

WELCOME

MEET THE TEACHER

SEPTEMBER 2019

MRS BRADWELL
Y3 CLASS TEACHER



Who will be working in the class?

- * Teacher: Mrs Bradwell
- * Teaching Assistant: Mrs Mullane
- * Sports Coach – Miss Banks
- * Computing – Mr Haughton



What does the teaching assistant do?

- * Support groups and individuals in class
- * Listens to children read
- * Intervention groups
- * Works with children with Special Educational Needs

What does a typical day look like?

- * Morning routines – important to be in school for 8.45am
- * Morning lessons: maths, English, reading.
- * Assembly
- * Break time
- * Dinner time
- * Afternoon lessons: handwriting, topic, PE, computing etc
- * End of day: 3.15

FAQ's

- * How do you group children in the class?
Mixed ability
- * How do you decide on where my child sits?
Various reasons
- * Can my child go to the toilet in lesson?
Yes!
- * Can me child have a drink in lesson?
Yes!

Reading – Book Bands

- * Reading books (routine)

Changed when finished /
signed by an adult at home

- * One-one reading

The teaching assistant
listens to them and we
encourage this at home!

- * Guided reading (at least once per week)

As a group with the teacher

Reading – Book Bands

| Book Band colour | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|-----------|--------|--------|--------|--------|--------|--------|
| lilac | | | | | | | |
| pink | | | | | | | |
| red | | | | | | | |
| yellow | | | | | | | |
| blue | | | | | | | |
| green | | | | | | | |
| orange | | | | | | | |
| turquoise | | | | | | | |
| purple | | | | | | | |
| gold | | | | | | | |
| white | | | | | | | |
| lime | | | | | | | |
| brown | | | | | | | |
| grey | | | | | | | |
| blue (KS2) | | | | | | | |
| red (KS2) | | | | | | | |

Spellings

- * Spellings
 - * All spellings are in the personal organisers
 - * Split into colours to support learning of spelling
 - * Weekly test (Friday)
 - * New words sent home (Friday)

Homework

- * Bug Club online reading
 - * Scheme supplements reading books
 - * Teachers set books for pupils
- * Mathletics
 - * Online activities and games
 - * Teachers set weekly homework
- * Learning Log
 - * Tasks set each half term linked to the topic



Curriculum Overviews

- * Are now available on our website.
- * www.parkfieldprimary.com Under 'Key Information' and 'curriculum information'
- * They say what we are learning about each half term.



How is the curriculum organised?

- * Maths
 - * Units of work may last 2-6 weeks
- * English
 - * Units – usually linked to topic
- * Topic
 - * Big Question
 - * WOW starter
 - * BIG Finish
- * Fabulous Friday



PE

- * Keep PE kits in school
- * PE day can change
- * Sometimes do it more than once a week!

- * Y3's PE day with
- * Miss Banks is Monday





Behaviour

- * Rewards include:
 - * House points
 - * Positive postcards
 - * Merit award winners
 - * Certificates
 - * Stickers / Stampers
- * Name on board
- * Yellow / Red Cards – missing break or dinner

What are the end of year expectations?

- * Target Cards for reading, writing and maths.
- * One tick = getting there
- * Two ticks = Achieved (Highlighted)
- * Three ticks = Working at a greater depth for that target
- * **New maths targets** this year with information to follow!


PARKFIELD PRIMARY SCHOOL


READING TARGETS
Year 4

| Decoding | Comprehension | Inference | Language Features | Personal Responses | Wider Reading |
|---|--|--|--|---|--|
| <p>D3 I can read out loud fluently and confidently, using a range of punctuation to create expression. How does the [exclamation mark, inverted commas...etc] help you read this sentence?</p> <p>D2 I can use the context of the sentence to help me to read unfamiliar words. Read the rest of the sentence back and see if you can work what that word could mean.</p> <p>D1 I can use knowledge of root words, suffixes and prefixes to read and understand new words.</p> <p><i>Misprint</i> <i>Dismount</i></p> | <p>C5 I can retrieve and record information from non-fiction. What is the text about? What type of text is it? Which alternative title/subheading could you use? When did (key event) first take place? Who were the key people involved?</p> <p>C4 I can identify features of different fiction genres. Given that there are spaceships and planets, to which genre could this story belong? What clues tell you that this is a romantic story?</p> <p>C3 I can compare, contrast and evaluate different non-fiction texts. Why is the text arranged in this way? Does the layout and colour of the text have an impact on the reader? What features make this book similar to [another] [happens] in the text?</p> | <p>RD4 I can justify reasons for my opinion using evidence from the text and my own ideas. Do you think the character made the right decision? Why?</p> <p>RD3 I can put together clues from action, dialogue and description to infer meaning. Can you choose a character and say what they felt/thought/did in response to events? How do you know? What does...tell you about how the character is feeling? How did the characters' actions affect the outcome of the story?</p> <p>RD2 I can make predictions with evidence from the text and with knowledge of wider reading. What usually happens in the text?</p> | <p>L3 I know how suspense is built up in a story. What does the writer do to create atmosphere? What changes to make the story more suspenseful here? Why are short sentences used here?</p> <p>L2 I can find and comment on examples of how authors express different moods, feelings and attitudes. Why does the author use this word? What does the character do to show us how she feels? Why is this word so effective? Which word makes us feel...? Can you find words in the text which help the author create mood/effect?</p> <p>L1 I can recognise the use and</p> | <p>R3 I understand how the author wants the reader to respond. How does the writer want us to feel? Why has the writer used this particular word?</p> <p>R2 I can identify themes and conventions in a wide range of books. What is the genre of this story? How do you know? What is this story about? What is the theme? (Green, heroism) Are there other stories where there are characters like this?</p> <p>R1 I can participate in discussions about fiction, poetry, non-fiction and reference/text books. What happened in the story? Who is telling the story? Was this an animal?</p> | <p>B5 I can perform plays/poems using actions and expression. How does make you feel? How do you show that in your performance?</p> <p>B4 I can recognise and use some different forms of Free verse and narrative. Hear any repeating patterns in this poem? Does the poem tell the story? How does the shape of the poem affect its meaning?</p> <p>B3 I can make connections between books by the same author. What does Michal Morpurgo usually write? Do all his stories start with</p> |



| | | | | | | | |
|--------|---|--|---|---|---|--|---|
| Autumn | Number: Place Value 1. Identify, represent and estimate numbers using different representations. 2. Find 10 or 100 more or less than a given number 3. Recognize the place value of each digit in a three-digit number (hundreds, tens, ones). 4. Read and write numbers up to 1000 in numerals and in words. 5. Compare and order numbers up to 1000 6. Solve number problems and practical problems involving these ideas. 7. Count from 0 in multiples of 4, 8, 50 and 100 | | Number: Addition and Subtraction 8. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. 9. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. 10. Estimate the answer to a calculation and use inverse operations to check answers. 11. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | | Number: Multiplication and Division 12. Count from 0 in multiples of 4, 8, 50 and 100 13. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 14. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 15. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. | | |
| | AT [] GD [] | | AT [] GD [] | | AT [] GD [] | | |
| Spring | Number: Multiplication and Division 16. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 17. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods. 18. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. 19. Solve problems that involve all of the above. | | Measurement: Money 20. Add and subtract amounts of money to give change, using both £ and p in practical contexts. | Statistics 21. Interpret and present data using bar charts, pictograms and tables. 22. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables. | Measurement: Length and Perimeter 23. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 24. Measure the perimeter of simple 2D shapes. | Number: Fractions 25. 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 26. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. 27. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | |
| | AT [] GD [] | | AT [] GD [] | AT [] GD [] | AT [] GD [] | AT [] GD [] | |
| Summer | Number: Fractions 28. 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 29. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. 30. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 31. Solve problems that involve all of the above. | | Measurement: Time 32. Tell and write the time from analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. 33. Estimate and read time with increasing accuracy to the nearest minute. 34. Record and compare time in terms of seconds, minutes and hours. 35. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. 36. Know the number of seconds in a minute and the number of days in each month, year and leap year. 37. Compare durations of events (for example to calculate the time taken by particular events or tasks). | | Geometry: Properties of Shape 38. Recognise angles as a property of shape or a description of a turn. 39. 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. 40. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 41. Draw 2-D shapes and make 3-D shapes using modelling materials. 42. Recognise 3-D shapes in different orientations and describe them. | | Measurement: Mass and Capacity 43. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| | AT [] GD [] | | AT [] GD [] | | AT [] GD [] | | AT [] GD [] |

Key: AT = Working at Age Related Expectations GD = Working at a Greater Depth Highlighting = Intervention/Support

Teacher Assessments

- * Ongoing assessment in all lessons
- * Half termly or termly tests
 - * We like to send home tests where possible so you can celebrate their achievements and see where your child needs support.
- * Phonics check in Year 1
- * Times table check: Year 4 (team effort)
- * SATS (Y2 & Y6) – parents meeting in Spring term

Future Events

- * Classroom drop ins
- * Parents' evenings
- * PTA Events
- * And many more....

School Communication

- * The new look website is updated daily
- * Follow us on Twitter
- * Check your emails for notices and newsletters
- * Calendar on website has lots of dates on for the whole year!

Thank you

- * Thanks for coming
- * For more information visit www.parkfieldprimary.com
- * If you have any issues or questions throughout the year please come and speak to me.
- * If you have any further questions, I will be staying for a little while.