



Welcome to YEAR 3/4!
Mrs Liddle and Miss Smith
(Mrs Kane is on maternity leave)

Our School Day

- Our school day starts at 8.50am and ends at 3:20pm. Children can come into school from 8:40am as part of our rolling start.
- We walk into the main yard and through the Year 3/4 classroom door.
- We walk straight into the Year 3/4 classroom and through to the corridor, where we put our coats and bags on our pegs.
- We then check in on the check in board and complete the travel tracker.
- We do the register and discuss the day ahead using our visual timetable.
- EACH DAY WE BRING OUR READING FOLDER AND WATER BOTTLE INTO SCHOOL.



Burradon Community Primary School
Learning together; growing together

Be curious about the world around you, ask questions and investigate.

Care and respect yourself, other people, our school and the wider world.

Persevere and be resilient - be the best you can.

Stay safe, make sensible choices and do things that make you happy.

At the heart of the community

Behaviour Expectations

- Children are expected to behave well and follow our visions and values
- We focus on positive behaviour including the Rainbow Award, weekly certificates and house points.
- Children are awarded online house points for good behaviour.
- On the odd occasion children do not behave well they will be moved down the steps on the behaviour chart and there may be a consequence such as missing playtime or golden time for repeated misbehaviour.
- Children will be given the opportunity to reflect on their behaviour through discussion with a member of staff and the opportunity to discuss how to change their behaviour.



Thrive Behaviour Approach

- We follow the Thrive behaviour approach in school and Mrs Hopper and Mrs Liddle are trained Thrive practitioners.
- All children in Y1 - Y6 receive Thrive sessions through our PSHCE work and these focus on emotional development and being able to name our emotions. They also focus on their relationships with others.
- Every Monday morning, the children participate in a mindful session in their class. The various activities include being in the woodland area, using the parachute and being creative.
- Some children may require extra emotional support and may be offered 1:1 or group sessions.



School Uniform
(Please name all uniform)

- **White or yellow polo shirt**
- **Royal blue sweatshirt**
- **Grey or black trousers**
- **Grey or black skirt**
- **Blue or yellow checked dress (in summer)**
- **Grey or black shorts (in summer)**
- **Black shoes**

- **NO jewellery except for a watch. Please note no smart watches.**

PE uniform
(Please name all PE uniform)

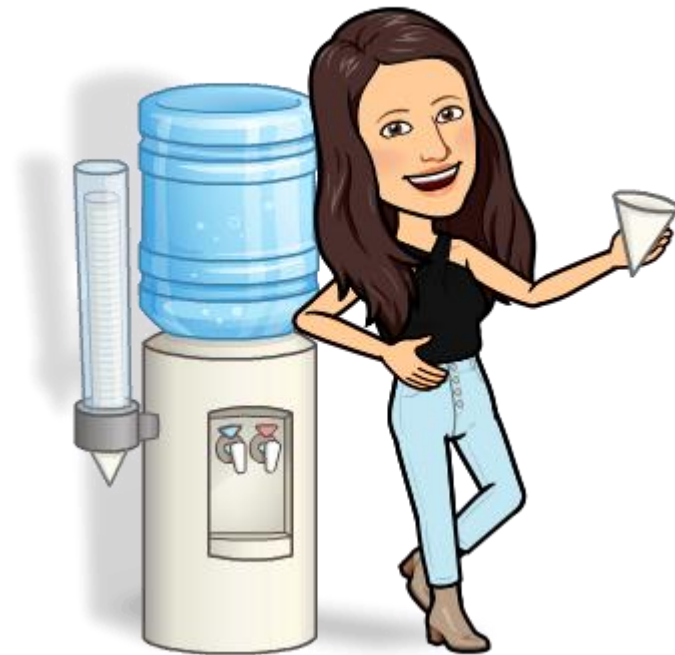
- **White t-shirt**
- **Dark shorts (navy blue or black)**
- **Dark tracksuit bottoms (navy blue or black for the colder weather)**
- **Suitable footwear, e.g sandshoes**

- **No Jewellery to be worn**

Children will have 2 PE sessions a week. PE kit should be brought into school and left on their peg for the week or half term. If children do not have the correct PE kit, a phone call will be made home to bring in PE kit. If no kit is brought in, children will be given spare PE kit to wear.

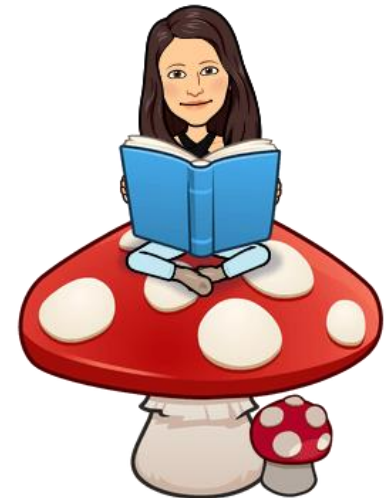
Water bottle

- Water has been proven to help children concentrate. Please send in a named water bottle from home every day.



Reading

- Children will get 2 reading books and parents must sign to say both books have been read before they are changed every Tuesday. This forms part of the weekly homework. Please send in reading books and reading diary daily.
- Children can also read library books, books and magazines from home and these can also be recorded in their reading diary for extra house points.
- Children will be heard read twice a week in school, once in a group and once individually.



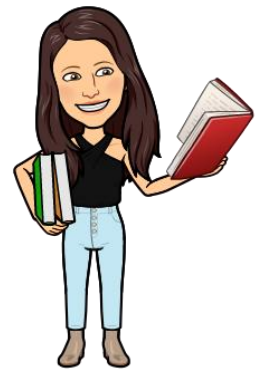
Reading

- Please read with your child as often as you can and sign their diary. Ask them questions about the story or text they are reading. Discuss the vocabulary used, often children may not know a word by talking about its meaning it helps them to understand the text.
- Please send their reading diary and books to school each day.
- Get your child to re-read the same story or text several times as this builds up fluency and confidence. The children notice this themselves and it helps the children to see their progress.
- Reading your child a bedtime story also build up the bank of stories they know.
- Children will also have the opportunity to get a book out of the school library (reading for pleasure) and a library bus book.



Homework

- Spellings are put on Seesaw with a copy given to children on a Friday to be tested on the following Friday. Spellings will also be on EdShed. Spelling test marks to be posted on a Friday.
- Maths homework will be posted on SeeSaw or given as a sheet on a Friday. The homework will be based on what the children are doing that week to support the learning of maths skills. Parents can respond to homework on SeeSaw.
- TT Rockstars and Hit the Button
- Reading as much as possible



Autumn Term

Our first topic is Biomes and is based on the question:
How can we save the Orangutans of South
East Asia?



Geography

How can we save the Orang-utans of South East Asia?

- Locate rainforests on a world map
- Understand what an ecosystem of a rainforest is like
- Represent data on a graph
- Understand similarities and differences between humans and Orang-utans
- Know where Orang-utans live in the wild.
- Understand why the palm oil industry is a threat to the Orang-utans
- Understand how rehabilitation centres are helping Orang-utans.

Computing

E-Safety – Health, lifestyle, wellbeing and media balance.

Programming – Events and actions

Children will learn:

- Programme a Sprite to move in different directions
- Develop a programme by adding actions
- Identify and fix bugs in programmes
- Design and evaluate their own programmes

RE

Judaism

Children will discuss:

- How are Jewish beliefs expressed in the home?
- Jewish beliefs about God: God is One, God as Creator, Lawgiver, Judge, God as the provider in this life and the Afterlife.
- Beliefs about God expressed through the Shema, The first four of the Ten Commandments, Psalms, songs and prayers, stories from the Torah.
- Beliefs about creation and the natural world: responsibility to be thankful for and care for the created.
- The importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals and celebrations, kosher kitchen.

Music

Don't Stop Believing

Children will:

- Begin to identify the features of classic Rock songs
- Investigate the rhythm and pulse of different songs
- Listen and repeat and begin to improvise
- Learn to play the recorder
- Perform to an audience

Autumn 1 Year 3/4 Biomes



French

- Learn French greetings and simple phrases
- Count in French and explore colours
- Name family members in French

PSHE

Children will think about:

- Visions and values of the school and creating a class charter
- Respecting others and showing kindness
- Exploring emotions and how to control emotions
- Learn about autism
- Understand consent and keeping safe linked to NSPCC pants rule
- Know the importance of manners and demonstrate manners

Science

Animals including humans

- identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

PE

Gymnastics

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Invasion Games

- Learn various throwing and catching skills
- Play rugby and learn the basic tactics of rugby

Design Technology

Frame Structures using CAD

Children will:

- develop ideas through analysis of existing structures
- develop and use knowledge of nets, cubes and cuboids
- use computer aided design to model and communicate ideas
- select appropriate tools to mark out, cut, score and assemble with accuracy.
- critically evaluate their products against their design specification, intended user and purpose

Mixed Classes

The ways in which learning and teaching are organised in primary school means that teaching and learning are tailored to the needs and current achievement levels of individual pupils. Our staff are experienced at planning and delivering work that matches the needs of the individual learner and this is no different in a mixed age class or a pure year group class. All teachers provide challenge and support for all children, regardless of year group or ability.

The National Curriculum clearly sets out what learning children should cover by the end of the Key Stage; this is supportive of smaller schools where it may be necessary to teach children in classes of more than one year group. In addition, the school plans the educational experiences for pupils in all classes in ways which ensure good progression and continuity, regardless which year group or class they are in.

Mixed Classes

All classes in our school have a large range of abilities and individual needs. Teachers deliver teaching, learning and work appropriate to the level a child is working at, ensuring all individual needs in the class are met.

Children who find aspects of the curriculum more challenging will be supported in the same way they have been in single year classes. Children working at the expected standard will be supported and challenged in the same way they have been in single year classes. Children working above the expected standard will continue to be supported and challenged to deepen their understanding further.

Seesaw App

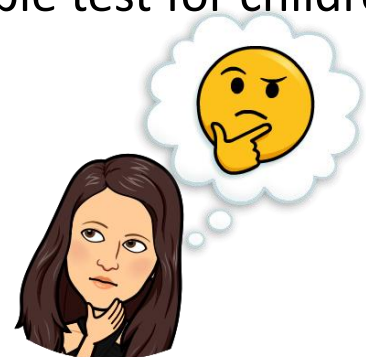
This is a great way for school to keep in touch with parents and for parents to receive updates on their child. If you do not have log in details, please let us know by emailing the school.

info@burradoncommunityprimary.org.uk



How to support learning at home

- Burradon Community Primary Website/children/class pages/useful websites
- Telling the time, it really helps if your child has a watch. Talk about the time through the day and ask what the time is.
- Practise recalling the days of weeks, months of year and when events happen in order and mixed order. Practise knowing the number of days in each month, a year and Leap Year.
- Count in multiples of 2, 5, 10, 3, 4, 8, 50 and 100. Children in Year 4 will need to know all x tables.
- Rapid recall of 2, 5, 10, 3, 4 and 8 x tables. There is a x table test for children in year 4 in June.
- Use a ruler to measure items using cm and mm.
- Go on TT Rockstars and Hit the Button.
- Join a library and read a variety of books.
- Cooking, where you use scales and measuring jugs.



How do I know how my child is doing?

- Progress is monitored and tracked each term and intervention or referrals are made if necessary.
- Parents evenings – will discuss how your child is doing.
- End of year report will tell you if your child is working above, below or at expectations.
- Key words sent home termly to read and spell.
- End of year expectations booklet.

Ask if you are unsure!

Partnership with parents

- School and parents are a partnership and just as school will share with parents any concerns parents should feel comfortable sharing concerns with school.
- If there are any changes at home that may affect your child, it is a good idea to let school know so we can monitor them.
- Burradon Helpers is a parents/carers group who meet every half term to plan events and activities for the children. Dates on meeting are on the school website and newsletter and all parents are welcome to attend!