



St Michael's Church of England Primary School

Caring, Learning & Excelling

Since 1864

Monks Dyke Road, Louth, Lincolnshire LN11 9AR

TEL: 01507 603867

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WEBSITE : www.st-michaels.lincs.sch.uk

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HEADTEACHER : Mr P Fox B.Ed (Hons) NPQH



Dear Parents and Carers of children in Y3/4,

Welcome to Y3 and Y4! The children have settled in brilliantly to their new routines in the lower juniors. The curriculum will be delivered over a two year rolling programme – A and B.

The Lower Key Stage Two Curriculum

English/ Literacy

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate *interest* level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of Year 3 and increasingly independently by the end of Year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves increasing their competence as well as teaching them to enhance the effectiveness of what they write. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling.

In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Year A

Autumn: **Robin Hood** and Roald Dahl.

Spring: Kings, Queens and Castles and Science Fiction.

Summer: Chocolate and Jacqueline Wilson.





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The children will be set for English across lower key stage two.

Set 1 – Mr Marritt

Set 2 - Mr Hodgekins

Set 3 – Mrs Flowers

Mathematics

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

The children will be set for mathematics across lower key stage two.

Set 1 - Mr Hodgekins

Set 2 – Mrs Flowers

Set 3 – Mr Marritt

Science

Year A

Autumn: **Animals (including humans)** and forces and magnets.

Spring: Rocks

Summer: Light and shadow and plants.

The principal focus of science teaching in lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of





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answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but must **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Computing (It's all change – from ICT to computing!)

Key stage 2

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information





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VERY IMPORTANT

● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

DON'T FORGET: Your child has home access to some of the programs we use at school.

E.g. MyMaths, IXL and Espresso Coding.

Art and design

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas
- to improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

Year A

Painting, drawing and sculpture.

Year B

Painting, drawing, collage and printing.

Design & Technology

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in the process of designing and making.

Year A

Electrical systems, Roman drawstring purse, cooking and nutrition.

Year B

Electrical systems, pop-up books, cooking and nutrition.





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Geography

Pupils should extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe and the other continents of the world. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Year A

Our European Neighbours and Village Settlers.

History

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time.

Pupils should be taught the following chronology of British history sequentially:

Year A

- Early Britons and settlers
- Roman conquest and rule

Year B

- Anglo-Saxon and Viking settlement
- The Norman Conquest and Norman rule

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Year 3

During the year, your child will learn to play the recorder. As we will be practising during the week and performing during the year, it would be appreciated if your child had their own named recorder. They can be purchased from any music store or shops such as Argos.

The children will be asked to keep their recorder in their tray during the week and only take it





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home at the weekends.

All music will be provided by the school so there is no need to buy a recorder book.

Many thanks and we will look forward to entertaining you at the end of the year.

Year 4

Your child will continue to learn and play the recorder. Please leave their recorder at school during the week.

R.E

As a school, we follow the Lincolnshire agreed syllabus for Religious Education.

Year A

Autumn: Hindu celebrations and lifestyles and Christmas

Spring: Hindu beliefs and lifestyles and Easter

Summer: What do signs and symbols mean in religion?

P.E

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
 - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
 - Perform dances using a range of movement patterns.
 - Take part in outdoor and adventurous activity challenges both individually and within a team
 - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety





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Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 50 metres.
- Use a range of strokes effectively [for example, front crawl, butterfly, backstroke and breaststroke]

Our days will usually be Monday and Friday. Swimming is part of Friday's Curriculum Enrichment programme.

NB: Please ensure named kit is in school.

Languages (French)

Year 3 and 4 will be taught French in half class groups by Mrs Duell.

Pupils should be taught:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes.
- Engage in conversations, ask and answer questions, express opinion.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation.
- Present ideas and information orally to an audience.
- Read carefully and show understanding of words, phrases and sentences.

Yours sincerely,

Mr Marritt, Mr Hodgskins and Mrs Flowers.

