

# Welcome to Key Stage 2



**Meadowside School**

*Making a Difference for our Future*

# Staffing

## Cherry

- Mrs D Morley
- Miss T. Visaranta
- Miss A. Jabczynski

## Oaks

- Miss Akhurst
- Mrs N. Smith

## PPA

- Mrs D. Lowe

# Junior way of life!

- Topic letters outline learning as in KS1
- Junior assemblies
- House activities
- 12.15pm – 1pm lunch (sittings)
- Snacks/ afternoon breaks/ water
- Junior teachers/ staff – get to know a wider range of staff/ children.
- Organisation of own belongings and timings.
- Homework leaflet now refers to KS2 (on website)

# Spellings

- 4 sessions a week 12pm - 12.15pm
- Small groups with lead adult
- Spelling tests are always on a Monday and new spellings are sent out on a Monday! Please check with your child that they have them!
- Not set homework structure ~ dependent on lead adult.
- 2 styles of spellings may be sent home
- Spelling sheet ~ practice
- Spelling sheet ~ application of spelling rules



Set 2: Plurals of words ending in 'y' (change 'y' to 'i' and add 'es')

	1st try	2nd try	3rd try
babies			
ladies			
puppies			
jellies			
parties			
pennies			
hobbies			
cities			
bunnies			
poppies			

## K52 Spellings

Date given: \_\_\_\_\_

Date returned/tested: \_\_\_\_\_

This week we are going to focus on the spelling pattern

Can you find 203

We would like you to find and practise spelling 20 words that include the pattern.

On Monday, we will be looking at the words you have found, selecting words and testing you on this spelling pattern. It is important you can use them in context and understand their meanings.

[illegible]

# PE/ Swimming

- Transition from KS1 fundamental movements skills to games based activities.
- Game tactics/ attacking/ defending/ team sports
- Outdoor kit/shoes/ outdoor PE due to games/ space

## Swimming

Summer Term

30 mins

Swimming Kits

Letter sent regarding swimming skills

Organisation (in Y4 and Y6.)

# French/SEAL

- Miss Akhurst – French
- Simple words/ phrases – e.g. body parts/ weather etc...
- Songs and rhymes
- Greetings/ numbers and simple questions

- \*Mrs Morley/ Miss Jabczynski – SEAL

Themes linked to whole school

Increased independence in junior way of life!



# Reading at home

## Home reading

- Reading Journal
- Reading record books – child and parents
- Own reading at home
- Questions/ Comprehension/ Bookmarks
- Oaks – Tuesday/ Friday
- Cherries – Monday/ Friday

## Guided Reading

- Adult stamp/ comments when reading in a group

## Library Books (Friday)

Please inform if lost/missing please let us know so we can allocate another!

# READING JOURNAL



**SCHOOLS  
LINKS**

Year Three - Autumn



## Beginnings

Choose a book that you would like to read and read the first page.

What is the name of the book?

What words and phrases has the author used to describe the setting?

When does the story take place? How do you know?

Are there any clues about the time of day or the weather? What are they?

# National Curriculum 2014

# Year 3 Maths Assessment Targets

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
I can count from 0 in multiples of 4, 8, 50 and 100.	I can add and subtract numbers mentally including three-digit number and tens.	I can recall and use multiplication and division facts for the 4 times table.	I can recognise that tenths arise from dividing an object into 10 equal parts.	I can measure, compare, add and subtract volume/capacity (l/ml).	I can make 3-D shapes using modelling materials.	I can interpret and present data using bar charts.
I can solve number problems and practical problems.	I can solve missing number problems for addition and subtraction.	I can solve missing number problems using multiplication and division.	I can solve problems that involve fractions.	I can compare durations of events.	I can identify horizontal, vertical, perpendicular and parallel lines.	I can interpret data presented in many contexts.
I can read and write numbers to 1000 in numerals and words.	I can solve word problems for addition and subtraction.	I can solve problems using multiplication and division.	I can compare and order fractions with the same denominator.	I know the number of seconds in a minute, and the number of days in a month and a year.	I can identify whether angles are greater than or less than a right angle.	I can use simple scales in pictograms.
I can find 10 or 100 more or less of any given number.	I can add and subtract numbers mentally including three-digit number and ones.	I can recall and use multiplication and division facts for the 3 times table.	I can count up and down in tenths.	I can measure, compare, add and subtract mass (kg/g).	I can draw 2-D shapes.	I can interpret and present data using pictograms.
I can compare and order numbers up to 1000.	I can add and subtract numbers mentally including three-digit number and hundreds.	I can recall and use multiplication and division facts for the 8 times table.	I can recognise, find and write fractions for a set of objects.	I can measure the perimeter of simple 2-D shapes.	I can recognise and describe 2-D shapes in different orientations.	I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.
I can identify, represent and estimate numbers in different contexts.	I can subtract numbers with up to three-digits using a written method.	I can use mental strategies to multiply a two-digit and one-digit number.	I can recognise and show, using diagrams, equivalent fractions.	I can tell and write the time from an analogue clock, including using Roman numerals.	I can identify right angles.	I can solve one and two-step problems such as 'How many more?' 'How many less?'



# Year 3

## Vocabulary, Grammar and Punctuation

### Word

#### I can

make nouns using prefixes  
use a or an appropriately by looking  
at the first letter of a word  
recognise word families

### Sentence

#### I can

express time, place and cause using  
conjunctions  
express time, place and cause using  
adverbs  
express time, place and cause using  
prepositions

### Text

#### I can

use paragraphs to group information  
use headings and sub-headings  
use the present perfect form of verbs

### Punctuation

#### I can

recognise direct speech  
use inverted commas to punctuate direct speech

### I can talk about my work using these words

preposition      conjunction      word family  
clause      subordinate clause  
consonant      consonant letter      vowel  
vowel letter      prefix  
inverted commas/speech marks





# New Curriculum Spelling List Years 3 and 4



accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

# Reading Genres

<b>Mystery</b> A fictional story that revolves around dealing with a puzzling crime or discovering a secret. 	<b>Folk tale</b> A story or belief, often passed on by word of mouth, with exaggerated characters and obstacles. 	<b>Fable</b> A short story, that often teaches a moral, typically with animals as characters. 	<b>Informational</b> A non-fiction writing or story that is about a specific topic. 
<b>Legend</b> A story that is based on an event or a person but cannot be proven. 	<b>Fairy Tale</b> A story that typically involves magical forces and unlikely events that lead to a happy ending. 	<b>Myth</b> A traditional story, that normally involves supernatural events or beings, explaining a natural or social phenomenon. 	<b>Fantasy</b> A fictional story that is very imaginative and uses very strange characters or settings. 
<b>Poetry</b> A choice of words which uses sound and rhythm to inspire thoughts and feelings. 	<b>Historical Fiction</b> A literary genre in which the plot takes place in a setting located in the past. 	<b>Biography</b> A story about a real person's life that is written by somebody else. 	<b>Autobiography</b> A story about a real person's life that is written by himself or herself. 
<b>Science Fiction</b> A story, that includes science and technology, often set in the future or other worlds. 			

# Writing Transcription

## Transcription

- ☐ I use further prefixes and suffixes and understand how to add them.
- ☐ I can spell further homophones.
- ☐ I can spell words that are often misspelt.
- ☐ I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- ☐ I can use the first two or three letters of a word to check its spelling in a dictionary.
- ☐ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



# Handwriting

## Handwriting

- ☐ I can 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.
- ☐ I can increase the legibility, consistency and quality of my handwriting.

# Composition

## Composition

- ☐ I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
- ☐ I can plan my writing by discussing and recording ideas.
- ☐ I can draft and write by organising paragraphs around a theme.
- ☐ I can draft and write narratives, create settings, characters and plot.
- ☐ I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- ☐ I can draft and write by organising paragraphs around a theme.
- ☐ I can draft and write narratives, create settings, characters and plot.
- ☐ I can draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- ☐ I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.
- ☐ I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- ☐ I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- ☐ I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

# Vocabulary, Grammar & Punctuation

## Vocabulary Grammar and Punctuation

- ☐ I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- ☐ I can use the present perfect form of verbs in contrast to the past tense.
- ☐ I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- ☐ I can use conjunctions, adverbs and prepositions to express time and cause.
- ☐ I can use fronted adverbials.
- ☐ I am learning the grammar for years 3 and 4 in English Appendix 2.
- ☐ I can indicate grammatical and other features by using commas after fronted adverbials.
- ☐ I can indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.
- ☐ I can indicate grammatical and other features by using and punctuating direct speech.
- ☐ I can indicate grammatical and other features by using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

# New Assessments

- \*Assessment without levels

- \*New Key Stage 1 & 2 style tests and standards.

# More information!

- \*Inhalers/ First Aid details need to be updated.
- \*Contact details – please update and send back in to office.
- \*Local visit forms filled in when start allow visits to take place with school time.
- \*Blog letters – please return to class teachers.
- \*Parent view – we'd love to hear what you think!