

# Captain Cook Primary School



Year 3 and 4  
Parent Information

# Key Requirements of the New National Curriculum

## Reading



Decoding

Fluency

Comprehension

Enjoyment

## Reading in Year 3

- Fluency and accuracy of reading.
- Range of decoding strategies: not just phonics.
  - Developing further comprehension skills.
- Reading and enjoying a range of books: non-fiction as well as fiction-reading across the curriculum.



## Reading in Year 4

- Developing pace and reading stamina.
  - Quick decoding of unfamiliar words.
  - Developing further comprehension skills.
- Reading by choice: beginning to develop preferences in terms of genres and authors.
- Reading for research purposes across the curriculum.



## Developing Comprehension Skills

# Information Retrieval

What is "on safari"?

We spend much of our time on safari. "Safari" is a beautiful Swahili word – Swahili is the language most commonly spoken in Kenya and East Africa. It means "journey", and when you say "safari", people think of a journey to Africa to see the wild animals, particularly the "big five": elephant, rhino, buffalo, lion and leopard.



tourists watching zebras



feeding time for baby orphan elephants at the Nairobi wildlife reserve

In the old days, a safari usually meant a journey to kill wild animals as trophies with guns, but hunting was banned in Kenya in 1977. Today, most people go on safari to enjoy seeing and photographing the wildlife, including animals under threat that have been rescued.

Using scanning techniques to quickly find the answers to questions.

For example, locating numbers, using sub-headings or skimming text for key words.

When was hunting banned in Kenya?

## Developing Comprehension Skills

# Language and Layout

He was right. It was a beautiful day for a bike ride. Even when he puffed up the hills, Callum felt good about being out on his own on his new bike.

He was standing up on his pedals, looking over a fence, when suddenly everything went wrong. His front wheel hit a stone. Callum hardly had time to realise that something was wrong before he was flying



t h r o u g h

the air.



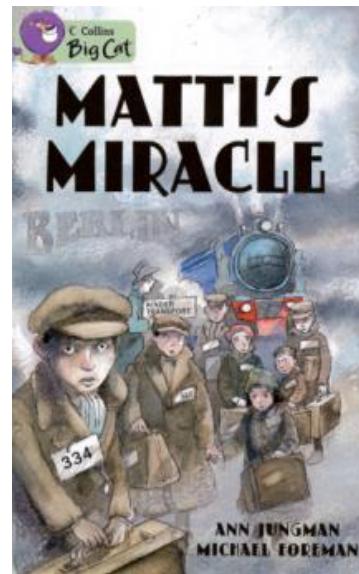
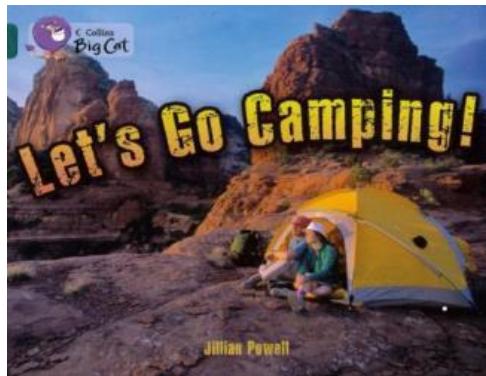
He limped over to his bike. The front wheel was bent. There was no way he could ride it home. He didn't know what to do. He dropped down onto the grass and looked up and down the road. He couldn't see any houses, any people, any cars. A horse came and looked over the fence at him, but that wasn't much help.

He looked from his bike to his phone. He was in trouble ...

Why is the word  
*'through'* written in  
the shape it is?

# Developing Comprehension Skills

## Summarising



Tell me 3 things you have learnt about the character so far.

Pick out the main events in the story.

Can you think of 5 facts about camping that you learnt from the text?

## Developing Comprehension Skills

### Building Vocabulary

Which word/s tells us that the car was moving very quickly?

Find a word that means the same as walk.

Which words tell you that the farmer was happy?

## Developing Comprehension Skills

### Inference-Y3

Why do you think.....?

How do you know....?

**Why do you think he was smiling as he sat down?**



*Using what they have read to help them:*

*'Because he thinks his day will be easy. He's a bit lazy and he thinks he's got lots of time.'*

## Developing Comprehension Skills

### Inference-Y4

Why do you think.....?

How do you know....?

**Why do you think he carried on waving until they were out of sight?**

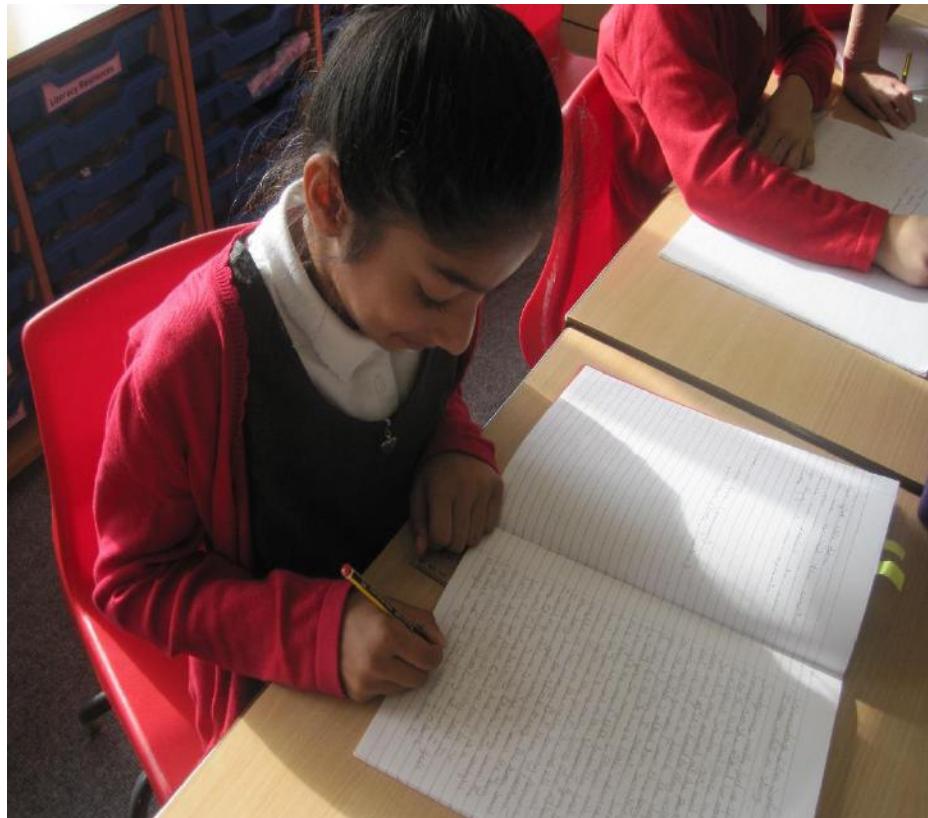
*After re-reading the section:*

As Matti said goodbye to the group leader, he realised that his last link with home and anything familiar was being cut. Trying hard to be brave, he followed Mrs Williams, waving to the group leader until he was out of sight.

*'Because his last link with home was nearly gone and he wanted to make it last longer.'*

# Key Requirements of the New National Curriculum

## Writing



Spelling

Grammar

Punctuation

Meaningful and  
interesting.

## Writing in Year 3

We want our Year 3 children to:

Write clear sentences using capital letters, full stops, ? and ! accurately.

Use their knowledge of common exception words to spell these words mostly correctly.

Use commas in lists and apostrophes correctly.

Write narrative and non-narrative in sequenced paragraphs.

Edit their writing to increase its accuracy.

# Queen Elizabeth II

## Jubilee

① The Queen's Silver Jubilee was in 1977, her Golden Jubilee was in 2002, and her Diamond Jubilee was in 2012.

## Family

She married Prince Phillip in 1947. She had 4 children - Anne, Edward, Charles & Andrew. Elizabeth was the 1<sup>st</sup> child of the Duke and Duchess of York.

## Life



Elizabeth was born in Mayfair. She lives at Buckingham palace, but she spends a lot of her time at Windsor Castle, where her family got their name from!

## Writing in Year 4

We want our Year 4 children to:

Write sustained pieces which include sequenced paragraphs.

Use capital letters, ? ! ' and full stops mostly correctly.

Use their knowledge of common exception words to spell these words mostly correctly.

Use commas to separate adverbials.

Write sentences with more than one clause.

Have accurate use of tenses and grammar through editing.

All around, there ~~were~~<sup>were</sup> trees. Thousands of gloomy trees in the sky. A fence, which had turned mouldy over the years, nearly fell down the steep drop. It smells like damp wood. Not ~~suspenseful~~, really. The mud is squelching like mud. In the distance, there ~~was~~<sup>is</sup> a brown, ~~water~~<sup>water</sup> over.

The sky ~~was~~<sup>was</sup> full of dark, rainy clouds. ~~5~~<sup>15</sup> seconds later, the rain starts ~~pouring~~<sup>pouring</sup>. The rain is pouring down like thousands of buckets tipping down. The trees, which looked as if ~~they~~<sup>they</sup> were about to topple over, stood ~~trembling~~<sup>trembling</sup> in the distance.

The ground ~~was~~<sup>was</sup> absolutely soaked through. The water, which looked as if someone had died it a pale yellow tone, splashed all around. Above, the moon glistered as if it was a person, gazing down.

Grammar in Year 3 and 4

**HOW MANY CAN YOU  
ANSWER?**

*These sentences have more than one clause. Each have a main clause and a subordinate clause. Can you spot the subordinate clauses in each?*

### **Activity 2**

**Underline the subordinate clause in each sentence.**

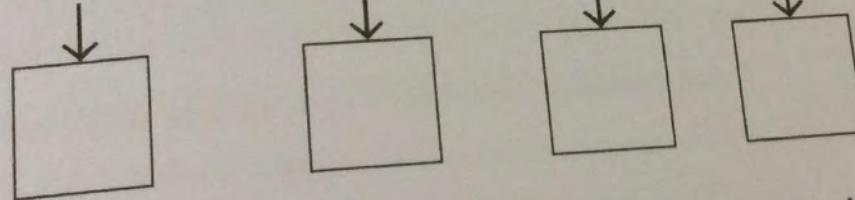
- a) I will take the dog for a walk when this programme has finished.
- b) Although it is late, we must finish our homework.
- c) While Yasmin was waiting, she had a milkshake.
- d) John is going to the doctor because he is feeling unwell.
- e) Our car has broken down, therefore we will have to catch the bus.

*Adverbials give information about 'when', 'where', 'how', 'how often'.*

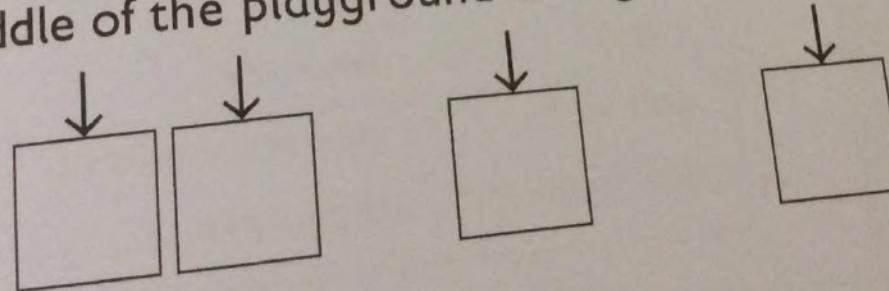
### Activity 2

**Tick the box to show where the comma should go in each sentence.**

a) At the end of the match the players all shook hands.



b) In the middle of the playground a large crowd gathered.



# Key Requirements of the New National Curriculum

## Maths



Arithmetic

Maths fluency

Problem-solving

Reasoning

## Maths in Year 3

# Fluency & Arithmetic

Developing effective written methods require number fluency.

$$\begin{array}{r} \text{£} 7 . 8 4 \\ - \text{£} 6 . 2 1 \\ \hline \text{£} 1 . 6 3 \end{array} \quad / \quad \begin{array}{r} \text{£} 5 . 4 9 \\ - \text{£} 3 . 2 7 \\ \hline \text{£} 2 . 2 2 \end{array}$$

$$\begin{array}{r} \text{£} 7 . 7 5 \\ - \text{£} 4 . 5 4 \\ \hline \text{£} 3 . 2 1 \end{array} \quad / \quad \begin{array}{r} \text{£} 7 . 8 9 \\ - \text{£} 2 . 6 7 \\ \hline \text{£} 5 . 2 2 \end{array}$$

## Maths in Year 3

# Problem Solving

Applying knowledge of number facts to problems.

Mrs Smith has 3 children.

She buys these things for **each** child:

1 banana

2 plums

5 sweets

Complete her shopping list.

**Altogether** Mrs Smith buys:

**3**

bananas,

**2**

plums,

**5**

sweets.

Write the missing numbers in this **subtraction**.

$$\begin{array}{r} 8 & \boxed{\phantom{0}} & 7 \\ - 6 & 9 & \boxed{\phantom{0}} \\ \hline 1 & 3 & 5 \end{array}$$

## Maths in Year 3

# Reasoning

### Explaining how you know.

There are six 3-digit addition calculations shown below.

$$\begin{array}{r} \text{a) } 124 \\ + 233 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 644 \\ + 172 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } 366 \\ + 277 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 579 \\ + 221 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e) } 791 \\ + 163 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f) } 567 \\ + 233 \\ \hline \end{array}$$

Which calculations have no carry digits?

Which calculations have a carrying digit only once?

Which calculations have a carrying digit twice?

Which calculation has the largest answer?

Which calculation has the smallest answer?

## Maths in Year 4

# Fluency & Arithmetic

Doubling  
and halving

Rounding

*Estimating and checking*

Using near numbers  
99    1001    9    11

Using times table facts

$$7 \times 7 = 49$$

$$70 \times 7 = 490$$

$$70 \times 70 = 4900$$

## Maths in Year 4

# Problem Solving

Applying knowledge of number facts and calculations to problems.

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How much does the car weigh in grams?

How much does the doll weigh in grams?



## Maths in Year 4

# Reasoning

Explaining how you know and providing reasons for answers or methods.

Use your knowledge of multiplication tables to complete these calculations.

$7 \times 6 =$

$7 \times 2 \times 3 =$

$8 \times 7 =$

$2 \times 4 \times 7 =$

$2 \times 2 \times 2 \times 7 =$

$12 \times 6 =$

$13 \times 6 =$

$12 \times 12 =$

$12 \times 13 =$

$12 \times 0 =$

True or false?

$7 \times 6 = 7 \times 3 \times 2$

$7 \times 6 = 7 \times 3 + 3$

Explain your reasoning.

Can you write the number 30 as the product of 3 numbers?

Can you do it in different ways?

Which calculations have the same answer? Can you explain why?

## How are children assessed in Reading, Writing and Maths at the end of Year 3 and 4?

- Teacher assessment main tool.
- Termly PUMA/PIRA tests.
- PM Benchmarking.

# Teacher Assessment

Stage 1 Maths Assessment

Assessment Criteria		limited	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can count to and across 100, forwards beginning with 0 or 1, or from any given number.			
2	I can count to and across 100, backwards beginning with 0 or 1, or from any given number.			
3	I can count, read and write numbers to 100 in numerals.			
4	I can count in multiples of two, fives and tens.			
5	I can identify one more and one less given any number up to 100.			
6	I can identify and represent numbers using objects and pictorial representations including the number line.			
7	I can use the language of: equal to, more than, less than (fewer), most, least.			
8	I can count in steps of tens, starting from any given number.			
9	I can use the place value of each digit to order numbers to 100.			
10	I can read and write numbers from 1 to 20 in numerals and words.			
<b>Addition and Subtraction</b>				
11	I can recall and use number bonds and related subtraction facts to 10.			
12	I can add and subtract numbers to 20 mentally.			
13	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.			
14	I can add and subtract one-digit and two-digit numbers to 30, using apparatus, written methods or pictures.			
15	I can show that addition can be done in any order (commutative).			
16	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .			
<b>Multiplication and Division</b>				
17	I can recall multiplication facts for the 10 times table and count in steps of 10 to answer questions.			
18	I can use the $\times 10$ facts to answer simple division problems.			
19	I can show doubling and halving practically to 20.			
20	I can recognise odd and even numbers to 20.			
21	I can solve one-step problems involving grouping and sharing using concrete objects, pictorial representations or arrays.			
<b>Fractions</b>				
22	I can find and name a half and understand it is one of two equal parts.			
23	I can find and name a quarter and understand it is one of four equal parts.			
<b>Measures</b>				
24	I can recognise and use language relating to dates, including days of the week, weeks, months and years.			

Stage 2 Maths Assessment

Assessment Criteria		limited	developing	secure
<b>Number, Place Value and Rounding</b>				
1	I can read and write numbers to at least 100 in numerals and words.			
2	I can compare and order numbers from 0-100 using the $<$ , $>$ and $=$ sign.			
3	I can count in multiples of 2, 5 and 10 to 100 from any number; forwards and backwards.			
4	I can count in multiples of 3 to at least 30.			
5	I can identify, represent and estimate numbers using objects and pictorial representations including the number line.			
6	I can use place value and number facts to solve problems.			
7	I can partition numbers into T and U using different combinations.			
<b>Addition and Subtraction</b>				
8	I can recall and use addition and subtraction facts for all numbers up to 20 fluently.			
9	I can subtract numbers mentally to 100. (Regrouping only required for Secure +).			
10	I can derive and use related facts to 100 and beyond.			
11	I can add and subtract a two digit number and ones or tens and demonstrate a method.			
12	I can add two 2-digit numbers within 100 and demonstrate a method.			
13	I can use the inverse between addition and subtraction to check calculations and solve missing number problems.			
14	I can use estimation to check if an answer is likely to be correct.			
15	I can solve simple 2-step problems with addition and subtraction, applying increasing knowledge of written and mental strategies.			
<b>Multiplication and Division</b>				
16	I understand multiplication as repeated addition.			
17	I can recall multiplication facts for the 2, 5 and 10 multiplication tables.			
18	I can recall division facts for the 2, 5 and 10 multiplication tables.			
19	I can use $\times$ and $\div$ to solve one-step problems.			
20	I can quickly recall doubling and halving facts to 20.			
<b>Fractions</b>				
21	I can identify and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ and know that all parts must be equal parts of the whole.			
22	I can find and name fractions; $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{3}{4}$ .			
23	I can solve one-step problems involving fractions.			
24	I can find $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{2}$ and $\frac{3}{4}$ of amounts.			
<b>Measures</b>				
25	I can read scales in divisions of ones, twos, fives and tens in a practical situation; numbers on scale given-numbers not given for			

puma

# Progress in Understanding Mathematics Assessment

AUTUMN  
**4**

name

Boy	Girl	Test date	/	/	
Date of birth	/	/	Chronological age	years	months
Category		Marks			
Number		/8			
Operations		/11			
Fractions		/7			
Measures		/5			
Geometry		/6			
Statistics		/3			
Total		/40			
Problem solving		/7			
SS	Maths age		PUMA scale		

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# Further Information

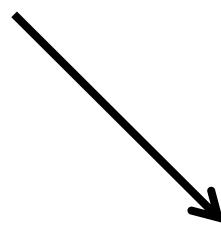
Welcome to  
**Captain Cook**  
Primary School

Calendar   Home   News   Events   Gallery   Newsletters   **Key documents**   Curriculum   Results and ofsted   School office

Parents' Evening Link   Governors   Google   Contact

**Key documents**

- [Special Educational Needs](#)
- [Pupil Premium](#)
- [Policies](#)
- [Sports Funding](#)
- [Prospectus June 2017](#)
- [School Admissions](#)
- [Nursery Information](#)
- [Reception Information](#)
- [Year 1/2 Information](#)
- [Year 3/4 Information](#)
- [Year 5/6 Information](#)
- [Year 2 Assessment Information](#)
- [Year 6 Assessment Information](#)
- [Parent Satisfaction Survey 2016](#)



# How can parents help?



# Handwriting

## CAPTAIN COOK PRIMARY SCHOOL HANDWRITING SCHEME

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

A copy has been included in your information pack.

# How can parents help?

## Handwriting

Please ensure that your child is using our handwriting scheme to form their letters correctly.

They should be using entry and exit strokes for all lower case letters.

Capital letters do not need entry or exit strokes.

All writing should be joined and completed in blue pen.

## How can parents help?

### Spellings

By the end of Key Stage 1, children are expected to know how to spell all the Year 1 and Year 2 common exception words, and to use these correctly in their writing.

In Year 3 and Year 4 children are expected to know how to spell the spellings in the spelling list for Year 3 and 4 as set out by the government.

# How can parents help?

## Spellings

In Year 3 and in Year 4, children will be sent home with a spelling list. These will focus on:

- The spellings taken from the New Curriculum Year 3 and Year 4 Spelling List.
- Spelling rules we are covering in school.

# How can parents help?

## Spellings

They are sent home on a 'Look, Say, Cover, Write, Check' sheet for you to practise with them over the course of the week.

We will test the children weekly on these.

Word to be learned					
kind					
mind					
behind					
child					
children					
parents					
Christmas					
everybody					
even					

The first row contains five icons with corresponding labels: Look (two eyes), Say (lips), Cover (hand over face), Write (pen writing), and Check (hand holding a pencil).

How can parents help?

## Spellings

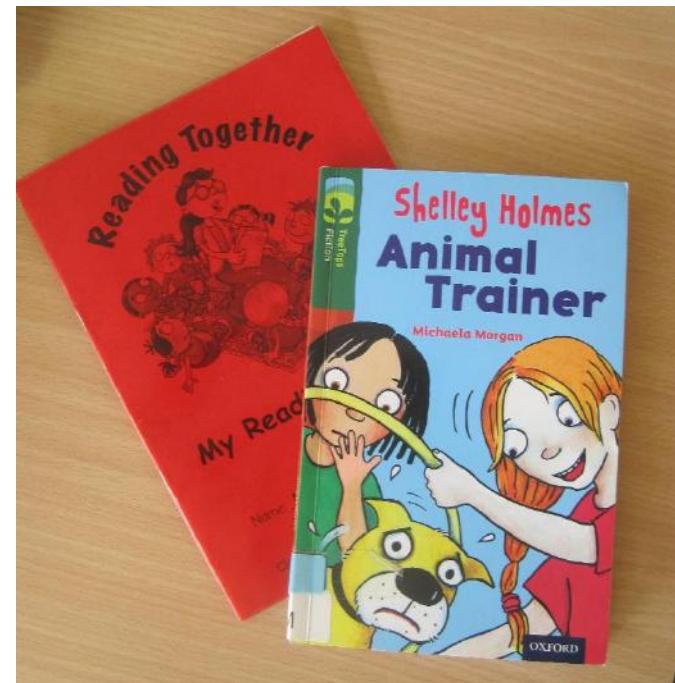
When the children are writing, please encourage them to use the spelling list provided to help them spell these words correctly in their writing.

This is vital for them to meet the End of Year Age Related Expectation!

# How can parents help?

## Reading

Children will be sent home with a reading book and their reading record. Please ensure that you are reading regularly with your child: ideally nearly every night, but at least 3 times a week.



Please sign reading at home in the reading record book.

# How can parents help?

## Reading

There is a strong focus on comprehension and understanding of the text. Therefore, as well as listening to your child read, please ask them a variety of questions to check their understanding.

It would be very helpful if you could record these questions, and their responses, in the reading record book.

# How can parents help?

## Maths

**Children need to continue to have a good grasp of the basic math concepts.**

By the end of Year 3, they need to:

- Count read and write numbers to 1000 in numbers and words.
- Find 10 or 100 more or less than any number.
- Recall and use the multiplication and division facts for the 3, 4 and 8 times tables. (They should know the 2, 5 and 10 times tables by the end of year 2.)
- Compare and order fractions with the same denominator.
- Tell the time on 12 hour analogue and 12 hour and 24 hour digital clocks.
- Identify angles more and less than a right angle.

# How can parents help?

## Maths

**Children need to continue to have a good grasp of the basic math concepts.**

By the end of Year 4, they need to:

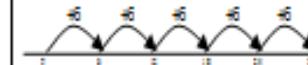
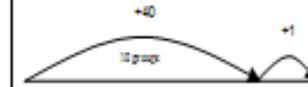
- Add or subtract 1000 to any number.
- Know the times table facts and the related division facts to 12 X 12
- Tell the time to nearest 1 minute
- Count up and down in tenths and hundredths
- Recognise decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$

# How can parents help?

## Maths

We have included the school calculation policy to help with the methods we use for calculating.



Calculation Policy															
Year 4															
Addition	Subtraction	Multiplication	Division												
<u>+ = signs and missing numbers</u> Continue using a range of equations as in Year 3 but with appropriate numbers. $300 + 400 = \square$ $\square - 300 = 400$ $300 + \square = 700$ $700 - \square = 400$ $\square + 400 = 700$ $700 - 300 = \square$ $\square + \nabla = 700$ $700 - \square + \nabla$	<u>- = signs and missing numbers</u> $700 - 300 = \square$ $\square - 700 = 300$ $700 - \square = 400$ $400 - \square = 300$ $\square - 300 = 400$ $400 - 700 = \square$ $\square - \nabla = 400$ $400 - \square - \nabla$	<u>x = signs and missing numbers</u> $7 \times 12 = \square$ $\square = 12 \times 7$ $12 \times \square = 84$ $84 = \square \times 7$ $\square \times 12 = 84$ $84 = 12 \times \square$ $\square \times \nabla = 84$ $84 = \square \times \nabla$	<u>÷ = signs and missing numbers</u> $84 \div 12 = \square$ $\square = 84 \div 12$ $84 \div \square = 12$ $84 = 12 \div \square$ $\square \div 12 = 84$ $84 = \square \div 12$ $\square \div \nabla = 84$ $84 = \square \div \nabla$												
<u>Add the nearest multiple of 10, then adjust</u> Continue as in Year 2 and 3 but with appropriate numbers <u>e.g. 323 + 59 is the same as 323 + 60 - 1</u>	<u>Find a small difference by counting up</u> <u>e.g. 5003 - 4996 = 7</u> This can be modelled on an empty number line (see complementary addition below).	<u>Partition</u> $23 \times 4 = 92$ $23 \times 4 = (20 \times 4) + (3 \times 4)$ $= (80) + (12)$ $= 92$	<u>Grouping</u> $30 \div 6$ can be modelled as: How many 6's in 30? 												
<u>Partition into hundreds, tens and ones and recombine</u> $358 + 73 = 431$ either                          or $300 + 50 + 8$ $+ 70 + 3$ $300 + 120 + 11 = 431$ $11$ $120$ $300$ $431$	<u>Use known number facts and place value to subtract</u> $92 - 15 = 77$ (subtract ten, subtract 5) <u>Pencil and paper procedures</u> Complementary addition - finding difference. Children draw their own number line and jump to the next multiple of ten. $754 - 86 = 668$ $\frac{754}{-86} \quad \frac{668}{}$	<u>OR Use the grid method of multiplication</u> (as below) <u>Pencil and paper procedures</u> <u>Grid method</u> $23 \times 7$ is approximately $20 \times 10 = 200$ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10px;"></td> <td style="width: 10px;">2</td> <td style="width: 10px;">0</td> <td style="width: 10px;">3</td> </tr> <tr> <td style="width: 10px;">7</td> <td style="width: 10px;">1</td> <td style="width: 10px;">4</td> <td style="width: 10px;">0</td> </tr> <tr> <td style="width: 10px;"></td> <td style="width: 10px;">2</td> <td style="width: 10px;">1</td> <td style="width: 10px;">0</td> </tr> </table> $\frac{X}{30} \quad \frac{70}{2100} \quad \frac{2}{60}$		2	0	3	7	1	4	0		2	1	0	<u>Chunking groups</u> Use known facts of 'ten lots of' / 'ten's and find remainders $41 \div 4 = 10 \text{ r}1$ 
	2	0	3												
7	1	4	0												
	2	1	0												
<u>Extend to decimals in the context of money</u>			<u>Pencil and paper procedures</u> Use known facts and chunking $72 \div 5$ lies between												

# How can parents help?

## Written Homework

- **Weekly** homework in Year 3 and Year 4;
  - Reading X 3
  - Spellings
  - Times Tables

## How can parents help?

### Written Homework

- In addition, from the second half of the term, we will be setting one piece of written homework.
- This will be grammar, comprehension, maths skills, or topic research work that will support our learning in the classroom.
- Please support your child if they need it, but don't do it for them!
- It is really useful to note down how much help they needed.

# How can parents help?

## Homework

Please make sure your child:

- Includes the date and title which should be underlined in pencil.
- Writes in pencil or blue pen.
- Uses best joined handwriting.
- Uses basic punctuation correctly – capital letters (including proper nouns). ? !
- Spell words from the Spelling List Years 3 and 4 correctly
- Sounds out harder words carefully
- Edits their work with you at the end, checking they have done all these things.
- Shows pride in their work.

This is a really valuable opportunity to work together with your child on a skill they will need to be able to do independently in school.

Monday 23<sup>rd</sup> May

I can explain my likes and dislikes about the book.

My favourite character is Emma because when she didn't get chosen for head girl she didn't show her disappointment.

My least favourite character is Kerry Dane because she wants to take over everything but it all goes wrong when she becomes head girl.

I would recommend The Naughtiest Girl Again. and it's really good. I love the Naughtiest Girl books.

I think ages 8-10 should really like these books because it's about a school and it's really funny and interesting.

**Thank you for your continued support**