

Meet The Teacher Year 3 & 4, Kestrels Teacher Mr Butcher

Wednesday 12th July 2023



What does it look like?

Exploring/investigating

A love for reading

Exciting learning opportunities

High expectations

Challenge- a risk-taking environment

Greater independence

A day in
Kestrels
class...



A typical week ...

- > Daily maths and English
- > Guided reading four times a week
- > Weekly science
- > Project based topic
- > Handwriting, arithmetic
- > PE twice a week



Our topic based curriculum:

AUTUMN	SPRING	SUMMER
		

Autumn: Art/Computing

Have we lost our imagination?

Spring: History

How are we influenced by the past?

Summer: Geography

What if the river runs dry ?

Working towards a project while retrieving previous skills.

A close-up photograph of a person's hand holding a dark blue pen, poised to write on a document. The document features several tables with columns and rows of text, though the text is blurred. The lighting is warm, highlighting the texture of the skin and the metallic tip of the pen.

Spelling and Phonics

- Spelling will be taught daily. In these sessions children will either be following their year groups spelling programme (no nonsense spelling) or a rapid catch up phonics program (little wandle).
- In lower KS2 Children practise spelling homophones (words that sound the same but spelt differently) and apply taught spelling rules to polysyllabic words (words with more than 1 syllable).
- There is constant assessment and recording of the children's spelling and weekly words to practise will go home.
- There is a handout with all the spellings the children will learn by the end of Year 3 & 4. There will be lessons devoted to learning and practising these but additional practise at home is greatly beneficial.

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Top Ten ways to learn a spelling

1 Break it into sounds eg



2 Break it into syllables eg



3 Break it into root words and affixes eg



4 Use a mnemonic eg



NECESSARY
one collar
two sleeves

5 Use your knowledge of word roots eg



MUSIC
MUSICAL
MUSICIAN

Use word families eg



WOULD
SHOULD
COULD

See words within words eg

a friend to the end
a rat in separate



Use spelling rules eg



By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

By movement - get used to writing the word with your finger, a pen, in the air. eg



Reading domains

In ks2, children will continue to develop their reading fluency, but a larger focus is on text comprehension

Words in context 2a

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?



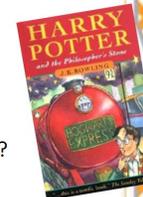
Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?



Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?



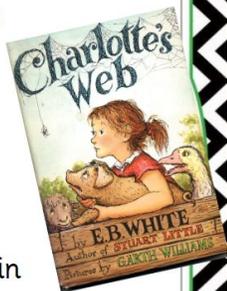
Language choice 2g

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?



Connections and meaning 2f

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?



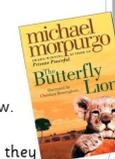
Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.



Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?



Handwriting

In Kestrels we will be working on our handwriting daily. This will constitute of both activities designed to develop fine and gross motor skills as well as cursive handwriting.

We will continue to unpick how letters are formed and teach cursive joins.

We begin with hand warm up videos (and other fine/gross motor tasks), make sure we are sitting correctly and then practice in our handwriting books.

To achieve expected standard in Year 3 there is an expectation of correct letter formation and size with appropriate letter joining.

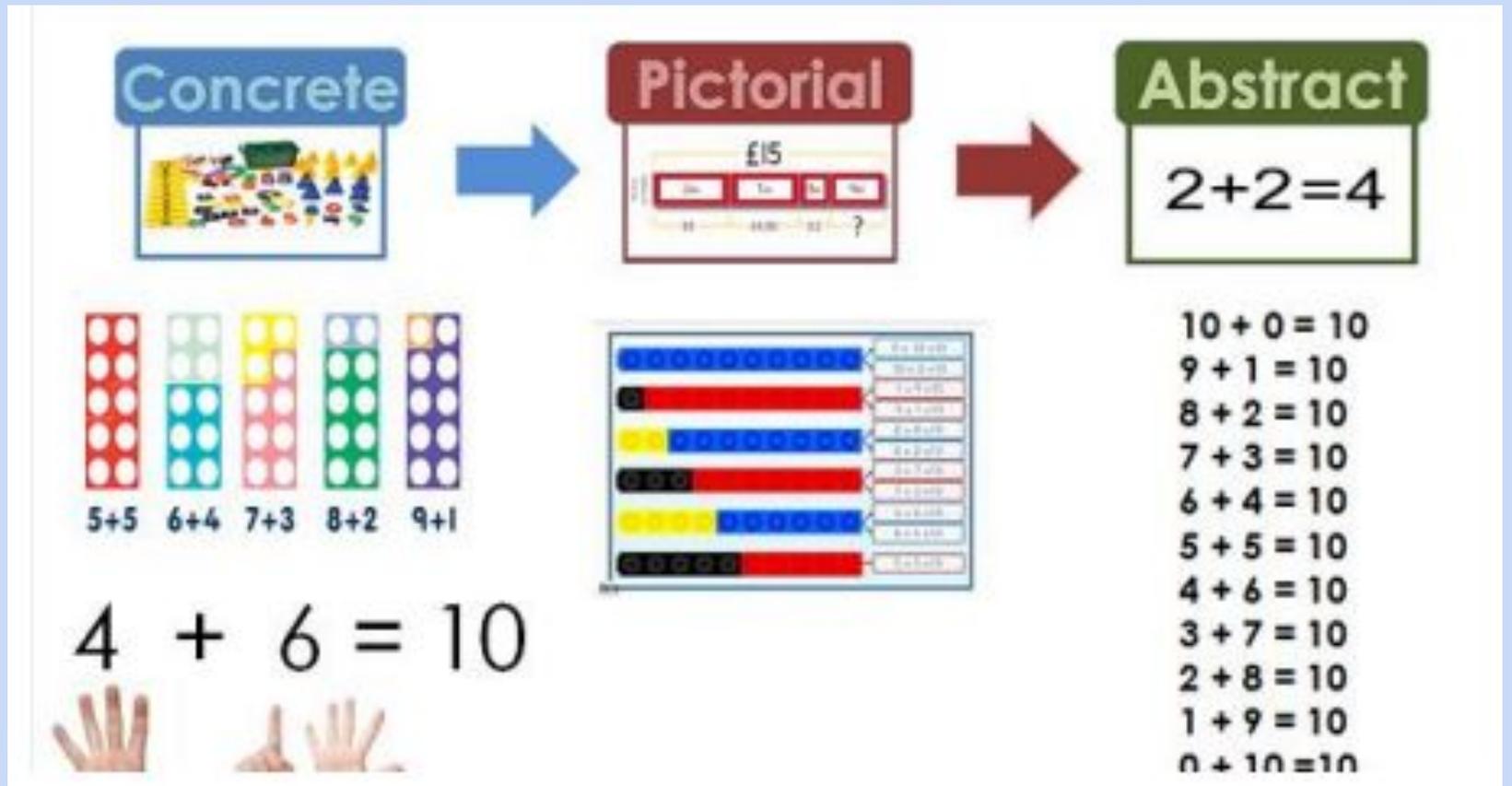
SPAG [Spelling Punctuation and Grammar]

Children are taught the correct terminology.

The children will need to show understanding of these through their writing and understand their impact towards a text on the reader.

We teach these throughout our writing journeys, children are expected to apply taught grammar into their writing.

Maths



As a school we follow a mastery approach to mathematics, where we believe all students can achieve. In these sessions children will explore mathematical principles using a range of resources and images.



Year 4 multiplication test.

In June, the year 4 children will sit the KS2 times table test.

In this test children will be assessed on their knowledge of the times tables up to and including 12×12 .

The assessment is conducted on computers and children will have 6 seconds to read and answer each question before automatically moving onto the next question.

There will be opportunities to practice and get used to the test format in school but to increase the competency and confidence addition practice at home is recommended.

Home Learning tasks



-All children will be expected to do 20 minutes a week on TTRS at home. If this is not possible we will be running a rockstars club during school time.

-We will also expect 4 reads a week, where the children comment on what they have read and a parent has signed in agreement with this reading.

Spelling- A set of weekly words to learn the spelling and meaning will be sent home with their homework book to be brought back into school on a Thursday.



Reading



Please read with your children and sign their reading record books.



These will be collected so that teachers can respond and keep track of the regularity.



Things to look forward to ...

- In autumn, we will be visiting a local art gallery and have some artists talk to us about their work. Which will inspire us in our own pieces.
- In spring, We are planning an exciting overnight residential where we will be travelling back in time and living like our ancestors from the past.



To round out the year, we will conducting geographic fieldwork at a local river exploring

