



Sept
2021

Welcome to
Class 2!

With Miss Strachan



Welcome to Acomb First School

This presentation aims to provide you an introduction to Key Stage Two at Acomb First School and includes information that will hopefully be useful!

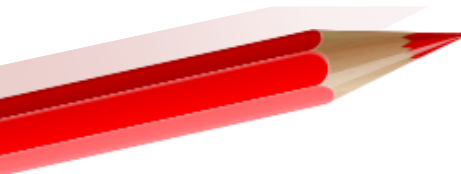
School Vision:

- Our vision for Acomb First School is to achieve the best quality education providing a culture of learning and discovery for all our children, in a caring and stimulating environment.
- We treat all children as individuals, valuing their talents and interests and celebrating all achievements along the way.





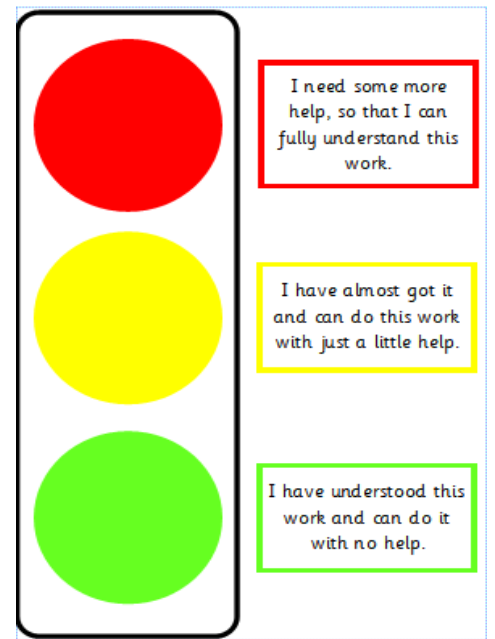
What this presentation will cover:

- Life in KS2
 - KS2 Timetable
 - Autumn 1 Topic Web – Invaders and Settlers!
 - Expectations for Year 3 and Year 4
 - Reading
 - Writing, including phonics, spelling and handwriting
 - Maths
 - How to support your child at home
- 

Life in Key Stage Two

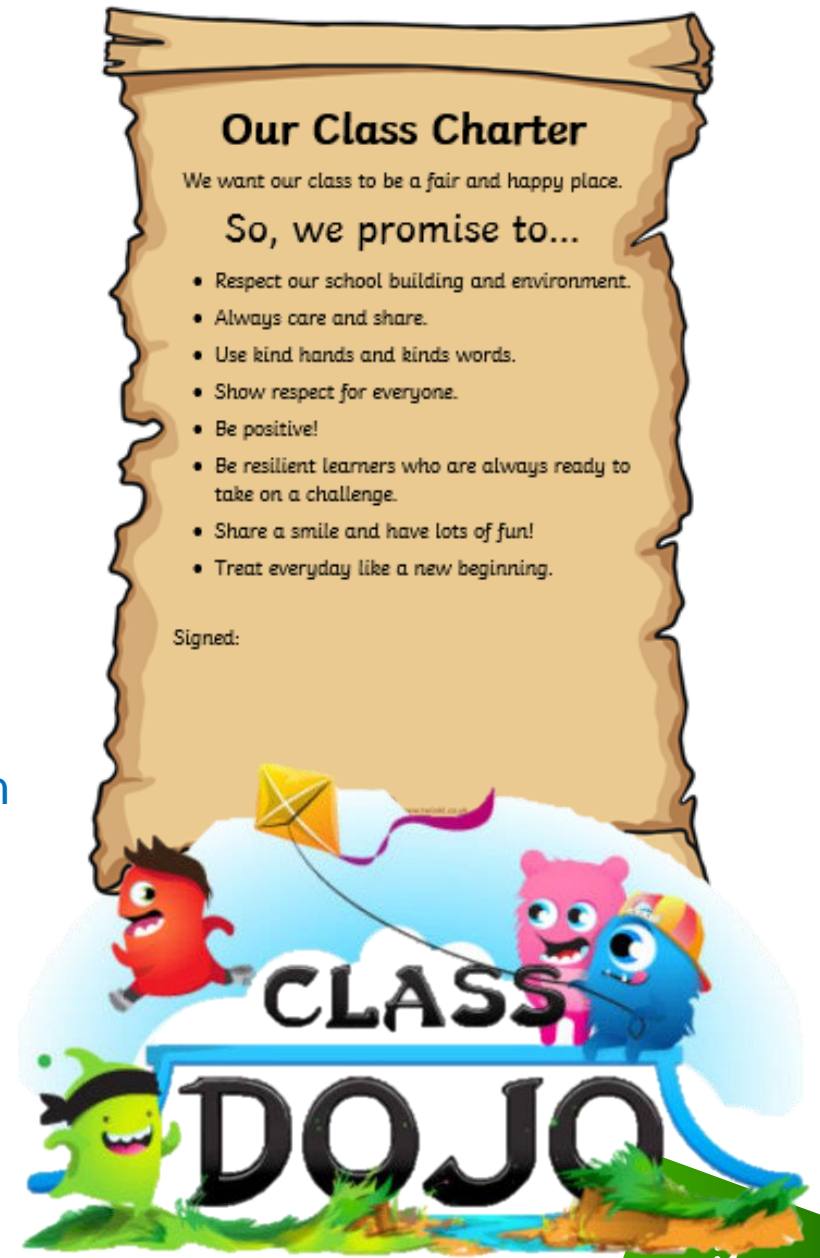
During your child's time in Year Three and Four they will:

- Be encouraged to grow to become independent learners. We support the children to drive their own learning, explore and experiment topics for themselves and develop a mature attitude towards learning.
- Think for themselves, using their own initiative to mark, proof-read and improve their own work.
- Move towards End of Year Expectations.
- Complete homework tasks such as reading, weekly spellings, times tables and half termly homework projects. Additional maths homework to help support your child's learning may be sent home but is not compulsory.



Life in Key Stage Two

- At the beginning of the year, the children will decide on which rules they think we should have to ensure a happy and safe learning environment.
- In Class 2 we use a “Good to be Green” scheme for behaviour management. This will encourage the children to stay on green all week. If the children receive a yellow card in that week they will have minutes taken from their golden time or playtime.
- We will also be continuing to use Class dojo to collect points. The children will have a class target of points to achieve before the end of the half-term. If they reach their target they will receive their chosen class reward in the last week of term.



KS2 Timetable



Timetable for Autumn Term 1

School starts at 8:55am. I will collect the children from the yard and escort them into the classroom.

School finishes at 3:15pm.


Class 2 Timetable - Autumn 2021

FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY
SPELLING TEST 9:30 - 10:30 ASSEMBLY 10:30 - 10:45	SPAG 9:15 - 9:45 English 9:45 - 10:30 ASSEMBLY 10:30 - 10:45	SPAG 9:15 - 9:45 English 9:45 - 10:45 ASSEMBLY 2:30 - 3:45	SPAG 9:15 - 9:45 English 9:45 - 10:30 ASSEMBLY 10:30 - 10:45	SPAG 9:15 - 9:45 English 9:45 - 10:30 ASSEMBLY 10:30 - 10:45
Times Tables 11:00 - 12:00	Maths 11:00 - 12:00	Maths 11:00 - 12:00	Maths 11:00 - 12:00	Maths 11:00 - 12:00
Swimming 1:00	History/Geography 1:30 - 2:30	ART 1:30 - 2:30	Science 1:00 - 2:00	PSHE/RE 1:30 - 2:00
PE 2:20 - 3:00	Spanish / Computing 2:30 - 3:00	Class Reading Book 2:45 - 3:10		



Class Two Topic Map

Autumn Term 1

English Narrative: <i>The Boy Who Dreamed of Dragons</i> , Andy Shepherd. <i>How to Train Your Dragon</i> , Cressida Cowell. <ul style="list-style-type: none">• Descriptive Writing• Instruction Writing• Advert Writing• Diary Writing• Acrostic Poetry	Maths <u>Autumn 1</u> Place value Addition and Subtraction <u>Autumn 2</u> Multiplication and Division	Science <u>Autumn 1</u> Animals incl. Humans <ul style="list-style-type: none">• Nutrition• Skeletons and Muscles• Digestive System• Teeth <u>Autumn 2</u> Forces and Magnets	History <u>Autumn 1</u> Celts Romans <u>Autumn 2</u> Saxons Vikings	
PE Invasion Games	Invaders and Settlers  Autumn Term			Geography Map work: <ul style="list-style-type: none">ContinentsEuropeItaly / Rome Local Study: Northumbria/ Hadrian's Wall
Music Ukulele Charanga	DT Shields Roman purses	Art Dragon Art Sketching Pastels Printing Clay Work	PSHE/RE <u>Autumn 1</u> Christianity Health and Wellbeing <u>Autumn 2</u> Christianity Health and Wellbeing	

Reading Years 3 & 4

- In KS2, we will encourage the children to read with good fluency, speed and expression. They will read a wider range of texts and start to develop a deeper understanding of texts including word choices and word meaning.

National Curriculum Objectives

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading Books

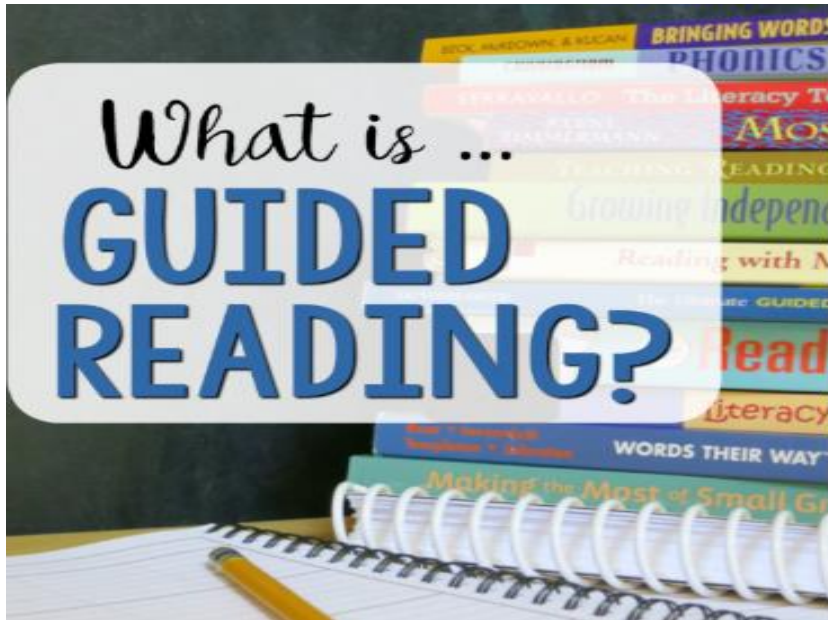


Our reading target in Class 2 is to read 3 times a week at home! Those children will receive special stickers and dojo points. Those who read consistently throughout the half term will win a special prize!

- The children will bring home 2 books each week, 1 school book and 1 free choice reading book. This is a book the children can read/have read to them for the enjoyment of reading.
- The children will read 1:1 with an adult and in small guided reading groups. They will also be expected to read at home, please remember to sign your child's reading record when you have read together. Y4 children are welcome to read independently at home, just a quick note to let me know will contribute to 3 reads a week.



Guided Reading



The children will read at school with an adult at least once per week.

Reading will consist of Guided Reading sessions, one-to-one sessions and whole class reading time.

The Guided Reading sessions focus the children's comprehension skills. During these sessions we ask lots of how and why open ended questions and ask the children to explain and justify their understanding. The children will also use this time to complete reading comprehensions.

Writing Year 3

- In KS2, the children will be taught to write maturely and confidently. They will be encouraged to write in more detail, using more complex punctuation and sentence structures and writing pieces greater in length.
- Here are some of the objectives expected in Year 3.



Pupil(s) are beginning to independently apply their knowledge:	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives.	
To begin to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .	
To spell many words with suffixes correctly, e.g. usually , poisonous , adoration .	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

Writing Year 4

- In KS2, the children will be taught to write maturely and confidently. They will be encouraged to write in more detail, using more complex punctuation and sentence structures and writing pieces greater in length.
- In Year 4, children will be expected to proof-read their own work and check and improve where possible.
- Here are some of the objectives expected in Year 4.



Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a coherent plot.	
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
To create more detailed settings, characters and plot in narratives to engage the reader.	
To consistently organise their writing into paragraphs around a theme.	
To maintain an accurate tense throughout a piece of writing.	
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use all the necessary punctuation in direct speech mostly accurately.	
To use apostrophes for singular and plural possession with increasing confidence.	
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell all of the Year 3 and 4 statutory spelling words correctly.	
To consistently use a neat, joined handwriting style.	

Common Exception Words

These are the key words that the children will learn in Key Stage 2.

By the end of the year the children are expected to be able to read and spell these words. These words will be built into weekly spelling tests.

The words are also displayed in the classroom and are practiced in SPAG and handwriting sessions.



Common Exception Words

accident	disappear
accidentally	early
actual	earth
actually	eight
address	eighth
answer	enough
appear	exercise
arrive	experience
believe	experiment
bicycle	extreme
breath	famous
breathe	favourite
build	February
busy	forward
business	forwards
calendar	fruit
caught	grammar
centre	group
century	guard
certain	guide
circle	heard
complete	heart
consider	height
continue	history
decide	imagine
describe	increase
different	important
difficult	interest

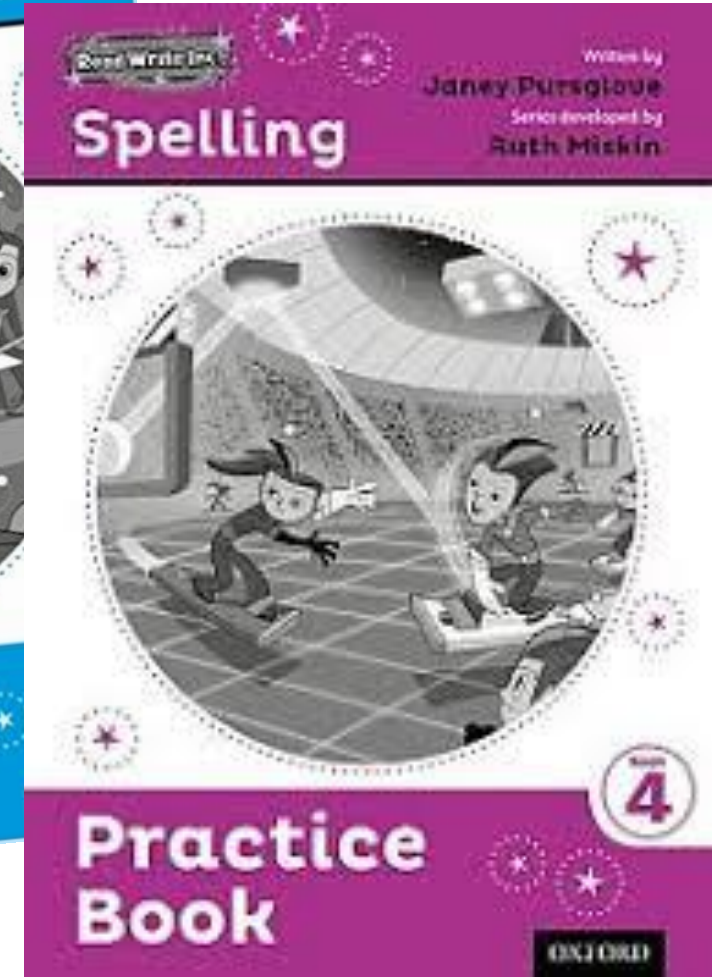
Common Exception Words

island	promise
knowledge	purpose
learn	quarter
length	question
library	recent
material	regular
medicine	reign
mention	remember
minute	sentence
natural	separate
naughty	special
notice	straight
occasion	strange
occasionally	strength
often	suppose
opposite	surprise
ordinary	therefore
particular	though
peculiar	although
perhaps	thought
popular	through
position	various
possess	weight
possession	woman
possible	women
potatoes	
pressure	
probably	

KS2 Spelling

The children will receive weekly spellings, this supports the Read Write Inc spelling programme and allows the children the opportunity to practise spelling their common exception words.

The children will be given spellings every Friday and will complete a spelling test the following Friday.



This year I will be starting spellings and RWI spelling later in the year, allowing the children time to settle in and recap previous learning / fill any gaps.

Maths Year 3

In Year 3, the children will be expected to work confidently with 3-digit numbers and beyond.

Here are some of the expectations for Year 3.

Expected	
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
Compare and order numbers up to 1000.	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Identify, represent and estimate numbers using different representations.	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Read and write numbers up to 1000 in numerals and in words.	Add and subtract fractions with the same denominator within one whole, for example $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
Solve number problems and practical problems involving these ideas.	Compare and order unit fractions, and fractions with the same denominators.
Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds. 	Solve problems that involve all of the above.
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Estimate the answer to a calculation and use inverse operations to check answers.	Measure the perimeter of simple 2D shapes.
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
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.	

Maths Year 4

In Year 3, the children will be expected to work confidently with 4-digit numbers and beyond.

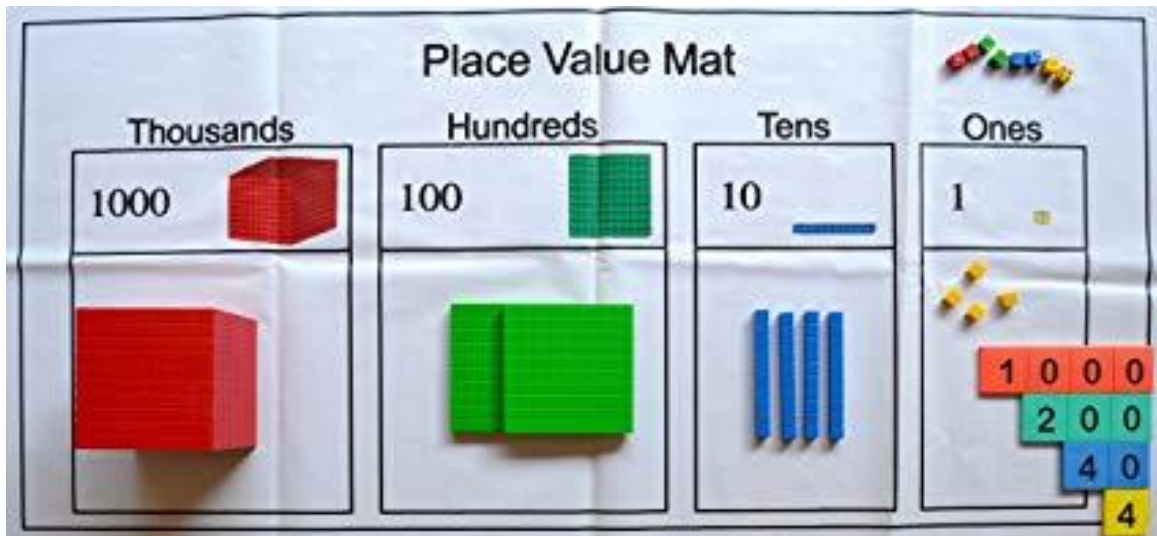
Here are some of the expectations for Year 4.

Count in multiples of 6, 7, 9, 25 and 1000.	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
Find 1000 more or less than a given number.	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.
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.	Recognise and show, using diagrams, families of common equivalent fractions.
Identify, represent and estimate numbers using different representations.	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
Round any number to the nearest 10, 100 or 1000.	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.
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.	Add and subtract fractions with the same denominator.
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	Recognise and write decimal equivalents of any number of tenths or hundredths.
Estimate and use inverse operations to check answers to a calculation.	Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	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.
Recall multiplication and division facts for multiplication tables up to 12×12 .	Round decimals with one decimal place to the nearest whole number.
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.	Compare numbers with the same number of decimal places up to two decimal places.
Recognise and use factor pairs and commutativity in mental calculations.	Solve simple measure and money problems involving fractions and decimals to two decimal places.
	Convert between different units of measure [for example, kilometre to metre; hour to minute].

Maths

We use lots of concrete equipment in KS2, including base 10's, place value counters, cubes and draw pictures to help us with all of our number work. This helps to make their learning more visual and increases fluency.

The children will also be expected to solve mathematical problems and give reasons for their answers.



Reasoning and Problem Solving

- 1 Mo and his four friends eat a meal.
They each pay for part of the meal.
Mo pays £5.20
Each of his friends pay £3.80
How much did the meal cost in total?

- 2 What fraction of the shape is shaded?



- 3 A fish tank holds 30 litres of water.



The fish tank is $\frac{3}{5}$ full.

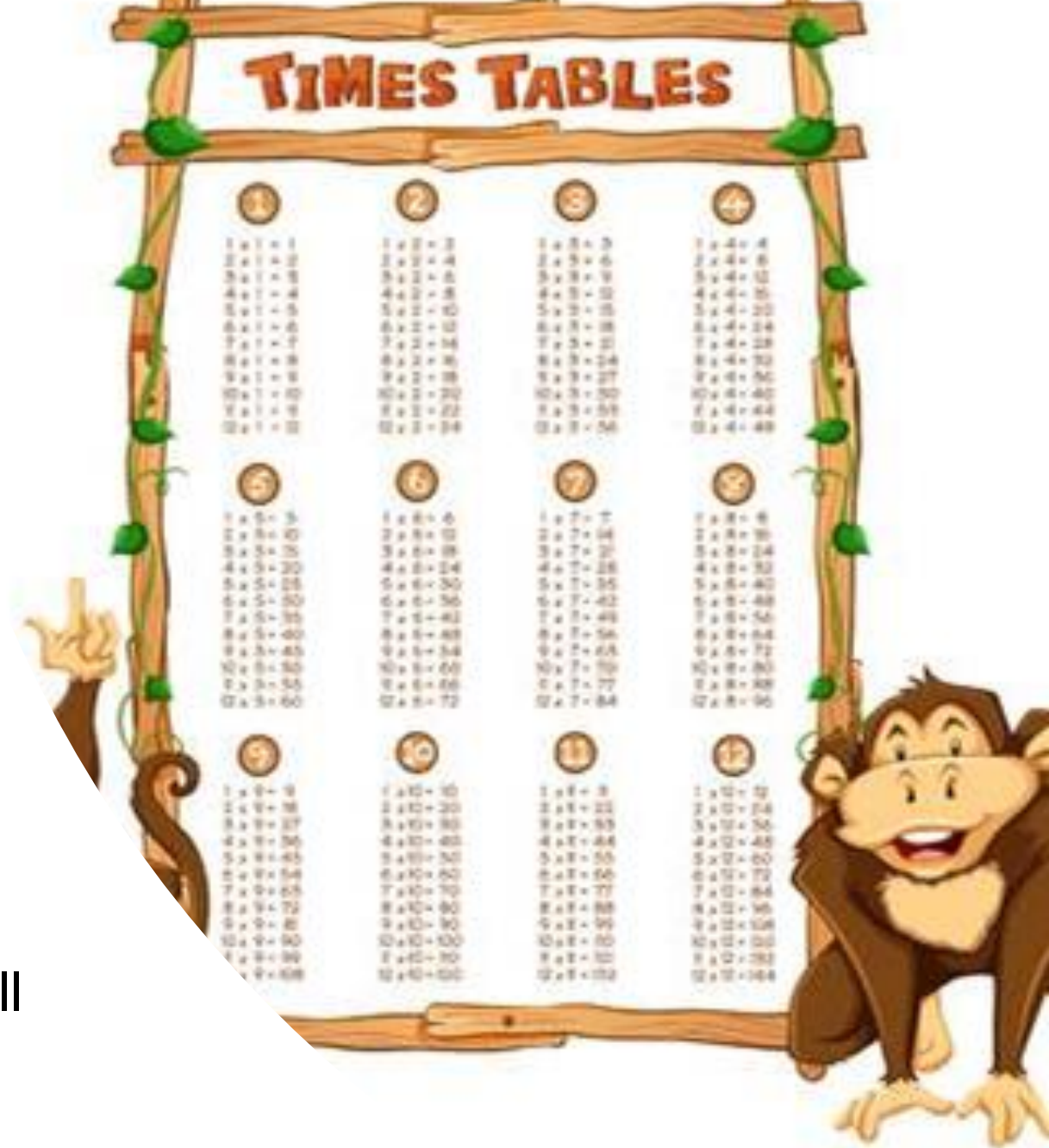
How much more water is needed to fill the tank?

Times Tables

By the end of KS2, children are expected to recall multiplication and division facts up to 12×12 .

The children in Year 4 will also complete a times table check at the end of the year.

We have times table Friday in Class 2 where the children will practice these skills. They will also complete a times table test on Fridays.



Just a reminder!

Please remember to send a named water bottle into school with the children, the water bottles are available throughout the day.



Please remember to name all items of uniform so that any lost items of clothing can be returned to their rightful owner!



PE – Tuesdays and Fridays!

The children will have PE on a Tuesday afternoon and a Friday afternoon with Mr Hill and Mr Thompson. On Tuesday's the children will get changed in school, so please ensure PE kits are in school. On Friday's the children will come to school in their Wentworth kits.

These PE sessions may be outside, so please to mindful to wear warm clothing over the top of PE kit and comfortable footwear.

Music!

On Monday afternoons, Mr Reed will be teaching the children to play the Ukulele.

Swimming!

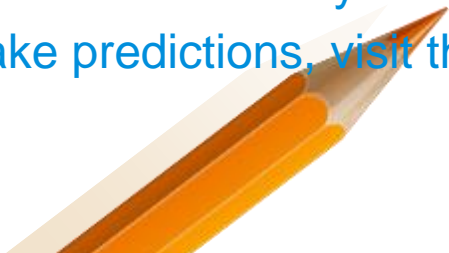
On Friday afternoons, the children in Class 2 will go swimming with Mrs Clarke and Ms Watkinson. The children come to school in their Wentworth kits, with a swimming bag with their things in.



How can I help?

We want to encourage our children to be as independent as possible. For example, we encourage them to be responsible for remembering their own reading books and homework. Read through our Home-School Agreement together at home before signing it so they understand their responsibilities.

Read everything! Books are for enjoyment, as well as learning, so encourage reading as much as you can. Talk about what they've read, ask opinions, make predictions, visit the library



You can help support your child's reading development by listening to them read, reading to them yourself and sharing a variety of books at home.

We value your support and encourage you to contribute to your child's reading diary, regularly.



How can I help?

I aim to provide as much supportive material to children and parents throughout the year. This may include additional homework sheets. Although these tasks are not compulsory, it may be helpful to ensure your child is fully understanding the material in class.

This year Class 2 will be using Tapestry to record children's learning and share our learning journey with you. Please feel free to share what the children are up to at home via Tapestry.





Thank You!

**Have you got any
Questions?**

Don't forget that the school website
[http://www.acomb.northumberland.sch.u
k/](http://www.acomb.northumberland.sch.uk/) is kept up to date with the latest news
and events and has lots more
information about our school.