

# Welcome to Years 3 and 4

Y3 Ash: Ms Cat Davies (Year Group Leader)

Y3 Oak: Miss Abi Swinfield

Y3 Elm: Miss Zoe Hine

Y4 Lime: Mr Luke Buckingham (Year Group Leader)

Y4 Walnut: Miss Ellis Powell

Y4 Maple: Miss Beth Campbell

Teaching Assistants:

Mrs Gibbett, Mrs Purewal, Mrs Nelson, Miss Reynolds and Mrs Coxon



# School Senior Leadership Team



**Mrs Louise Wood**  
Headteacher  
Curriculum Leader



**Mrs Kate Duncan**  
Deputy Headteacher  
Assessment Leader



**Mrs Michelle Rondeau**  
Assistant Headteacher  
& Inclusion Leader

**Mrs Janine Covey**  
Assistant Headteacher  
& Trust EYFS Leader



**Miss Rebecca Cheetham**  
Assistant Headteacher  
& Trust English Leader

**Mrs Marianne Wilson**  
Assistant Headteacher,  
Trust English Leader



# Other Adults

**Mrs Karen Cutts-Munro – Art**

**Mr Dan De Cruz – PE**

**Mrs Lorraine Coxon– French (Year 4)**

**Mr David Brooker & Mrs Elaine**

**Mole – Wider Opps (Year 4)**



# The Curriculum at Barrow Hedges

We aim to deliver a diverse and creative curriculum with exciting themes that the children will be fully engaged with. We will be adding curriculum overviews to the school website where you can see a break-down of everything that your child will learn each half term.

For further information please visit the school website:

<http://www.barrowhedges.com/>

**Barrow Hedges Primary School**

HOME ▶ LEARNING ▶ CURRICULUM

## Curriculum

### Barrow Hedges Curriculum

At Barrow Hedges we used the topic titles and some of the materials from 'The Cornerstones Curriculum' when introducing the curriculum changes in 2014. Since then we have developed our creative and thematic approach to learning further; mapping key skills to the Primary National Curriculum to ensure comprehensive coverage of national expectations.

English

Mathematics

**Year 5 Autumn 1**

**Barrow Hedges Medium Term Topic Planner (Planning)**

**Science Machines**

- To understand the basic parts of a machine.
- To understand the basic parts of a machine.
- To understand the basic parts of a machine.
- To understand the basic parts of a machine.

**Art: Rock Art**

- To understand the basic parts of a machine.
- To understand the basic parts of a machine.
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- To understand the basic parts of a machine.

**History: Roman Britain**

- To understand the basic parts of a machine.
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**RE: The Bible**

- To understand the basic parts of a machine.
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**PSHE: The Bible**

- To understand the basic parts of a machine.
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**Music: Rock Music**

- To understand the basic parts of a machine.
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**PE: The Bible**

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# Year 3 Curriculum

## School Trips and Visits

Term	Topic	Trip/Visitors
Autumn 1	Gods and Mortals	Greek Workshop
Autumn 2	Forceful Pharaohs	Egyptian Day
Spring 1	Tremors	Volcano workshop
Spring 2	Scrumdiddlyumptious	Year 3 does 'Bake Off'
Summer 1	Running Rivers	Grove Park
Summer 2	Tribal Tales	Butser Ancient Farm



# Year 4 Curriculum

## School Trips and Visits

Term	Topic	Trip/Visitors
Autumn 1	I Am Warrior	Roman Workshop
Autumn 2	Potions	Fun Scientist Day
Spring 1	Road Trip USA	Discovering USA
Spring 2	Traders & Raiders	Hooke Court
Summer 1	Burps, Bottoms and Bile	Digestive System Workshop
Summer 2	Blue Abyss	Bough Beech

Children learn to play the violin or cello for 30 weeks of the year. We ask for a contribution of £1 per week towards this valuable learning which is, in the main, funded for by the school.



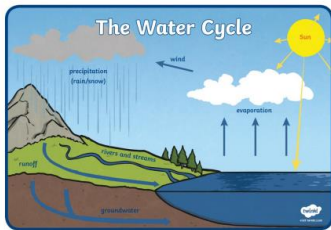
# Knowledge Organisers

Knowledge Organisers have been devised as a multi-purpose tool to assist **teachers** in their planning and assessments, **Subject Leaders** in their evaluations of standards in their subjects and **parents** to have a fuller understanding of knowledge their child will cover each term and how they can support them to remember this.



Year 4 Summer Term 2

Geography: Winding Waterways



This half term, our Big Question is...

Why is our world's water so important?

Key Facts	
What is the water cycle?	The water cycle has 4 important parts to it. They are evaporation, condensation, precipitation and run off. Water is heated by the sun's rays, turning it to a gas (evaporation). Once it cools, this water gas (known as steam or water vapour) turns back into a liquid (condensation). This falls as rain (precipitation). Some of this rain is absorbed into soil. The rest makes it way back to the larger bits of water because of gravity (this is run off). Once here, it heats again and the cycle begins over.
What are some of the world's major rivers?	Some of the major rivers in our world are: The Yangtze (Chang Jiang), The Amazon, The Volga, The River Nile, The River Thames, The Mississippi River and The Ganges.
Why do people and animals chose to live near to rivers?	Rivers have been very important through out history. They provided a safe, renewable source of water for drinking, washing and watering crops. They can also be used for transporting things and be used to protect people that live there.
What causes river pollution and why does it matter?	Rivers can be damaged by lots of things such as sewage, pesticides and fertilizers from farms, waste water and chemicals from factories and trash from people littering. This can damage the wildlife that live in and around rivers, and get into people's drinking water
What can be done about river pollution?	We can all do our bit by making sure we don't throw rubbish into rivers. We can also make sure that we look for reusable items instead of single use plastics and make sure we put things in the correct sort of bins. We should make sure we don't throw oils or chemicals in our sinks and

What do we already know?
So far...
In Year 1 you learned about weather patterns, including rain.
In year 3 (in History) you learned why Ancient Egyptian people relied on the River Nile.
You began to think about why people chose to live where they live.
You have identified some physical and human geography on maps and in atlases.

Key Vocabulary	
Condensation	When water vapour (or steam) cools and is turned back into a liquid.
Deposit	Something which has been dropped
Ecology	The relationships between living things and their surroundings, or environment
Evaporation	When liquid water is heated and turns to gas.
Precipitation	Liquid water falling as rain.
Pollution	When gases, smoke and chemicals are introduced into the environment in large doses that makes it harmful
Run off	Water which is not absorbed into the soil, which makes its way to large bodies of water due to gravity.



We will now show you where to find these on our school website.

<https://www.barrowhedges.com/>



# English Assessment

To help inform our teacher assessment of whether your child is on track to meet the expected standard for the end of year we carry out ongoing assessments of the children's reading and writing throughout the year.

Primarily, your child's English book forms a portfolio of writing which showcases their ability to meet the Year Group expectations, both independently and with help from their teacher. This is the main body of evidence used to assess children's attainment and progress in writing throughout the year.

Children have Guided Reading sessions every day and their responses to class discussions and independent work during these sessions inform the teacher's assessments. In addition to this teachers will listen to children read on a 1:1 basis to assess their fluency. Children also carry out more formal reading assessments throughout the year. 'Book band' assessments will happen at least once per term but may happen more frequently at the discretion of the teacher.

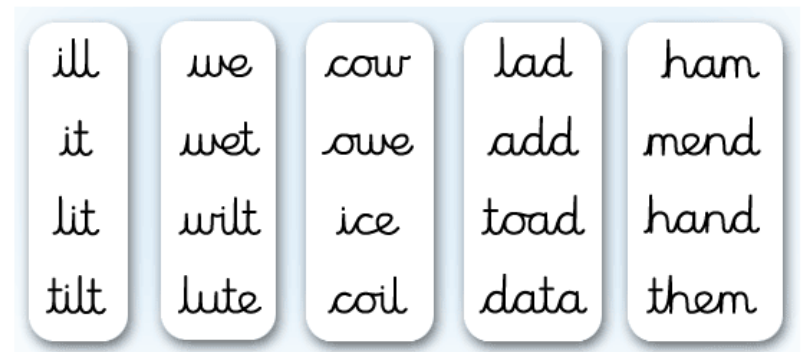




# Handwriting

The school has a cursive handwriting policy.

If you would like to see what these letters look like, please check our website for further information.



# Times Tables Rock Stars

- All children in Years 2-6 have a Times Tables Rock Stars login.
- Children should be practising for short amount of times on most days.
- Throughout the year, we will be giving out certificates to individual children, e.g. 'most improved' or rewards to the class for the highest combined score.



## Why is it so important for children to know their times tables?

- Times tables are one of the foundations/building blocks of maths. You need them to be able to access all the even more interesting maths that sits on top.
- The multiplicative relationship between amounts is usually more interesting and helpful than the additive relationship as they allow you to describe patterns and make predictions.



# Times Tables

To boost recall and understanding of the times tables at school, your children will be practising their times tables daily. They will be 'baselined' so that their teacher can measure where they are at now, will practise throughout the week, and then have a 'check' so that teachers and children can see how they have progressed. This is done through Times Tables Rock Stars which the children are familiar with.



**CHECK 1** Name: \_\_\_\_\_ Date: \_\_\_\_\_

<input type="checkbox"/> $9 \times 6 =$ _____	<input type="checkbox"/> $2 \times 6 =$ _____	<input type="checkbox"/> $70 \div 7 =$ _____
<input type="checkbox"/> $6 \times 12 =$ _____	<input type="checkbox"/> $6 \times 9 =$ _____	<input type="checkbox"/> $6 + 1 =$ _____
<input type="checkbox"/> $9 \times 1 =$ _____	<input type="checkbox"/> $10 \times 7 =$ _____	<input type="checkbox"/> $90 \div 10 =$ _____
<input type="checkbox"/> $12 \times 9 =$ _____	<input type="checkbox"/> $5 \times 7 =$ _____	<input type="checkbox"/> $27 \div 9 =$ _____
<input type="checkbox"/> $10 \times 9 =$ _____	<input type="checkbox"/> $6 \times 12 =$ _____	<input type="checkbox"/> $6 \div 6 =$ _____
<input type="checkbox"/> $7 \times 5 =$ _____	<input type="checkbox"/> $6 \times 9 =$ _____	<input type="checkbox"/> $9 \div 1 =$ _____
<input type="checkbox"/> $7 \times 6 =$ _____	<input type="checkbox"/> $10 \times 9 =$ _____	<input type="checkbox"/> $72 \div 9 =$ _____
<input type="checkbox"/> $6 \times 9 =$ _____	<input type="checkbox"/> $9 \times 10 =$ _____	<input type="checkbox"/> $21 \div 7 =$ _____
<input type="checkbox"/> $6 \times 6 =$ _____	<input type="checkbox"/> $9 \times 6 =$ _____	<input type="checkbox"/> $108 \div 9 =$ _____
<input type="checkbox"/> $9 \times 9 =$ _____	<input type="checkbox"/> $3 \times 9 =$ _____	<input type="checkbox"/> $49 \div 7 =$ _____
<input type="checkbox"/> $6 \times 10 =$ _____	<input type="checkbox"/> $11 \times 9 =$ _____	<input type="checkbox"/> $36 \div 6 =$ _____
<input type="checkbox"/> $6 \times 8 =$ _____	<input type="checkbox"/> $99 \div 9 =$ _____	<input type="checkbox"/> $63 \div 9 =$ _____
<input type="checkbox"/> $5 \times 7 =$ _____	<input type="checkbox"/> $36 \div 6 =$ _____	<input type="checkbox"/> $63 \div 7 =$ _____
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<input type="checkbox"/> $7 \times 6 =$ _____	<input type="checkbox"/> $63 \div 9 =$ _____	<input type="checkbox"/> $54 \div 6 =$ _____
<input type="checkbox"/> $7 \times 6 =$ _____	<input type="checkbox"/> $90 \div 9 =$ _____	<input type="checkbox"/> $12 \div 2 =$ _____
<input type="checkbox"/> $6 \times 9 =$ _____	<input type="checkbox"/> $7 \div 1 =$ _____	<input type="checkbox"/> $66 \div 6 =$ _____
<input type="checkbox"/> $9 \times 1 =$ _____	<input type="checkbox"/> $6 \div 6 =$ _____	<input type="checkbox"/> $48 \div 6 =$ _____

**SCORE:**  (10 marks total)

TIME TAKEN (optional)  
 MINUTES  SECONDS



# Arithmetic

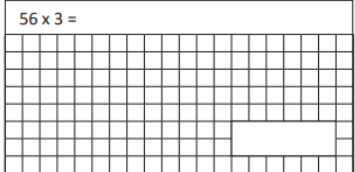
We have introduced weekly arithmetic tests, which are similar in style to the SATs arithmetic test paper.

The children will complete these every Friday, and will bring them home, along with their spelling test.

Although your child's teacher will go through the answers with the class, please look at the test with your child at home. This will give you an idea of what the maths expectations are and will enable you to support your child.

Test 3

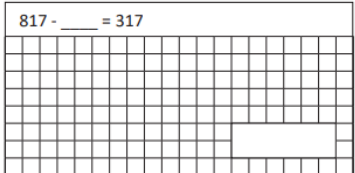
1  $56 \times 3 =$



\_\_\_\_\_

1 mark

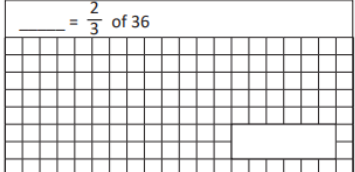
2  $817 - \underline{\quad} = 317$



\_\_\_\_\_

1 mark

3  $\underline{\quad} = \frac{2}{3}$  of 36



\_\_\_\_\_

1 mark



# Homework

1. Daily reading.  
Book change roughly twice a week (this is more flexible in KS2 because the children are generally reading longer chapter books).
2. Weekly Spelling Tests. Children will be tested on Fridays and will receive all of their spelling lists for the term.
3. Weekly Maths homework set on MyMaths
4. Weekly English homework set on Teams

Homework is set on a Friday with a deadline of the following Friday.



## Core Values

Kindness

Honesty

Ambition

Respect

Inclusion

## Our School Motto

Roots to grow, wings to fly



As your child may have already told you, we have implemented a revised Behaviour Policy this academic year. The policy will be shared with you in the coming weeks.

Please do join the Senior Leadership Team to find out more at our **Behaviour Policy Information Evening on Wednesday 8<sup>th</sup> November at 6.30pm.**



Reminder, Warning, Consequence



# PE Kits

As a school, we ask children to come to school in their PE kits on PE days.

Parents must ensure that children adhere to our school PE uniform policy on these days and ensure that full school uniform is worn during the other days of the week.

We will notify parents where children do not wear the correct uniform.

PE Days – Autumn Term 2023	
Ash – Thursday and Friday	Lime - Monday and Wednesday
Elm - Thursday and Friday	Walnut - Monday and Wednesday
Oak - Monday and Tuesday	Maple - Monday and Wednesday

Roots to grow, wings to fly





# Barney Award – Friday’s Celebration Assembly



Usually led by Mrs Wood, Miss Cheetham or Mrs Rondeau

This assembly is held on a Friday.  
This is a chance to hear about which children has demonstrated our ‘Building Learning Power’ traits amongst other things.



***Ron Resilience***



***Connie Collaboration***



***Rosie Reflectiveness***



***Ravi Resourcefulness***

Roots to grow, wings to fly



# Reminders of Whole School Policies

- Please ensure that children adhere to our uniform guidelines and are well presented and do not should not wear earrings on PE days.
- Water - not squash or flavoured water.
- A piece of fruit/vegetable for break time (not cereal bars)
- Remember we are a nut-free school; we encourage healthy choices for packed lunches.
- Only foam balls are allowed on the playground at lunchtime only.
- No birthday sweets.
- Staff do not hand out party invitations – please do this yourselves. Thank you.

Roots to grow, wings to fly



# Communication

If you have any questions or concerns during the year, please do come and speak to us – we will be on the playground at the end of the school day.

If you need to contact us by e-mail, please use the Barrow Hedges e-mail address: [office@barrowhedges.com](mailto:office@barrowhedges.com). Please write the Class Teacher's name as the subject header. Please note you won't get an immediate response; during the day the focus is on teaching and sometimes teachers won't look at their emails until the end of the school day.

*PLEASE READ OUR START AND END OF DAY PROCEDURES – FOUND ON OUR WEBSITE.*

Roots to grow, wings to fly



# Statutory Assessment in Y3 and 4

Schools must administer the [multiplication tables check](#) in Year 4 within a three week window in June 2024.

## What is the MTC?

The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

## Do I need to do anything to prepare my child for the check?

No. You do not need to do anything additional to prepare your child for the check. As part of usual practice, teachers may ask you to practice times tables with your child, as they would with spelling.

In terms of preparing pupils for the on-screen nature of the MTC, schools will have access to a 'try it out' area. They will be able to use this to familiarise pupils with the check and try out any access arrangements that may be required.

Roots to grow, wings to fly



***We look forward to working with you this  
year.***

Roots to grow, wings to fly

