

Welcome to Dahl Class!

Year 3 and 4

Meet the Team

Teaching Assistants:

Mrs Williams

Mrs Harris

Mrs Molland

Volunteers:

Mrs Powell

Mrs James

Mrs Bloomfield

Mrs Gray

Mr George

Key Stage 2

Independent,
self-motivated
learners.



Keep your focus



Use learning buddies



Listen carefully



Ask useful questions



Reread your work



Find your own way

Dahl Class: Bag of Learning Tricks



Self, Neighbour,
Other, Teacher



Work at a good pace



Look carefully,
find every detail



Try something new



Learn from your mistakes

Useful information about our week

PE: Monday and Wednesday afternoons
(Swimming on a Monday this half term) Kits to remain in school all week, 'just in case'.

Homework: Set on a Friday.
Due on a Wednesday.

Spellings: Test on a Friday with new words sent home on a Friday too.

End of LKS2 expectations

Reading:

COLOUR	READING AGE	END OF YEAR EXPECTATION
Turquoise	6 to 7 years old	Gold is the end of Year 2 expectation
Purple		
Gold		
White		
Lime		
Brown 8	7 to 8 years old	Grey is the end of Year 3 expectation
Brown 9		
Brown 10		
Brown 11		
Grey 12	8 to 9 years old	
Grey 13		
Grey 14		

End of LKS2 expectations

Reading:

Reading for enjoyment as well as to support learning.

Focus on **inference** and **deduction**.

Your child needs to understand what they have read and find evidence, not just read the words!

End of LKS2 expectations

Spelling:

Year 3/4 statutory word list.

Learn on a pattern basis.

Lessons in school 3 times a week.

End of LKS2 expectations

Writing:

Adapting writing for different **genres**.

Accuracy in punctuation and grammar.

Developing language and vocabulary.

Cursive handwriting.

End of LKS2 expectations

Maths:

Maths



Number: Number & Place Value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number: Addition & Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number: Multiplication & Division

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number: Fractions

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- convert between different units of measure (for example, kilometre to metre; hour to minute)
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence.

Geometry: Properties of Shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry: Position & Direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

LKS2 Assessments

Spelling, Reading and Grammar: half termly 'Rising Stars' assessment papers.

Writing: end of unit pieces (roughly every 3 weeks)

Maths: 'Rising Stars' papers at the end of 3 units (roughly every 7-9 weeks).

How you can help your child

Reading:

Please read with your child (or encourage them to read) for at least 10 minutes each evening and record this in their reading records.

Use BugClub as well as books from school and/or home.

Reluctant readers: read signs/lists/posters

How you can help your child

Spelling:

Spellings can be practised in a range of ways at home

Silly sentences

E.g. My cat wears a yellow hat when it goes dancing!

Spelling scribble

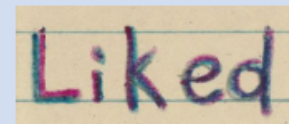


Pyramid Writing

m
m o
m o u
m o u s
m o u s e

Rainbow Words

Write the words in pencil.
Trace over them in 5 different colours.



Fancy letters

Write the words, then write them in fancy, curly, dotty writing.

Blue Vowels

Write the words.
Trace the vowels in blue.

certain

Air Write

Write spellings in the air.
Guess which word it was.

ABC order

Write the spelling words alphabetically.

Challenges:

Put the words into sentences.

Tell a story using as many spelling words as possible.

How you can help your child

Maths:

I spy ...make a game of spotting shape and patterns in real life	Get tools ...make tools like rulers, weighing scales, calculators and measuring tapes easily accessible around the house.	Use games ...encourage games such as card games or board games that involve counting or patterns.
Cook up a storm ...use measuring out ingredients to reinforce maths skills.	Ask questions ...ask questions comparing real life things. Which do you think is... the tallest, the smallest, the heaviest, the longest, the fastest, the most expensive?	
Talk about it ...find out what skills are being taught in maths lessons and for homework. Be sure to ask about how answers were worked out!	Go online ...look online & in app stores for appropriate number and problem-solving games.	Out and about When shopping count up the shopping and count out change together.
Involve maths in everyday life. Money, cooking, music, computers, art, construction etc... any real life situation!		

How you can help us

Naming things: please ensure that anything belonging to your child that they bring into school is named.

Independence: please encourage your child to tackle tasks independently, especially when getting themselves ready for and in school.

Punctuality: the bell will ring in the playground at 08:55 when all children are expected to be ready to start the school day.

Welcome to Dahl Class!

Any Questions?