



Welcome to Class 3

The Class 3 team



Rebecca Gray
Headteacher

Monday and Tuesday mornings
until 9.30am



Helen Russell
Class Teacher



Chris Perryman
Class TA

5 mornings a week
1 afternoon a week

Weekly Timetable

	8:30	8:45	9:30	10:15	10:35	10:50	11:35	12:05	1	1:45	2:30	3 – 3:15pm			
												Worship			
Monday	Reading	Spelling: Set and collect <u>HW</u> Arithmetic Ninja	English	Story	Break	Maths	Spelling	Lunch	1	1:45	2:30	Music	Whole school		
Tuesday	Reading	Comprehension Ninja	English	Story		Maths	Spelling					RE			
Wednesday	Times table Ninja	Maths MOT	English	Story		Maths	Spelling					Art		DT	Councils
Thursday	Reading	Maths MOT	Reading comprehension	English		Story	Maths					Spelling		Science	Picture News
Friday	Rollama	Maths MOT	Reading comprehension	English		Book Club	Maths					Singing practise		French	PSHE

Mathematics

- Number and place value
- Mental and written methods:
Addition & Subtraction
- Primes, squares, cubes,
factors, multiples

PSHE

Me and My Relationships

SCARF

Music



Hey, Mr Miller

Compose and sing a syncopated melody using the notes of the C major scale.

R.E

What does it mean for Christians to believe that God is holy and loving?



Art

Typography and Maps



Exploring how we can use visual letters and other elements to help convey ideas and emotions.

Year 5/6

Term 1

Physical Education

Personal

Co-ordination: Ball Skills

Agility: Reaction / Response



French



Presenting Myself

Je me présente

Computing

Networks and Systems

Computer systems and working collaboratively

English

Reading Spine



Writing Spine



Science

Electricity



Changing circuits and representing circuit diagrams.

Sustainability

Evaluate the pros and cons of different ways to generate electricity

History

Ancient Greeks



Explore how the influence of this period is evident today.

Homework

Homework is an important way in which pupil achievement can be raised.

The benefits of homework at an early age mean that independent home learning becomes routine: An important preparation for secondary school and beyond.

Homework also allows parents and carers to be involved in their children's academic development and help them to develop the responsibility, confidence and self-discipline needed to study

Phonics and Accelerated Reader Reading Books

Daily reading

Spellings

Focus words

TTRS

30 mins per week

Rollama

15 games per week

Maths

1 Arithmetic Ninja sheet weekly / TTRS speed sheet

Times Tables

Good times-tables knowledge is vital for **quick mental maths calculations** and problem solving; for example, if a child knows that

$6 \times 3 = 18$ they will be able to work out that $6 \times 30 = 180$ or $60 \times 3 = 180$ almost instantly.

Times tables are taught separately from other areas of maths to begin with, but they're the **building blocks** for many of the topics children learn in KS2, such as division, long multiplication, fractions and percentages.

The government expectation is that children are fluent in their 2, 5 and 10 times table by the end of Year 2 and fluent up to 12×12 by the end of Year 4.

In Years 5 and 6 they will be moving onto much more complicated concepts, such as multiplying and dividing using four-digit numbers, plus problem-solving involving fractions and percentages. It is therefore vital that they enter Year 5 really confident in all their times tables and related division facts.

Knowing times tables makes learning easier in secondary school and beyond. Good multiplication skills are a great help when starting to learn algebra, as well as chemistry, physics, biology and ICT, all of which depend heavily on maths knowledge.

How many tables do I need to learn?

1 times table		
1	x	1 = 1
2	x	1 = 2
3	x	1 = 3
4	x	1 = 4
5	x	1 = 5
6	x	1 = 6
7	x	1 = 7
8	x	1 = 8
9	x	1 = 9
10	x	1 = 10
11	x	1 = 11
12	x	1 = 12

12 tables to learn

2 times table		
2	x	2 = 4
3	x	2 = 6
4	x	2 = 8
5	x	2 = 10
6	x	2 = 12
7	x	2 = 14
8	x	2 = 16
9	x	2 = 18
10	x	2 = 20
11	x	2 = 22
12	x	2 = 24

11 tables to learn

3 times table		
3	x	3 = 9
4	x	3 = 12
5	x	3 = 15
6	x	3 = 18
7	x	3 = 21
8	x	3 = 24
9	x	3 = 27
10	x	3 = 30
11	x	3 = 33
12	x	3 = 36

10 tables to learn

4 times table		
4	x	4 = 16
5	x	4 = 20
6	x	4 = 24
7	x	4 = 28
8	x	4 = 32
9	x	4 = 36
10	x	4 = 40
11	x	4 = 44
12	x	4 = 48

9 tables to learn

5 times table		
5	x	5 = 25
6	x	5 = 30
7	x	5 = 35
8	x	5 = 40
9	x	5 = 45
10	x	5 = 50
11	x	5 = 55
12	x	5 = 60

8 tables to learn

6 times table		
6	x	6 = 36
7	x	6 = 42
8	x	6 = 48
9	x	6 = 54
10	x	6 = 60
11	x	6 = 66
12	x	6 = 72

7 tables to learn

If you already know that $8 \times 4 = 32$, you also know the answer to 4×8 .

The 1 and 10 times tables (and many of the 11 times tables) are easy to work out, so that means there are even fewer to learn!

7 times table		
7	x	7 = 49
8	x	7 = 56
9	x	7 = 63
10	x	7 = 70
11	x	7 = 77
12	x	7 = 84

6 tables to learn

8 times table		
8	x	8 = 64
9	x	8 = 72
10	x	8 = 80
11	x	8 = 88
12	x	8 = 96

5 tables to learn

9 times table		
9	x	9 = 81
10	x	9 = 90
11	x	9 = 99
12	x	9 = 108

4 tables to learn

10 times table		
10	x	10 = 100
11	x	10 = 110
12	x	10 = 120

3 tables to learn

11 times table		
11	x	11 = 121
12	x	11 = 132

2 tables to learn

12 times table		
12	x	12 = 144

1 table to learn

Reading

We provide rich opportunities through our Curriculum to talk and listen, using a wide range of contexts.

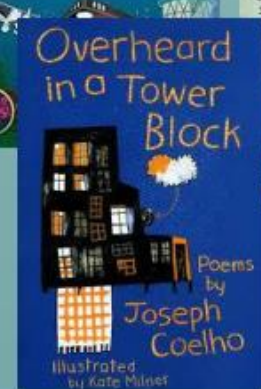
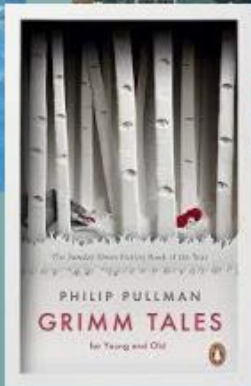
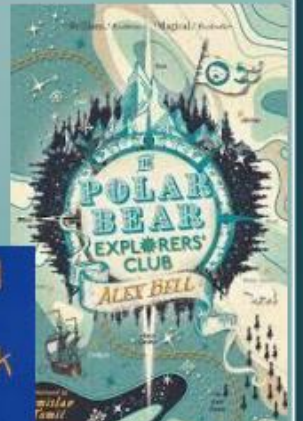
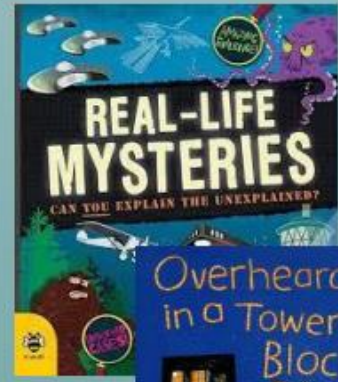
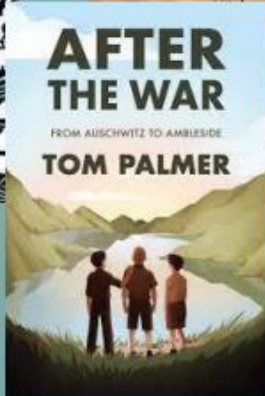
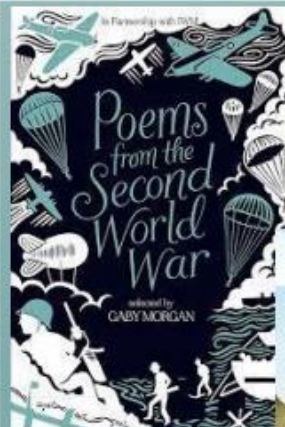
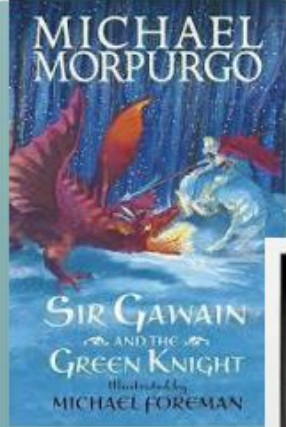
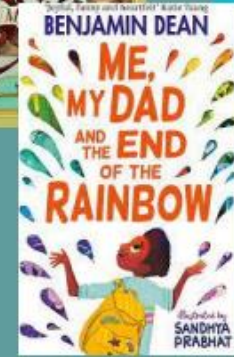
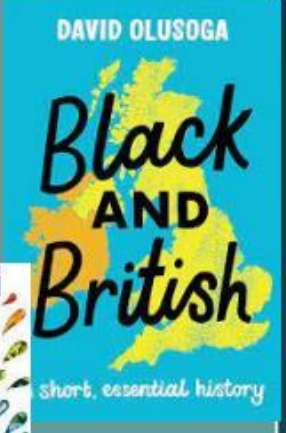
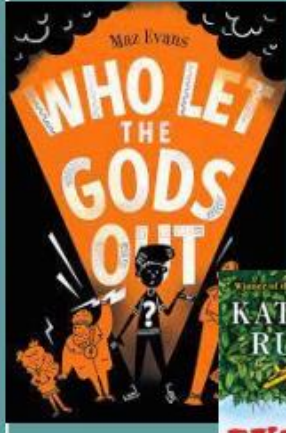
Reading Spine: 20 minutes daily

Our Reading Spine shows the range of books shared within each class which ensure children also learn about the lives of those whose experiences and perspectives differ from their own.

Within each class, topic books are carefully chosen to help build a wider understanding of a subject and to expose children to a rich range of vocabulary to use within their work in that subject.

Reading comprehension through the class novel and guided small group sessions.

Class 3 Year A Reading Spine: Fiction



Vocabulary in UKS2

We teach vocabulary through discrete phonics and spelling sessions.

We use the **Sounds Write** phonics scheme to teach spelling rules and how to spell words using sounds and syllables in UKS2. We talk about using our “spelling voice” to correctly spell each sound in a word.

Par - li - a - ment **acc - omm**

- o - date **Ac – rop – o – lis**

Etymology: Acropolis ‘acro’ (highest point) and

‘polis’ (city)

We teach the meaning of words, as well as how to spell them, their etymology and root words.

Vocabulary questions in UKS2 reading are all about the words that a writer uses and the meaning of those words. Children learn to explain and understand the meaning of words in a text; decipher the meaning of unfamiliar words by using clues from the text; identify the correct usage of a word by its context and recognise synonyms and antonyms.

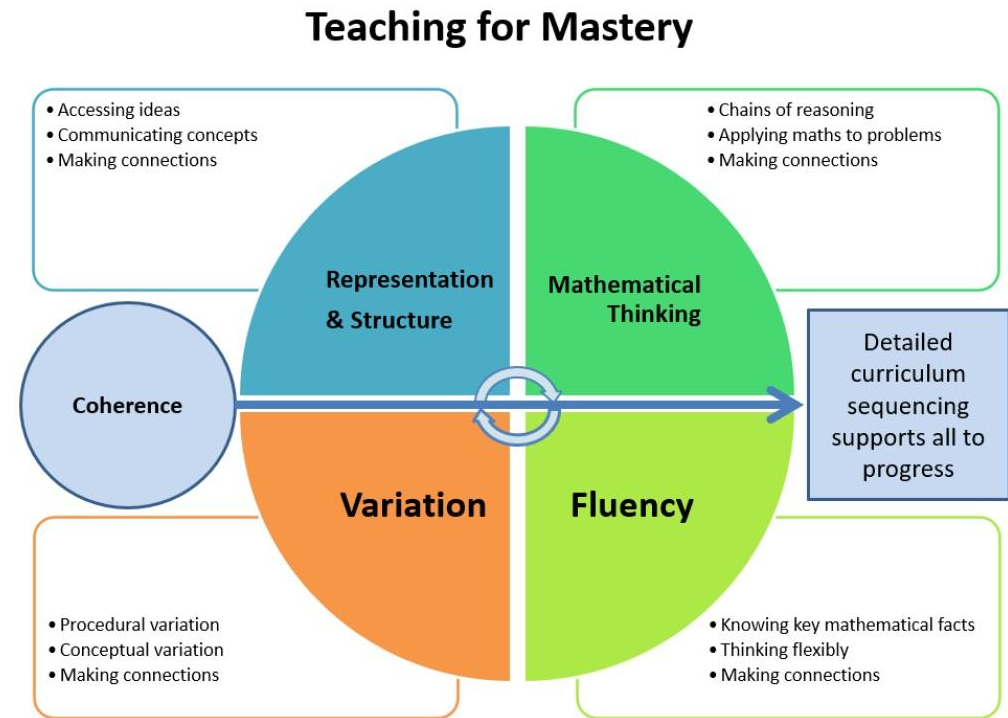
Maths Mastery

We use Can Do Maths and the DfE NCETM materials to sequence and teach Maths. We ensure learning is secure at Year 5 and Year 6 children, once secure, move on to apply their knowledge into Year 6 content.

Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject.

We have worked with the **Gloucestershire Maths Hub** as a **Teaching for Mastery** school since 2018.

This year, Class 2 and Class 3 are taking part in the **Mastering Number KS2 project**. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.



Year 3 to Year 6 content in Maths is key for transition to secondary

Year	2016	2017	2018	2019	2022	2023
3	16	7	9	10	8	13
4	14	26	18	21	23	22
5	27	25	26	21	32	24
6	43	41	47	47	37	40

Sats content coverage by year group %

Writing

We use high quality texts to plan our writing outcomes, to give children a balanced range of fiction, non-fiction and poetry writing opportunities. Our lessons have discrete grammar, punctuation or spelling focuses linked to the text to enable children to write using a range of styles and genres.

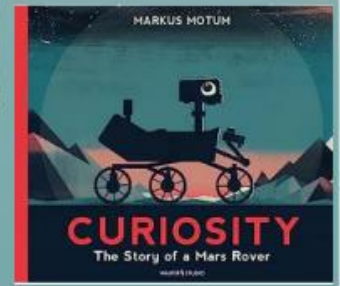
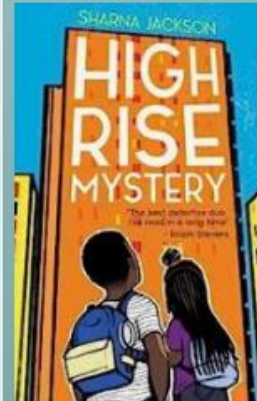
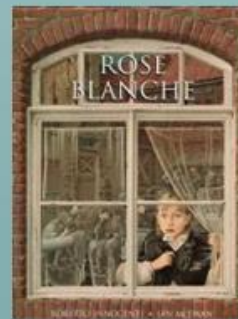
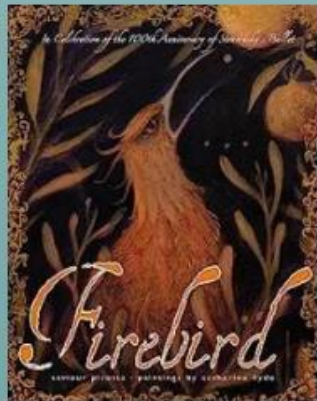
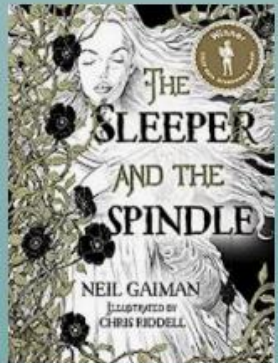
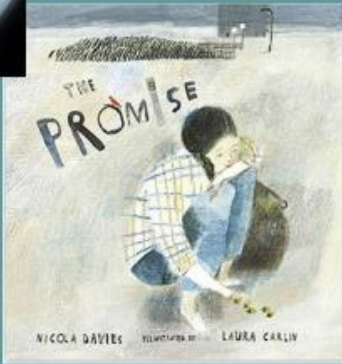
Year 5 working at age related expectations

Working At The pupil can write for a range of purposes and audiences (including writing a short story)						
16. Through dialogue, I can convey character and move the story on.						
17. Select appropriate forms which reflect the audience and purpose of a piece of writing.						
18. Use presentation and organisational devices to guide the reader.						
19. Using a range of cohesive devices *, including adverbials, within and across sentences and paragraphs.						
20. Use a range of modal verbs to express possibility (could, would, should)						
21. Use relative clauses.						
22. Use embedded clauses.						
Using mostly correctly	23. Inverted commas					
	24. Punctuation for parenthesis					
25. Meet the year 5 spelling expectations.						
26. I know when and how to join letters and do so consistently.						

Year 6 working at age related expectations

Working At The pupil can write for a range of purposes and audiences (including writing a short story)						
13. Creating atmosphere, and integrating dialogue to convey character and advance the action						
14. Use figurative language to build a picture for the reader (simile, metaphor, personification).						
15. write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of the first person in a diary; direct address in instructions and persuasive writing)						
16. Manipulate and control the use of organisational features (make choices).						
17. Using a range of cohesive devices (conjunctions, adverbials of time and place, pronouns an synonyms)						
18. Using passive and modal verbs mostly						
19. Use verb tenses consistently and correctly throughout their writing						
Using mostly correctly	20. Inverted commas					
	21. Commas for clarity					
	22. Punctuation for parenthesis					
Making some correct use of	23. Semi-colons					
	24. Dashes					
	25. Colons					
	26. hyphens					
27. Independently use a dictionary and thesaurus to support writing						
28. Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
29. Maintaining legibility, fluency when writing at speed.						

Class 3 Year A Writing Spine



SATS

The 2024 Key Stage 2 SATs will take place in the week commencing **13th May 2024**.

At the end of Year 6, children in England sit tests in:

- Reading
- Maths
- Grammar, punctuation and spelling (GPS)
- These tests are both set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.
- The KS2 SATs for English and maths taken since 2016 reflect the amended national curriculum, and are more rigorous than previous years' tests

We prepare children for National Tests, as well as transition to secondary school from Year 5 by working on applying their skills in Maths, Reading and Writing to deeper mastery levels.

Year 5/6 statutory spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

Year 3/4 statutory spellings

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