

2016-2017

Learning Guide for Year 3/4



Responsible Citizens

Confident Individuals

Successful Learners

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At Barnham Primary School, our moral obligation is to help our children become successful learners, confident individuals and responsible citizens. This learning guide is designed to outline the national curriculum's age-related learning objectives for years 3 and 4.

For reading and writing, the learning objectives are taught across the two years. By the end of Year 4, the children should demonstrate a greater independence, consistency and depth in application in a range of contexts and genre.

Reading

By the end of Year 4, to meet age expectations, children should be able to:

Word Reading

- Apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- Read further exception words noting the unusual link between spelling and sound and where these occur in the word (see year 3-4 word list on page 8)
- Discuss words and phrases from their reading that capture their interest

Reading Comprehension

Develop positive attitudes to reading and understand what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks
- Recognising different forms of poetry such as free verse and narrative
- Using dictionaries to check the meaning of words they have read
- Reading books/material that is structured in different ways and for different purposes, for example information books, magazines etc.
- Identifying themes and conventions within a wide range of books, preparing poems, plays scripts to read aloud and show their understanding through tone, inflection, volume and action
- Predicting what might happen from details stated and implied
- Drawing inferences such as characters' feelings, thoughts and motives from their actions and supporting what they say with evidence from the text
- Asking questions to improve their understanding of their reading
- Identifying main ideas drawn from more than one paragraph and summarising these

- Identifying how language, structure and presentation contribute to meaning within their reading
- Retrieving and recording information from non-fiction

Reading books

In September the children are provided with one or two reading books linked closely to their developing reading needs and ability. If they have progressed from the staged reading scheme, they will be on The Bridge, before becoming Free Readers and choosing their own reading books with guidance.

They will be encouraged to take ownership of the changing of their books where appropriate and are asked to approach their class teacher/TA or class monitors when they need their books changed.

The children will read in school with the class teacher, TA or parent reader at least once a week. They will also take part in whole class and group reading and discussion sessions.

Children will bring home their books every night along with their reading record. We ask for any reading completed at home to be recorded in the reading record, signed by an adult, so we can monitor their reading experiences at home and school.

During years 3 and 4, most children will be beginning to read with greater independence as their word reading ability becomes more secure. The focus becomes comprehension therefore it is important for children to continue to develop their comprehension skills through discussion of their reading with an adult.

Asking questions as your child reads can help them review and reflect on what they have read.

Questions such as:

- ✓ Do you like this book? Why/why not?
- ✓ What is it about?
- ✓ Who are the main characters?
- ✓ What has happened?
- ✓ Have you read anything similar?

Help your child notice punctuation and its purpose. This helps with intonation and expression in what they are reading.

Develop your child's prediction skills:

- ✓ What will happen next?
- ✓ Why do you think that?

Begin to develop their analytical skills:

- ✓ Why did that happen?
- ✓ What do they know about...?
- ✓ Why did "character A" do that?
- ✓ How do you know...?

Helping your child use a dictionary to find meanings to words is a way of supporting their research skills and developing their vocabulary.

Reading at home and school is essential to your child's development.

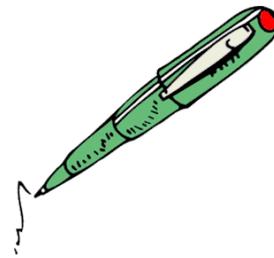


If you are interested in becoming one of our adult reader volunteers and are able to give up a small amount of your time each week to come and support reading in school, please speak to a member of the team.

Writing

By the end of Year 4, to meet age expectations, children should be able to plan, draft, write, evaluate, proofread and edit their writing and:

- Use paragraphs to organise ideas mostly correctly and consistently
- Create/describe settings, characters and plots
- Use an increasing range of cohesive devices within and across sentences and paragraphs
- Use different verb forms – grammatically accurately
- Use some varied sentence structures including a wider range of conjunctions
- Use fronted adverbials
- Use commas for clarity after fronted adverbials
- Use inverted commas in direct speech
- Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possession including plural nouns mostly correctly
- Spelling most words correctly (from key stage one and year 3 and 4 word lists)
- Produce legible joined handwriting



Spelling

Spelling is taught in class and supported by spelling homework. The word lists sent home are differentiated and consist of revision of the spelling patterns and rules from key stage 1 and words from the year 3 and 4 word lists. There is a focus on prefixes and suffixes, homophones and the use of apostrophes. When tested, children are often able to spell a group of words that they have learnt for homework. We ask that they focus on the rule or pattern they are learning so that they word build with greater accuracy in their independent writing.

Maths



Below are some key objectives that parents and carers can help with at home. Real-life problem-solving gives the children a meaningful context.

An ability to explain their thinking and methods is a gateway to a deeper understanding.

For more detailed objectives including fractions, geometry and statistics, please see www.gov.uk

By the end of Year 3, to meet age expectations, children should be able to:

Number

- Count from 0 in multiples of 4, 8, 50 and 100;
- Find 10 or 100 more or less than a given number and recognise the place value of each digit in a three-digit number (hundreds, tens, ones) read and write numbers up to 1000 in numerals and in words
- Add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

By the end of Year 4, to meet age expectations, children should be able to:

Number:

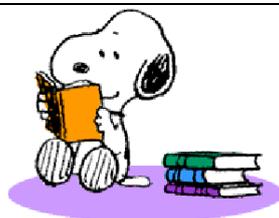
- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally

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
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Word List Year 3 and 4

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

Here is a suggested reading list for children in year 3-4. The nature of children's fiction is that there are always new authors and books published on a regular basis. This list gives good suggestions and authors who write well for children at this age.

Humour

Seriously Silly series

Arabel's Raven

Fudge Series

Jake Cake series

Clarice Bean series

The Legend of Spud Murphy,

Captain Crow's Feet

My Naughty Little Sister

Rescuing Dad, How to Train Your Parents,

My Friend's a Werewolf

Mammoth Academy series

Dirtie Bertie series

Horrid Henry series

Allen Ahlberg

Joan Aiken

Judy Bloom

Michael Bond

Lauren Child

Eoin Colfer

Dorothy Edwards

Pete Johnson

Neal Layton

David Roberts

Francesca Simon

Charlie Small series

Mr Gum series

My Brother's Famous Bottom,

One Hundred Mile an Hour Dog series

Let's do the Pharoah, Krazy Cow,

My Mum's Going to Explode

Pongwiffy series,

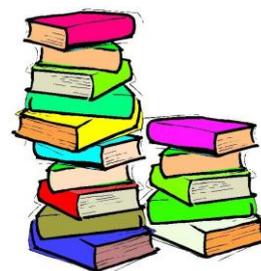
Jeremy James series,

Vald the Drac series

Charlie Small

Andy Stanton

Jeremy Strong



Humour and Adventure

Eddie Dickens Trilogy, Fall of Fergal

Harry the Poisonous Centipede series

Vernon Bright series

Astrosaurs series

Spy Dog series

Just William

Little Wolf

Philip Ardagh

Lynn Reid Banks

Steve Barlow

Steve Cole

Andrew Cope

Richmal Crompton

Ian Whybrow

Adventure

Beast Quest

Adam Blade

Secret Seven, Adventure series
Cows in Action
GRK Series
Emil and the Detectives
Turbulent term of Tyke Tyler
Judy Moody
Ottoline and the Yellow Cat

Fantasy

Earth Giant
Angels Unlimited
The Spiderwick Chronicles
Groosom Grange
The Owl Tree
Dakota of the White Flats,
Kasper in the Glitter, Mercedes Ice
Scribbleboy
Grizzly Tales Nasty Little Beasts

Magical Stories

Ms Wiz series
Faraway Tree, Wishing Chair
Flat Stanley
My Secret Unicorn
Storm
The Strongest Girl in the World
The Boy Who Could fly, The Invisible Boy,
The Smallest Girl Ever
Tiara Club
Pirate Brother, Bug Brother
Rainbow Magic
The Worst Witch
The Enchanted Horse
Araminta Spook series
Hugo Pepper
Gobbolina the Witch's Cat

Favourite Authors

Woof, It Was a Dark and Stormy Night
Ten in a Bed, Giant Baby
Fantastic Mr Fox, Twits
Charlie and the Chocolate Factory
Charlie and the Great Glass Elevator

Enid Byton
Steve Cole
Joshua Cole
Erich KAstner
Gene Kemp
Megan McDonald
Chris Riddell

Melvyn Burgess
Annie Dalton
Tony Diterlizzi
Anthony Horowitz
Jenny Nimmo
Philip Ridley

James Rix

Terence Blackman
Enid Blyton
Jeff Brown
Linda Chapman
Kevin Crossley- Holland
Sally Gardner

Vivian French
Pete Johnson
Dasiy Meadows
Jill Murphy
Magalen Nabb
Angie Sage
Paul Stewart
Ursula Moray
Williams

Allan Alberg

Roald Dahl

James and the Giant Peach, The BFG
Bill's New Frock, How to Write Really Badly
The Hodgeheg, The Sheep Pig
Butterfly Lion, Toro, Toro, Farm Boy
Kensuke's Kingdom, Wreck of Zanzibar
Sleepovers, Clifffhanger, The Lottie Project
Double Act
You're Thinking about Doughnuts
Uncle Billy Being Silly
Dog Who Walked with God

School Stories

The Monster Crisp Guzzler
Unusual Day
The Monster Story Teller

Animal Stories

The Peppermint Pig Magic
Kitten series
Sheltie
Puppy Patrol
Animal Ark
Pig in the Middle
Puppy Place series
Dumb Creatures



Classics

Milly Molly Mandy
Lizzie Dripping
The Iron Man
Finn Family Moomintroll
Stig of the Dump
Pippi Longstocking
Mrs Pepperpot
Charlotte's Web

Historical

The Diary of a Medieval Squire
A Young Elizabethan Actor
The Revolting Rabbles
The Time Travelling Cat
Tom's Private War
Daisy May
Trouble at the Mill

Anne Fine
Dick King-Smith
Michael Morpurgo

Jacqueline Wilson

Michael Rosen

Malorie Blackman
Sandi Toksvig
Jacqueline Wilson

Nina Bawden
Sue Bentley
Peter Clover
Jenny Dale
Lucy Daniels
Sam Llewelyn
Ellen Miles
Jeanne Willis

J.L. Brisley
Helen Cresswell
Ted Hughes
Tove Jansson
Clive King
Astrid Lindgren
Alf Proysen
E.B. White

Moira Butterfield

Susan Gates
Julia Garman
G. Leeson
Jean Ure
Philip Wooderson

Sport

Justin and the Demon Drop Kick
The Team
The Big Match / Time Rangers series
Matthew's Goals

Bernard Ashley
David Bedford
Rob Childs
Michael Hardcastle

Disability

Private and Confidential

Marion Ripley

Other Cultures

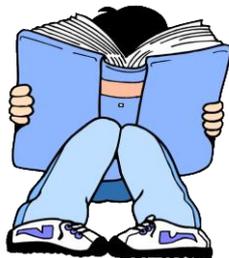
Akimbo

Alexander McCall Smith

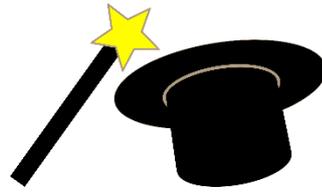
Poetry

We Animals Would Like a Word With You
Friendly Matches, Please Mrs Butler
Tongue Twisters and Tonsil Twizzlers
Love that Dog
Revolting Rhymes
I Like This Poe

John Agard
Allen Alberg
Paul Cookson
Sharon Creech
Roald Dahl
Kaye Webb



Homework Arrangements



**The
Magic 3!**

In September, each child is provided with a Home Learning Journal. We ask that this journal is brought into school each day and then taken home again every evening. We have discussed with the children different ways in which this journal can be used to practise key skills and demonstrate achievements. A list of activity ideas has been provided to support them.

We want your child to take ownership of and responsibility for their learning at home as we believe that learning opportunities occur both within the school environment and beyond, therefore, please feel free to use this book to comment on your child's learning achievements as appropriate.

Maths and spelling homework is given on the Monday of each week with the spellings tested on the Friday. For ease, the children have been taught 'The Magic 3' approach to their homework. We ask that the children use their learning journals for three homework activities over the week; spelling, maths and an additional activity of their choice. This could be further spelling and times tables practice or an opportunity for them to develop an aspect of their learning that they wish to investigate further. How much time they spend on a homework activity is their choice and dependent upon the nature of the activity.

We encourage the children to read at home to an adult three times over a 7 day period. We have asked them to lead on this and ask you to share their reading with them. Those children who are on the reading 'Bridge' or 'Free Readers' still need to continue to develop their comprehension skills by discussing their reading with an adult.

If you have questions regarding any aspect of this booklet, please do not hesitate to speak to your child's class teacher. Many thanks.

