



WELCOME

Years 3/4 Parent Meeting
Thursday 10th September

Be Kind. Be brilliant. Have an I can attitude.

Our School Values

Our Oxley Values



Be
Kind.



Be
Brilliant.



Have an
I can
attitude.

At the heart of everything we do.



I can be polite
and show respect
to others.



I can
be a good
listener.



I can
show pride
in everything I do.



Be Kind, Be brilliant, Have an I can attitude.

The team



Our Year 3/4 team is made up of Mrs Rhodes, Mrs Reeves, Mr Burton, Mrs Spivey, Mrs Salik, Miss Neal, and Mrs Coe. We work really closely as one team across all three classes, and the children may spend time learning with different members of staff. This helps them get to know us all, builds their confidence with different teachers.

Miss Neal and Mrs Coe also work across all three classes, giving children extra support when they need it. This might be through small-group interventions or 1:1 work, helping children to strengthen their understanding, fill any gaps and feel confident in their learning.

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We really value good communication between home and school. You can contact your child's class teacher through Arbor. Please remember to check your junk folder regularly too, just in case any messages from us find their way there!

Our office team are always happy to help and will make sure any messages are passed on to the right member of staff, with discretion and confidentiality.



If you would like to arrange a meeting with your child's class teacher, simply send us a message through Arbor or speak to Mrs Robinson or Miss Healey in the school office.

You'll also find members of the team on the doors at the beginning and end of the school day, so there are plenty of opportunities to have a quick word with us.

Parents' Evening

Our autumn Parents' Evenings will take place on Tuesday 13th October and Thursday 15th October. This is a chance to catch up with your child's teacher(s), hear how they are settling in and discuss their progress so far. We'll send out further information, including how to book your appointment, nearer the time.



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@oxley_primary



If you don't already follow us, please do! It's a great way to keep up with all the wonderful things happening at Oxley each day and see what our children have been getting up to.

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Registration

Registration for all children takes place at 8:45 am; however, our classroom doors open at 8:35 am to allow time for our children to organise their belongings before morning work begins.

School Gates will be locked promptly at 8:45 am. Children arriving after this time must be accompanied to the office, where they sign in and record their lunch requirements for the day.

Assemblies

Whole School assemblies take place at 10:15 am every day and are led by various staff members.

Lunch times

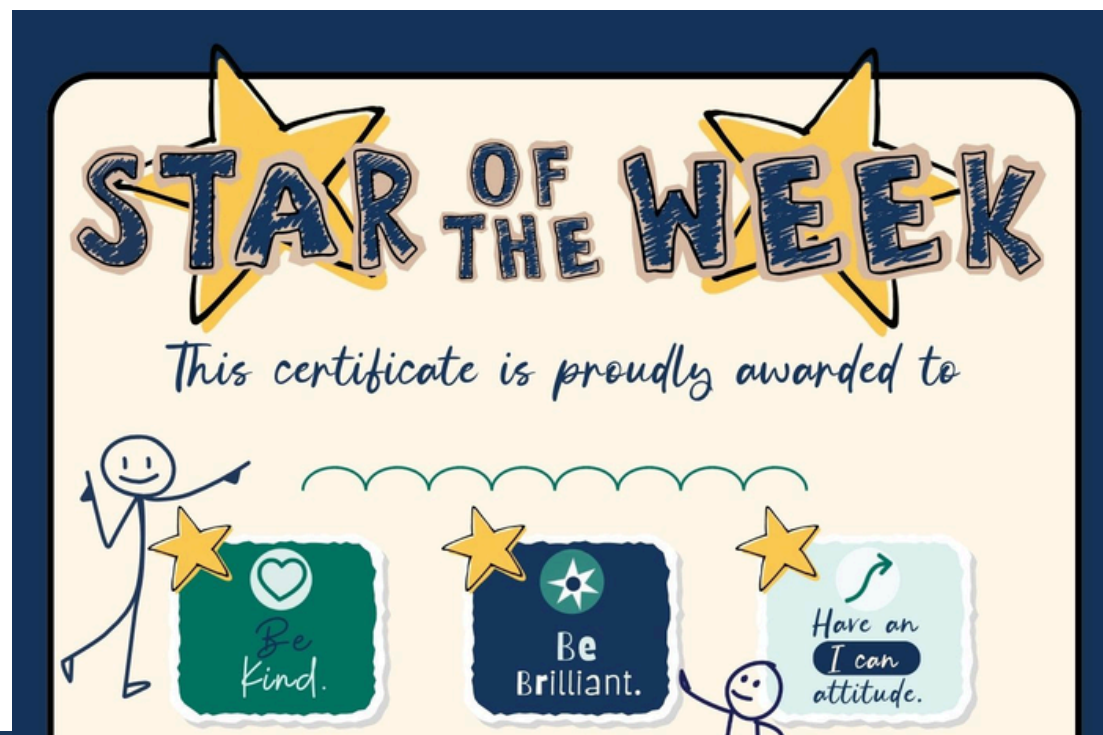
Reception: 12:00 pm

Everyone else from 12:15 pm – 1:15 pm

Lunchtime finishes at 1:15 pm

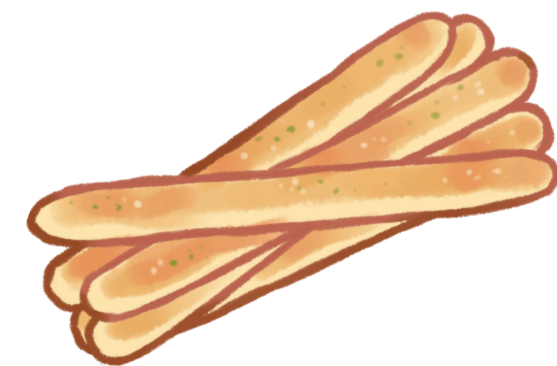
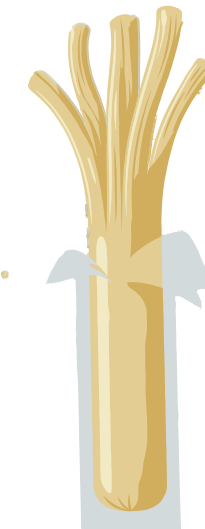


Other activities throughout the week:
badminton, tennis, golf, football & dodgeball.
There is also the Zen Den quiet available.



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Snacks



Following government guidance on healthy eating and to meet our Healthy School's award, we are asking that children only bring an item from the list below for their morning snack and try to vary choices across the week:

- Please note that children in Key Stage 2 do not receive free fruit as they would have done in Key Stage 1, so please send your child with a snack if they need one.
- Whole or sliced fruit
- Vegetable sticks, e.g. celery, carrot, pepper, cucumber etc
- Bag of plain popcorn
- Meat (i.e. Mini Peperami) / cheese snack
- Plain rice /corn cakes or breadsticks



Water bottles

- Please make sure that your child has a named water bottle in school everyday.
- Please do not send juice as water bottles have a habit of leaking.

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Oxley Rewards



Gold Tokens

Showing an “I can” attitude in lessons and around school.



Blue (Ocean) Tokens

Being **Brilliant** and **Kind** at lunchtimes.



Green Tokens

Green Cards & exceptional effort and behaviour.

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Oxley Houses



Every year, each house votes on a charity. They work together to create events to fund raise.



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Reading Matters

At Oxley, we encourage children to read at least three times each week. As children become more independent in Years 3 & 4, we'd still love you to be part of their reading journey. When you can, enjoy a book together, listen to them read and have a chat about what they've read.

A little time reading together really does go a long way!



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Children may be coming home wearing their PE kits on the days that they have PE:

- Panthers: Thursday
- Gorillas: Wednesday and Thursday
- Jaguars: Thursday and Friday

Please ensure that PE kits are returned to school ready for the next PE session.

	08:35-09:00	09:00 – 10:15	10:15 – 10:30	10:30 – 10:45	10:45 – 11:00	11:00 – 12:15	12:15 – 13:15	13:15 – 13:30	13:30 – 14:15	14:05 – 15:15	
Monday		English	Assem bly DC	P l a y t i m e	Maths		S t o r y	Regis trati on Hand writi ng SOFT A	Science	PSHE	Spelli ngs
Tuesday		English	Asse mbly Rota		Maths				Art	Reading	Spelli ngs
Wednesday		Maths	Assem bly Nicola R		Spelling s	English			Reading	RE	
Thursday		English/ Maths	Assem bly Singin g- LW		Spelling test	PE - Rugby			History/ Geography	Computing/ Music	
Friday		Maths	Assembly (Star of the week) DC		English				French	PPA PE - Matt	



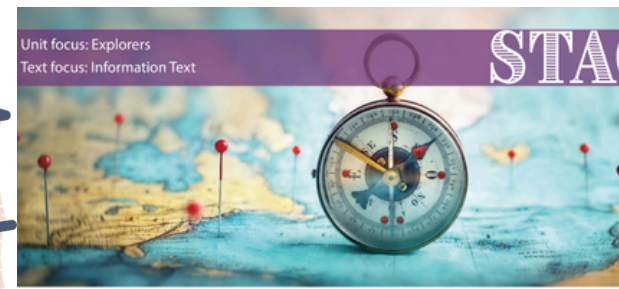
We learn through a variety of exciting projects and topic-based themes on a two-year cycle.

Throughout the subjects, we have tailored our curriculum to allow for creativity and ownership.

End-of-unit assessments may take various forms: essays, posters, stop-motion animations, presentations or quizzes.

Subject	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1				Summer 2	
Science	Skeletons	Mo ve me nt	Nutritio n & Diet	Food Waste	Forces	Magnets	Light	Plants A	Ro ck s	Soils	Fossils	Plants B	Bi o di ve rsi ty
History	How have children's lives changed?				What was important to ancient Egyptians?			How did the achievements of the ancient Maya impact their society and beyond?					
Geography	Who lives in Antarctica?				Are all settlements the same?			What are rivers and how are they used?					
PHSE	<u>Connecting with Others:</u> What helps us feel safe and included?		<u>The Online World:</u> How should we communicate online?		<u>Citizenship:</u> What careers do people choose and why?		<u>Staying Safe:</u> What signs help us recognise what is safe and unsafe?		<u>Connecting with Others:</u> How can we respect each other?		<u>The online world:</u> How can we decide what to trust online?		
Music	Rhythm			Pitch			Music Technology			Saxophones – Yr4 all year Recorders – Yr3			
World Cultures & Beliefs	What do Hindus believe God is like?			What do Christians learn from the Creation story?			Why do Christians call the day Jesus died 'Good Friday'?			What does it mean to be a Hindu in Britain today?			
French	Phonics I'm learning French		Animals			I am able		In the classroom			Do you have a pet?		
Art	Gestural Drawing with Charcoal				Working with Shape and Colour				Telling Stories Through Making				
Product Design	Structures: Product packaging				Mechanical systems: Mechanical cars				Cooking and nutrition: Eating seasonally				
Computing	<u>Programming</u> Programming Scratch				<u>Programming</u> Further Programming with Scratch				<u>Data Handling</u> Branching Databases				
PE	Rugby		Yoga		Dance		OAA		Rounders			Athletics	
	Fundamentals		Ball Skills		Gymnastics		Handball		Tennis			Athletics	

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Modern Explorers

Felicity Aston

Felicity Aston is an English explorer. Felicity explores the polar regions. The regions are the North and South Poles. The North Pole is at the very top of The South Pole is at the very bottom. It is very cold in the polar regions.

In 2012, Felicity skied across Antarctica. She was the first woman to do it was the first ever person to do it without power. She just used her muscles. This was a world record!

VIPERS QUESTIONS

Which places are known as the polar regions?

What is the weather like in the polar regions?



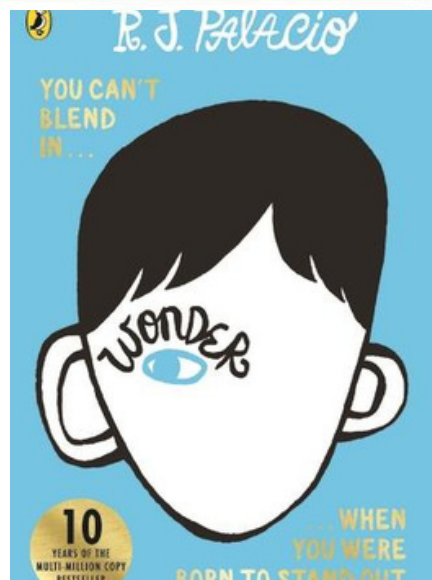
I Wandered Lonely as a Cloud
By William Wordsworth

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:*

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;*



Reading takes many forms:
poetry, novels, fiction and
non-fiction comprehensions,
films, song lyrics and
pictures.

The children learn a skill
throughout the week and
are given opportunities to
apply this skill to different
situations.

We begin every day with
reading. This may be visiting
the library, looking at an
extract or inferring thoughts
and feelings from a picture.
This creates a calming start
whilst developing skills.

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English: Reading

Types of questions vary. As a school, we use VIPERS and adapt our lessons to meet the children's needs. For example: Year 3 may work on visualisation to comprehend the text and 'draw what they see' whilst Year 4 (who have learnt this skill) may work on finding evidence to support their thinking from the text.

Monday 8 April
Reading strategy: Vocabulary in context.



Alma - I can start to understand why authors select words to create an effect, by watching a film.*

What effect does the sound effect have on the mood of the film?

What do you think of this ending?

Is the doll the next victim?

Are all of the doll's victims?



spreads disease which can make people ill.

E: What is a flood?

I: What kind of weather would cause flooding?

R: Name two problems that flooding can cause.

Too little water can lead to drought. A drought is when there is not enough water. Droughts happen when it has not rained for a long time. They often happen when the weather is very hot. You may have seen this during summer time. When it is hot and dry, the grass dries out and turns brown. The grass is dying because it



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flame

Definition: a hot, glowing part of a fire

Context: The flame of the candle burned brightly.

Action: Pretend to toast on a marshmallow on a bonfire. Say "flame".



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English: Grammar

Grammar is taught every day at the start of an English lesson.

There are also discrete lessons to focus on certain aspects.



Grammar Time!

- ♥ BE KIND
- ☆ BE BRILLIANT
- 👤 HAVE AN I CAN ATTITUDE

1 Can you spot a noun? An adjective?

3 Which part is a phrase?

5 Which word is a preposition?

Today's Investigation

In the ancient city of Rome the brave gladiator fought bravely while the mighty Colosseum stood proudly.

2 Which words are pronouns? What do they relate to?

4 Which word is an adverb?

7 Where is the subordinating clause?

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English: Grammar

Types of questions vary. The children need to be able to identify grammatical aspects such as verbs, nouns, adjectives, etc.

However, they also need to be able to identify and use determiners, possessive pronouns, adverbial, by the end of Year 4.

Add the correct punctuation mark in the box below.

Where are the pens and pencils

1 mark

Circle **one** word in the sentence below that can be replaced with the word because.

Ava wore her sun hat when it was hot.

1 mark



Which sentence contains a **relative clause**?

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

Tick **one**.

☐☐☐☐

What is the **word class** of each underlined word?

Josef has beautiful writing. _____

Josef writes beautifully. _____

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English: Writing

Writing is taught through high-quality novels, helping children bring together their reading, spelling, grammar and writing skills. Children explore a range of fiction and non-fiction and are encouraged to become more confident and independent writers. We think carefully about whom we are writing for and why – are we writing to entertain, inform or persuade?

Setting descriptions

Non-chronological reports

Diary entries

Character descriptions

Stories

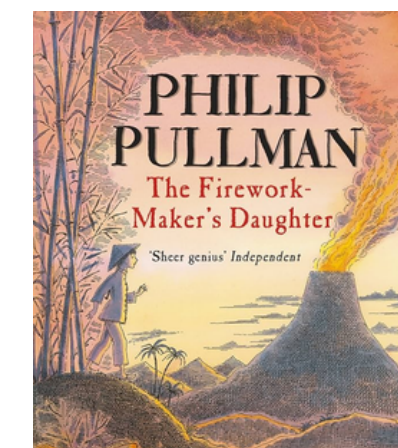
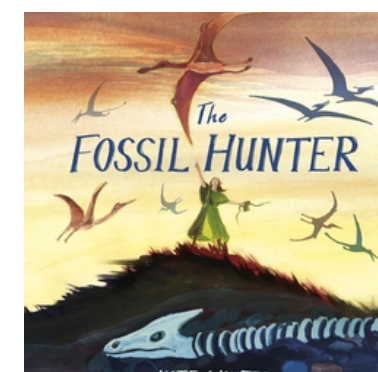
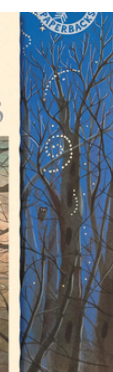
Instructions

Play scripts

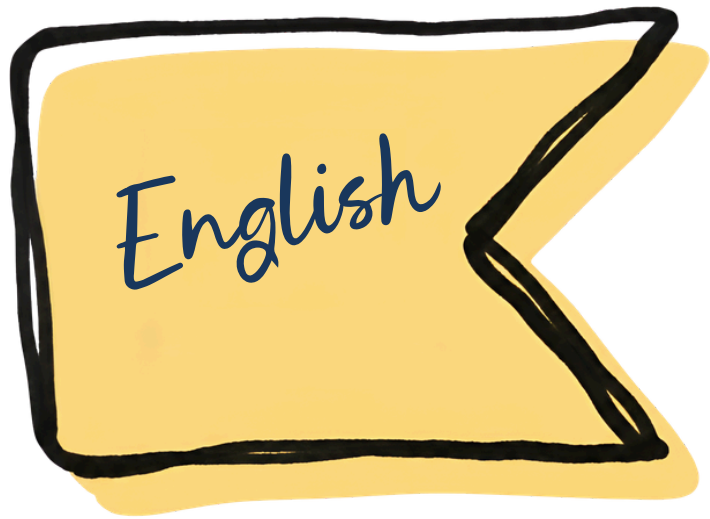
Poetry

Biographies

Letters



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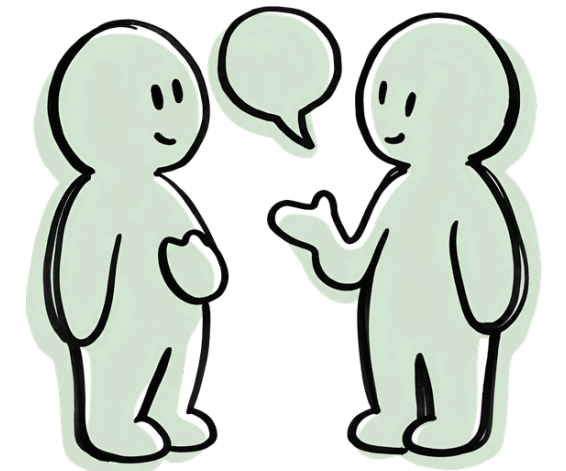


How can you help?

The most valuable thing you can do is read and talk together. Encourage your child to read regularly and chat about what they have read – their favourite characters, new vocabulary or what they think might happen next.

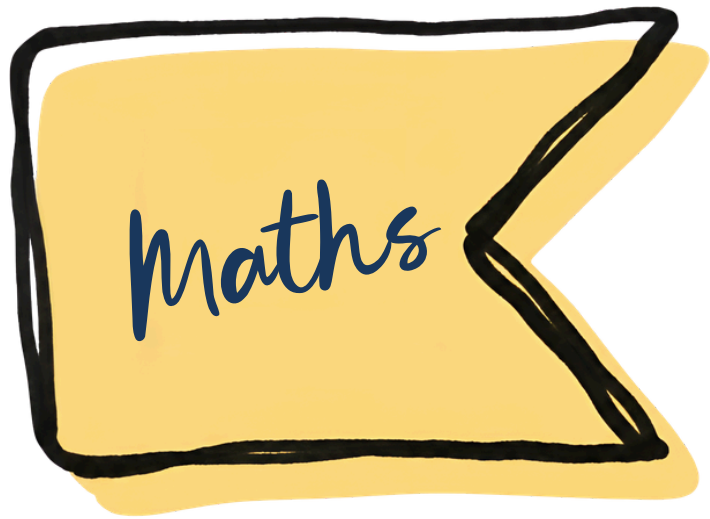
You can also help by:

- Encouraging them to read a variety of books, magazines and texts.
- Practising weekly spellings little and often.
- Talking about interesting new words and what they mean.
- Encouraging writing for real purposes – shopping lists, messages, reviews or stories.
- Helping them check their own writing for spelling, punctuation and whether it makes sense.



Most importantly, show an interest in what they are reading and writing. A quick conversation can make a big difference!

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In our mixed Year 3/4 Gorillas class, children learn through the same key mathematical concepts, with activities carefully adapted to provide the right level of challenge. Learning is planned to ensure children build on what they already know and continue to make progress, rather than simply repeating the previous year's curriculum.

$4782 + 382 =$

$6.003 + 5.21 =$

$467\,902 - 65\,903 =$

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW				Number Multiplication and division A VIEW			Measurement Area VIEW
Spring	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW		Number Fractions B VIEW		
Summer	Measurement Time VIEW	Number Decimals VIEW			Measurement Money VIEW		Geometry Shape VIEW		Geometry Position and direction VIEW	Statistics VIEW		

Types of questions vary. As a school, we use WHITEROSE and adapt our lessons to meet the children's needs. For example: Year 3 may work on reading and writing numbers to 1000, whereas Year 4 will read and write numbers to 10,000.



Year 3 example

Here is a number shown on a place value chart.



Hundreds	Tens	Ones
●	●●	●●

What number is shown?

How many hundreds, tens and ones are there?

What other numbers can be made using exactly five counters?

How many hundreds, tens and ones are there in each number?

Year 4 example

What numbers are represented on the place value charts?

Th	H	T	O	Th	H	T	O
●● ●●	●● ●		●● ●● ●	●● ●●	●● ●		●● ●● ●

Write your answers in words and numerals.

What is the same and what is different about the place value charts?

An example of a reasoning question so the children can apply their knowledge.

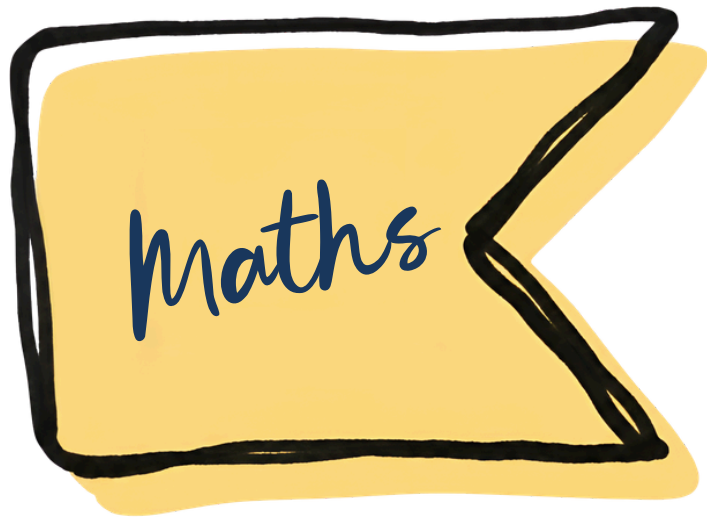


Tiny is partitioning 5,703

$$5,703 = 500 + 70 + 3$$

Explain the mistake that Tiny has made.





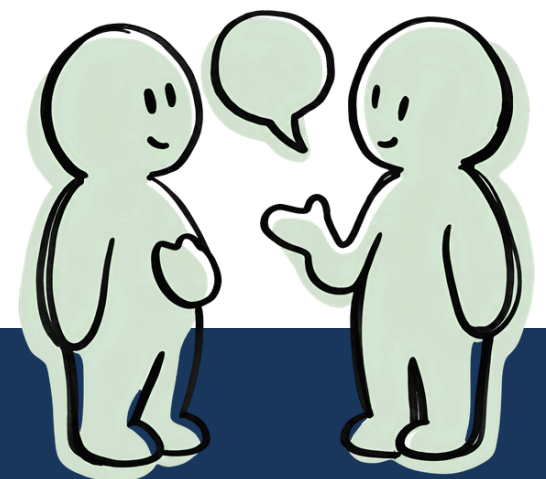
How can you help?

There are many ways you can help your child with their maths.

Mental arithmetic is a big focus in school. Whilst shopping, can they estimate the cost of the basket of items? Can they work out how much pocket money to save for something special?

Real-life conversations support their understanding that maths is not just 'something for school'. For example: How many packets of sweets do they need to buy to fill party bags? What time is it? How many more points do they need to win in their game to buy the next item they want?

Times Tables



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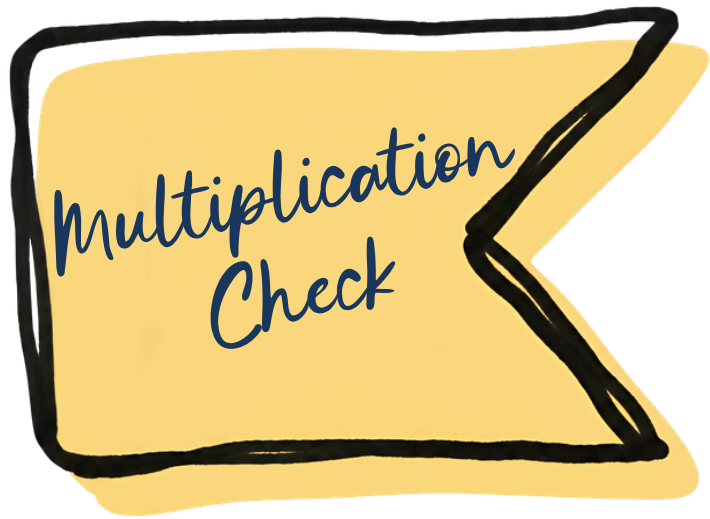
Homework

Spellings, reading and TTRS will start immediately. Spellings will be sent home on Thursdays and will be tested the following Thursday.

Class teachers continually monitor Times Tables Rockstars, and students who show dedication to practise or improvement are rewarded during Friday assembly with a certificate.



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Schools must administer the multiplication tables check within 2 weeks from Monday 7th June 2027.

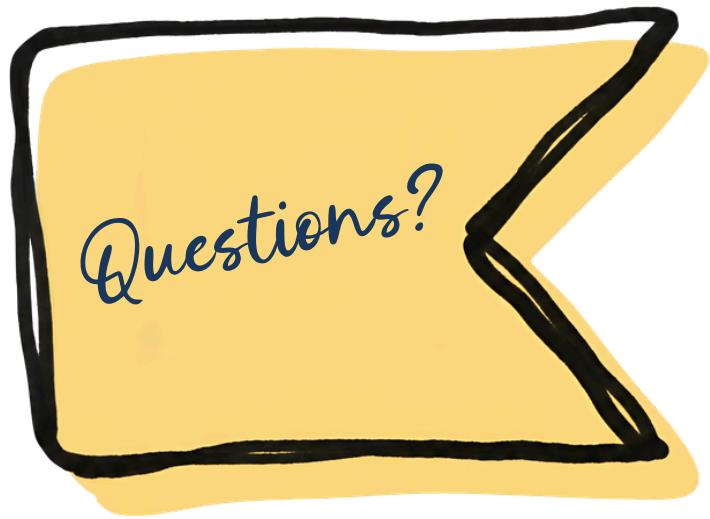
What is the multiplication tables check?

The multiplication tables check is a statutory requirement and takes place in the summer term when children are in Year 4. The check determines whether children can fluently recall their times tables up to 12. It will also help us to identify any children who may need additional support.

How does the check work?

- The multiplication tables check is an on-screen check consisting of 25 times table questions.
- 6 seconds to answer each question.
- Takes around 5 minutes to complete.
- There is no pass mark for the check.

$$2 \times 2 =$$



Does anybody have any questions?