



Welcome to Lower KS2

Mrs Hemingway

Mrs Potts

Mrs Kendall & Mrs Greenwood

## Our aims in LKS2

- To build confidence, resilience and independence.
- To adopt a growth mindset.
- To learn the curriculum to the highest standard.
- To work as a team.
- Have fun!



# Planning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Under the Canopy</b>	<b>Home is Where the Heart is</b>	<b>Enough for Everyone</b>	<b>Changing Times</b>	<b>Myths, Mystery and the Minotaur</b>	
<b>Topic driver</b>	Understanding the seasonal changes and human and physical geographical features of the world's rainforests. Understanding the importance of rainforests and their purpose(s) within our world.	Developing a secure geographical understanding of what a county is and explain which county our local area is part of. Explain human and physical features of the UK. Understand the topographical features found in the UK.	Understanding where our food comes from (locally, regionally, nationally and globally) and the impact of this upon sustainability and trade.	Understand how children's lives have changed from Roman Britain, the Victorian Era and Tudor era to the modern day. Recognise the reasons why children had to work during different periods in History.	Understand the history and impact of the Ancient Greek empire on the modern-day western world. Understand the beliefs, conflicts and laws in the Ancient Greek Empire. Compare the human and physical geographical features of Greece with the United Kingdom.	

## Weekly expectations

- Spellings
- Given out on a Friday.
- Children need to practice for application not just for a test.
- Times Tables Rockstars.
- Bedrock - weekly
- Reading records



## P.E.



- Wednesday: Year 3
- Tuesday: Year 3/4 & Year 4
- P.E. Kit (Please ensure that children have a black jacket and black jogging bottoms/black shorts for PE to accompany the normal plain white cotton t-shirt, socks and trainers, not football boots.
- Earrings must be removed for PE lessons, please remove them prior to the day.
- Long hair tied back.

# Information



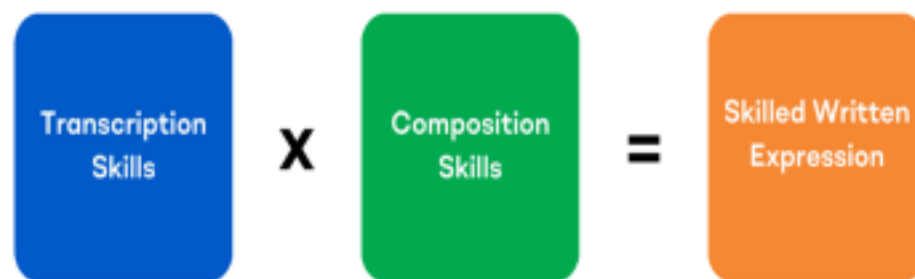
- Visits (Autumn)
- Ukulele and French specialist teachers
- Extra-curricular activities
- Milk and Fruit
- Parent Pay

## How you can help

- Behaviour policy
- Attendance
- Reading at home
- Weekly spellings and maths
- Talking to children about their day



# Writing





# Transcription- Handwriting

- Handwriting is taught in LKS2 everyday.

## Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting. [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

## Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

## Transcription- Spelling

- As a school we follow the Twinkl spelling scheme for the majority of children.
- Each Friday children will be sent home with 10 spellings which address the National Curriculum objectives that children need to be taught for spelling in Years 3 and 4 and include the statutory words that children need to be able to spell in these year groups.
- Children have one week to learn the spellings and will be tested on them the following Friday.

# Punctuation and Grammar

- Spelling, punctuation and grammar skills are taught explicitly each week, as well as being woven into the writing lessons, in order to ensure that the children are applying their SPAG skills appropriately. Punctuation and grammar skills are taught in a logical, progressive sequence within each year group.

1. Which sentence uses a **possessive apostrophe** accurately? Tick one.

Taylor's dog's are very noisy.

Taylor's dogs are very noisy.

2. **Underline the fronted adverbial** in the sentence below.

Cautiously, she slowly pushed open the door.

3. **Underline all the direct speech** in the sentence below.

"Shhh," whispered Dad. "We are trying to listen."

4. Read this sentence. Which pair of **possessive pronouns** would fill the spaces? Tick one.

Roger took the map from  pocket.  was crumpled and wet.

her / It

their / They

his / It

# Composition

- Writing composition is taught through the use of high quality texts in each year group.



# Maths at Dane Royd



## White Rose Maths



At Dane Royd, we have a mastery approach to teaching Maths. White Rose Maths is a scheme that helps us to break our curriculum down into small steps to achieve a depth of understanding.

- Fluency

- Reasoning

- Problem Solving

# Fluency- pictorial

1) Use either the < or > sign to complete the comparisons below:

a)

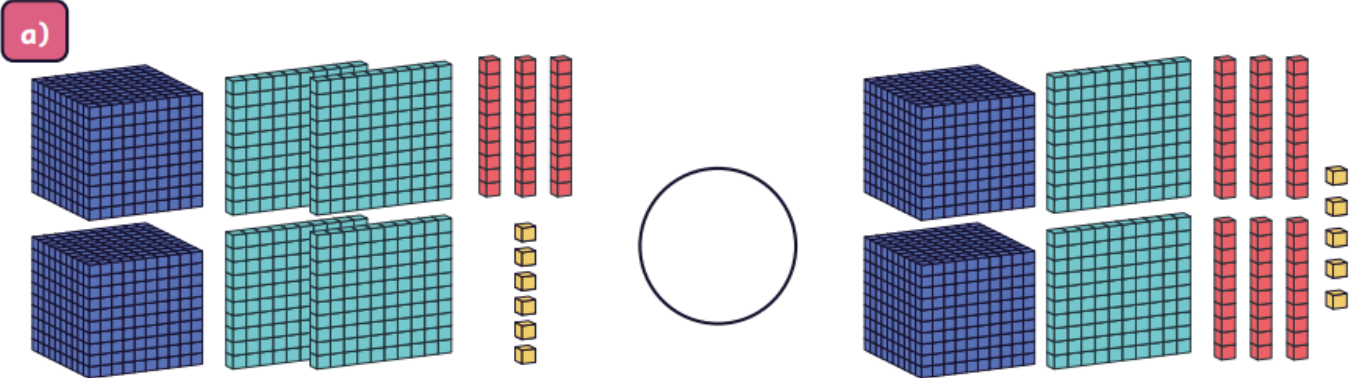


Diagram a) shows two sets of base ten blocks. The left set consists of two blue 1000-cubes, two teal 100-flats, three red 10-rods, and four yellow 1-units. The right set consists of two blue 1000-cubes, two teal 100-flats, three red 10-rods, and five yellow 1-units. A circle is placed between the two sets for comparison.

b)

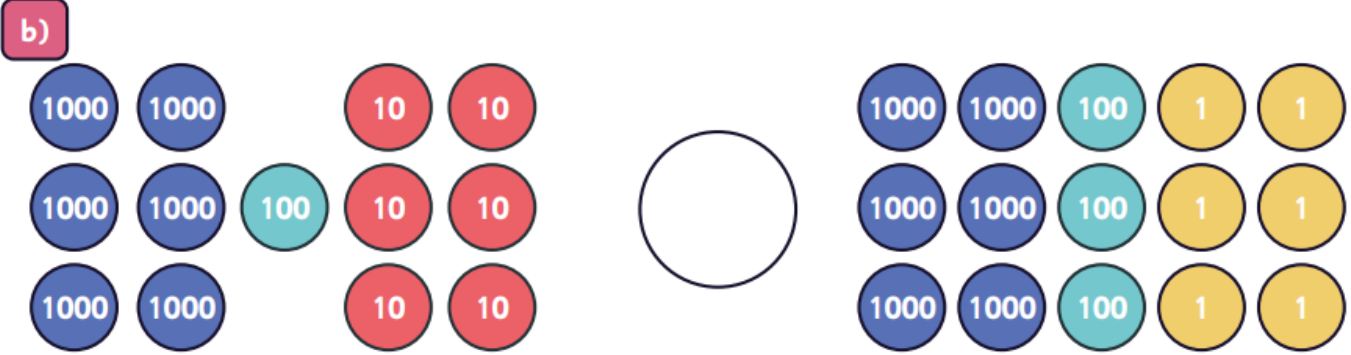


Diagram b) shows two sets of number circles. The left set has six blue circles labeled '1000', one teal circle labeled '100', and six red circles labeled '10'. The right set has six blue circles labeled '1000', one teal circle labeled '100', and four yellow circles labeled '1'. A circle is placed between the two sets for comparison.

## Fluency- abstract

3) Circle the biggest number in each of these pairs.

**4,569**

**4,568**

**3,409**

**3,904**

**8,099**

**8,101**

**1,102**

**1,099**

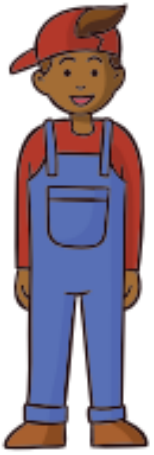
**5,782**

**5,298**



# Reasoning and problem solving

5) Jimmy thinks that his number is bigger than Natasha's because it has a 9 in it.



Jimmy

6,972

7,002



Natasha

Explain to Jimmy how to compare two numbers in as much detail as you can.

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Twinkl provides mastery style work based on the objectives outlined in the White Rose schemes of work.

## Represent Numbers to 1000



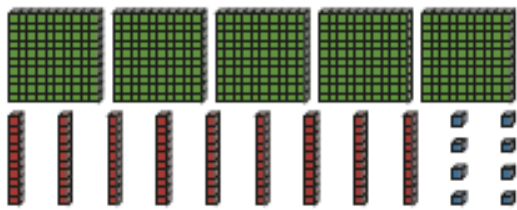
1) Write the numbers represented below in numerals.

a)

b)

c)

2) Complete the sentences to give the number being represented.



There are \_\_\_\_\_ hundreds, \_\_\_\_\_ tens and \_\_\_\_\_ ones. The number is \_\_\_\_\_.

3) Look at the number being described. Identify the number and draw a representation of it.

a) I have 2 hundreds, 6 tens and 9 ones. My number is \_\_\_\_\_.

b) I have 9 hundreds, 4 tens and 7 ones. My number is \_\_\_\_\_.



## Represent Numbers to 1000



1) Is Emily correct? Explain why.



I think two of these images represent 248.

Emily

2) Do you agree with Elias? Why?

Elias



I think image A represents the greater number because there are hundreds, tens and ones. Image B only has hundreds and tens.

A

B

3) Which of these numbers is the odd one out?

Explain your reasoning.

A

B

C



## Represent Numbers to 1000



1) Drew is making different numbers with these three digit cards. Can you help them solve the problems?

a) How many 3-digit numbers can you make with these cards? List them.

Drew



b) Draw base ten representations of the smallest and greatest 3-digit numbers.

2)

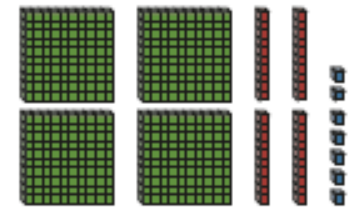
a) Use the clues to identify the number.

It has an odd amount of hundreds.	It has an even amount of ones.	The hundreds digit is smaller than the tens digit.
The ones digit is greater than 6.	The tens digit is half the ones digit.	The hundreds digit is not 1.

b) Draw your own representation of the number.

c) Think of a 3-digit number. Write your own clues and challenge a partner to identify and draw it.

3) Shola has represented this 3-digit number using base ten.



Priya has made a different 3-digit number. What is Priya's number?

Priya



I have four fewer pieces of base ten equipment than Shola. My hundreds digit is one more than my tens digit and my tens digit is one less than my ones digit.



## Target Your Maths

Used in school to support teaching and available to buy on Amazon.

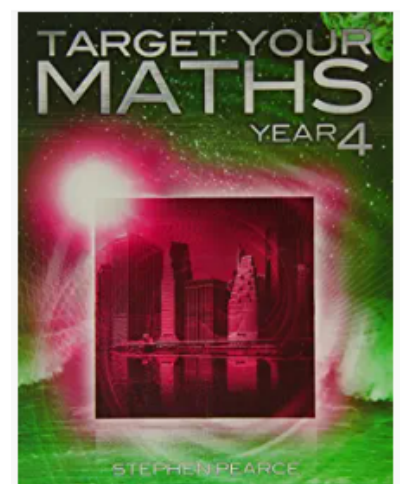
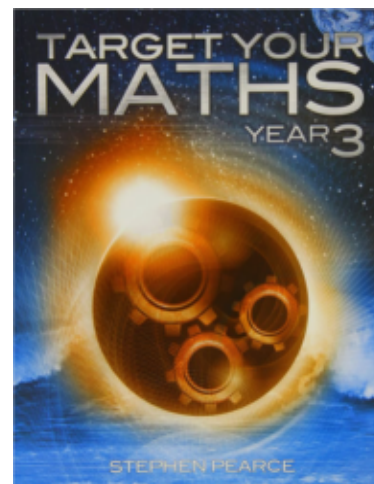


Can be used to support at home if children

want extra practice or if parents want to

know what is coming next.

3 days a week we start our days by doing arithmetic questions- these books will help to support your child with their accuracy and fluency.



# Google- Multiplication tables check



multiplication tables check



All

Images

Videos

News

Books

More

Tools

About 69,400,000 results (0.29 seconds)



GOV.UK

[https://www.gov.uk/government/collections/mult...](https://www.gov.uk/government/collections/multiplication-tables-check)

## Multiplication tables check

The purpose of the **MTC** is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help ...

[Information for parents](#) · [MTC administration guidance](#) · [IT guidance](#)

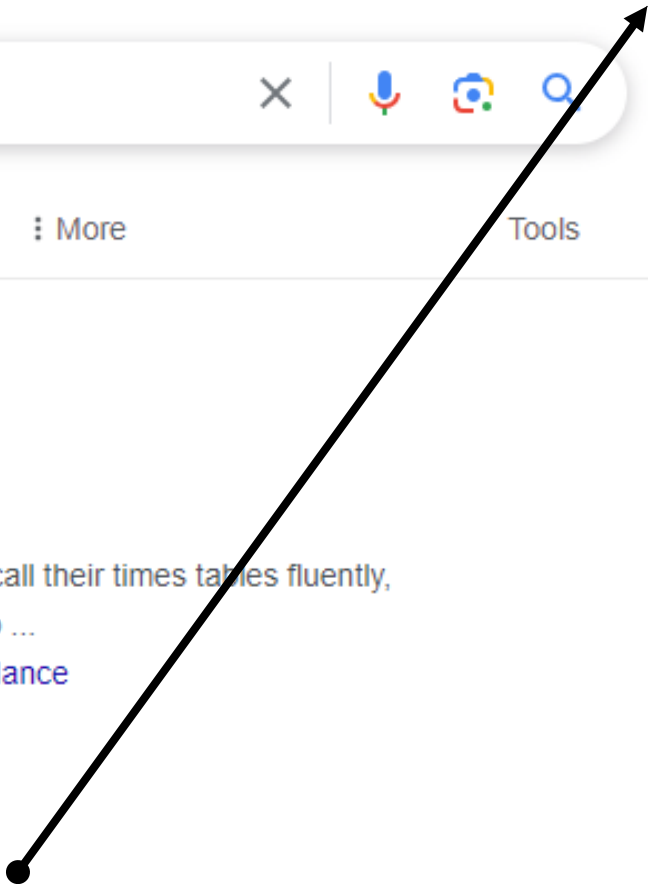


Timestables.co.uk

[https://www.timestables.co.uk/multiplication-tables-c...](https://www.timestables.co.uk/multiplication-tables-check)

## Multiplication Tables Check - 2023

The Multiplication **Times Tables Check** is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds ...



# Multiplication Facts

Monday 2nd June (two week period)

## Year 4

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

6 seconds per question

25 questions

1x table - 12x table

**All times tables should have been learned to 12 x 12 by the end of Year 4.**

# Reading at Dane Royd

Curriculum Evening – September 2024





### Why does it matter?

- Just 2 in 5 (43.4%) children and young people aged 8 to 18 said they enjoyed reading in 2023. This is the lowest level since we first asked the question in 2005.
- Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily, matching levels seen in 2022.
- The impact of reading for pleasure is four times more powerful on progress in vocabulary, mathematics, and spelling at age 16, than that of parental education or parental socioeconomic status.

By the end of LKS2, children should be able to read books written at an age-appropriate interest level. They should be able to read accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. As their decoding skills are more secure, conversations should be around the vocabulary and a wider range of genres including poems, plays and non-fiction.





Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what might this new word mean?</p>
<ul style="list-style-type: none"> <li>• develop positive attitudes to reading and an understanding of what they have read</li> </ul>	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</li> </ul>	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p>
<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words they have read</li> </ul>	<p>If you're not sure what a word means, what could you do?</p>
<ul style="list-style-type: none"> <li>• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> </ul>	<p>What genre is this text?</p> <p>Can you tell me the story of...?</p> <p>Do you know any myths?</p>

Year 4 children are expected to:	To support this, you could say:
<p>apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?</p>
<p>develop positive attitudes to reading and an understanding of what they have read</p>	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p>	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p> <p>Have you ever read a... poem?</p>
<p>use dictionaries to check the meaning of words they have read</p>	<p>I'm not quite sure what it means either - shall we use a dictionary?</p>
<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>	<p>What genre is this text?</p> <p>What happens in the story of...?</p> <p>Do you know any myths?</p> <p>Could you tell... a bedtime story?</p>

## Progressive Curriculum

KS2 Reading SATs papers analysis by @\_MissieBee

Extract	2016		2017		2018		2019		2022		2023	
	Words	Marks	W	M	W	M	W	M	W	M	W	M
First	384	16	602	15	560	17	633	14	474	16	627	14
Second	768	22	709	17	214	17	632	19	538	15	808	20
Third	635	12	626	18	714	16	903	17	541	19	611	16
<b>Total</b>	<b>1,787</b>	<b>50</b>	<b>1,937</b>	<b>50</b>	<b>1,488</b>	<b>50</b>	<b>2,168</b>	<b>50</b>	<b>1,553</b>	<b>50</b>	<b>2,046</b>	<b>50</b>
<b>3m Qs</b>	2 (second ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (2 <sup>nd</sup> & 3 <sup>rd</sup> ex.)	

Key: Fiction Non-fiction Poetry

## Reading Stamina

Reading stamina is essential and is something which the children need to practice daily.

In school, we sometimes use timers or countdowns to challenge children to read with pace.

Skimming and scanning is a vital skill which children practice in reading lessons – this is something that could also be easily done at home. This will support with speed and stamina.

How do we support reading in school?

Daily reading for pleasure sessions in class.  
Targeted reading skills lessons where children focus on one of the reading strands.

Emphasis on assemblies and productions where children speak to an audience.

Access to a wide range of high-quality texts.

Reading sheds to support reading books at home.

## How can you help at home?

### During Reading

- Read with your child at least three times a week.
- Encourage children to use expression when reading; especially for the voices of characters. Support them by modelling or sharing the reading.
- Discuss the punctuation. For example, where an exclamation mark is used, discuss how that should be read in context of the story.
- You don't need to read the full book or chapter in one night. Perhaps focus on a few pages and talk about the characters, setting and plot in more detail.
- Some nights, you may want to just read to your child and other nights, your child may just read for pleasure. Vary each evening!

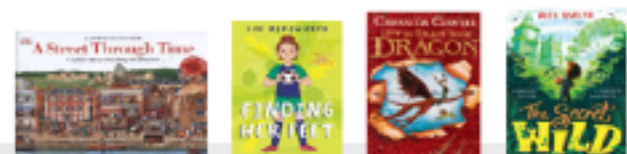
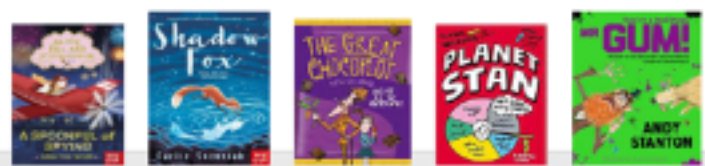
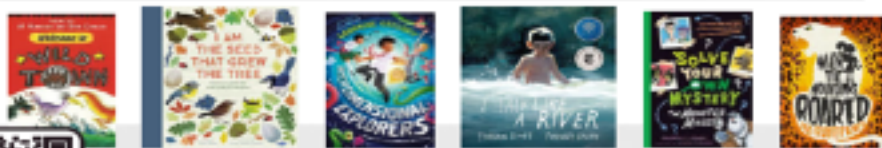
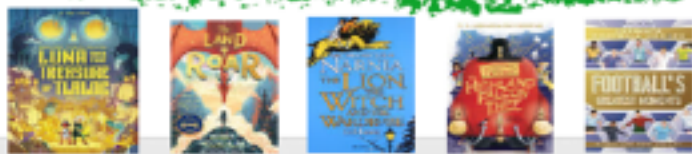
Phrasing - I can read with fluency. I put my words together into phrase chunks so that my reading sounds right and makes sense. This means that I am paying attention to my phrasing.		Expression - I read with expression that matches the meaning. I vary my volume, intonation and tone. I read with confidence. My reading is natural sounding.	
Ph1	I read word-by-word or one word at a time, like a robot. I don't attempt to read phrases in chunks.	E1	I read with minimal or no expression. I read in a monotone voice and because of this my reading sounds boring.
Ph2	Sometimes I read 2 or 3 words at a time. Sometimes I read word-by-word, like a robot. My reading sometimes sounds choppy.	E2	I am trying to read with expression, but sometimes it doesn't match the meaning. I focus on decoding to read the words correctly rather than how I say the words.
Ph3	I usually read phrase by phrase although on occasion my reading sounds choppy.	E3	I read with expression most of the time. My reading sounds natural and interesting most of the time.
Ph4	I put the words together the way the author wrote them (in phrases and sentences). I put the words together so that it makes sense.	E4	I always read with expression so it always sounds natural, interesting and exciting. I read with confidence.
Rate - I can read words automatically and effortlessly. I can read at the correct rate. Not too quickly and not too slowly. My reading sounds right and makes sense.		Punctuation - I use the punctuation to help me know how to read the story so that it sounds right and makes sense. My reading sounds smooth-sounding with flow.	
R1	I read really slow and have to stop to figure out each word on the page. I read so slowly that it really does not make sense.	P1	I don't pay attention to full stops, commas, exclamation marks or question marks when I read. My reading doesn't sound right or make sense.
R2	I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause too much and repeat words when I read.	P2	Sometimes I use the punctuation but I might use it the wrong way.
R3	I read most words automatically and effortlessly. I try to read like I talk. Sometimes I go too fast or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.	P3	I usually pay attention to the punctuation. I may make a mistake every once in a while.
R4	I read words automatically and effortlessly. I read like I talk. I only slow down, stop or repeat words when it makes sense to or sounds right.	P4	I always pay attention to the punctuation. My reading sounds right and makes sense.



Books  
for Topics

50 Recommended Reads for...

**Year 4** (ages 8-9)



Or visit [www.booksfortopics.com/year-4](http://www.booksfortopics.com/year-4)

For more primary school booklists,  
visit [booksfortopics.com](http://booksfortopics.com)



*Any questions?*