote many works which are popular with the classical music public, including '1812 Overture', 'The Nutcracker', 'Swan Lake', 'Sleeping Beauty' and 'Marsella Suite'.

In Science we learnt what a habitat is and what habitat we can find locally. What is a habitat? A habitat is a place where an animal lives. What habitats do we have locally? The habitats we have nearby are ponds, trees, bushes. The organisms we will find in the pond are fish, ducks, tadpoles, reeds, mudskippers, tiny frog. The organisms we will find in the bushes are ladybirds, caterpillars, butterflies, spiders, bees and worms. The organisms we will find in the trees are Squirrels, birds, snails, water, woodlouse and a centipede. Here are some organisms in these habitats.



Thank you for coming