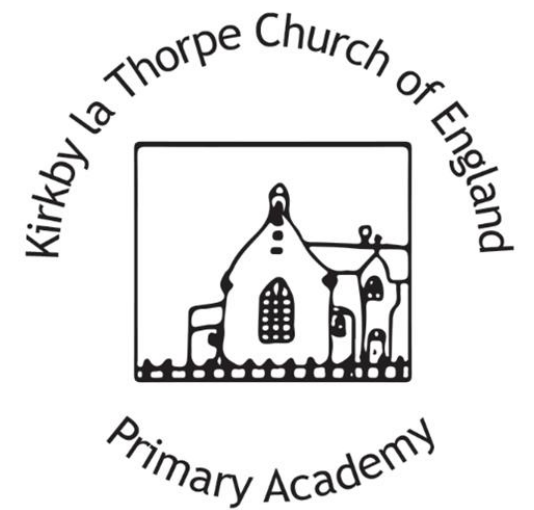




Welcome to our Curriculum Evening September  
2025-6

# Kingfishers Year 3/4



# School Vision and Values

- Building a Hopeful Future through Kindness, Learning and Trust
- At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.
  - We are inspired by the life of St Thomas in all that we do so that we can:
- **Be Positive and Active Citizens:** We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.
- **Be Curious and Independent Members of Society:** We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.
- **Have Confidence and Perseverance:** Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.
- **Have the Courage to Respectfully Challenge:** We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can build a better future.
- **Know their heritage:** We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

# Window's, Mirror's and Door's

## WINDOWS · MIRRORS · DOORS

LOOK OUT INTO THE WORLD, REFLECT AND 'GO AND DO LIKEWISE'



### WINDOWS

What are the important facts?  
What is challenging to me about this?  
What is inspiring to me about this?



### MIRRORS

What is my view on this?  
How do I feel about it?  
How does my worldview affect my opinion  
about this?  
What can I learn from others about this?

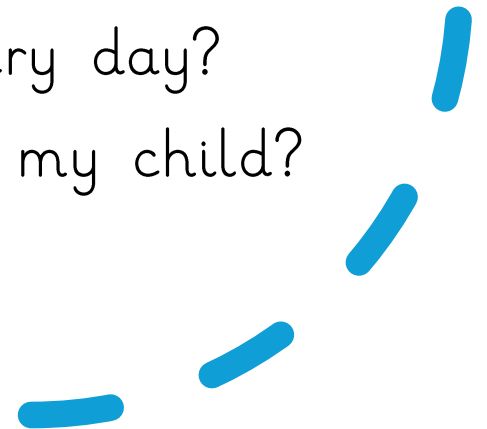


### DOORS

What can I learn and take away  
with me today?  
How can I respond to this matter?  
Where can I find more information  
about this?  
What can I take in order to  
'Go and do likewise'? in the week ahead?

# Agenda

- Welcome to the Year Group
- Expectations
- Behaviour
- What will our children be learning?
- Handwriting and Presentation
- Homework and the Reading Record
- Educational Visits
- Uniform
- What should your child have every day?
- What can I do at home to help my child?
- Attendance and Punctuality



# Welcome to the year group



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Mrs Grant - Class  
Teacher/Maths Lead/DDSL

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Mrs Hounsell - Class  
Teaching Assistant/French  
Lead

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Mrs Leary - I:I/Teaching  
Assistant



# Expectations

- We have high expectations of our children, and we aim to prepare them so they can acquire a wide range of experiences and skills.
- This year, among other things, we will be working hard at raising expectations. As a staff, we believe that if we have high expectations of uniform, behaviour and general presentation that this will be reflected in the quality of work that children produce.
- We will also be working extremely hard on handwriting and presentation this term with all children taking pride in their work. All children will be doing handwriting for 15 mins, three times per week. It is expected that everyone presents their best work at every opportunity, If not, they may be asked to redo a piece of work in their own time.
- In the classroom we always try to encourage independent learning through the use of peer marking and self assessment. Children are encouraged to select their own learning equipment during lessons i.e. word banks, thesauruses, 100 squares and any maths equipment needed etc.

Behaviour

# SCHOOL RULES

1	Be Ready
2	Be Respectful
3	Be Safe

Year 3/4

- What will our children be learning?

Term	Autumn	Term	Spring	Term	Summer
WOW		WOW		WOW	
English The Lit Tree	<p>Writing</p> <p>To entertain: Leon and the place between The Matchbox diary</p> <p>To persuade: The ice bear One plastic bag</p> <p>Guided Reading</p> <p>The Undefeated Zombriella The Story of flight Skygazing The wild robot</p>	English The Lit Tree	<p>Writing</p> <p>To entertain: Cinderella of the Nile The story of Tutankhamun To entertain: The Tin Forest Visual Literacy: The Alchemists letter</p> <p>Guided Reading</p> <p>Annie Lumsden; the girl from the sea Tamarind and the star of Ishta Viking Voyagers Norse Myths</p>	English	<p>Writing</p> <p>To inform: Rain Player The Miraculous journey of Edward Tulane To inform: The River Singers The explorer</p> <p>Guided Reading</p> <p>The Humans Ancient civilisations The Fossil Hunter The Lion the witch and the wardrobe Adventuremice</p>

# Year 3/4

# What will our children be learning?

Year 3			
Textbook	Strand	Unit	Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1 Place value within 1,000	11
	Number – addition and subtraction	2 Addition and subtraction (1)	10
	Number – addition and subtraction	3 Addition and subtraction (2)	9
	Number – multiplication and division	4 Multiplication and division (1)	15
Year 4			
Textbook	Strand	Unit	Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1 Place value – 4-digit numbers (1)	9
	Number – number and place value	2 Place value – 4-digit numbers (2)	9
	Number – addition and subtraction	3 Addition and subtraction	15
	Measurement	4 Measure – perimeter	5
	Number – multiplication and division	5 Multiplication and division (1)	11

Year 3			
Textbook B / Practice Book B	Strand	Unit	Number of Lessons
(Term 2)	Number – multiplication and division	5 Multiplication and division (2)	14
	Measurement	6 Money	5
	Statistics	7 Statistics	5
	Measurement	8 Length	11
Number – fractions	9 Fractions (1)	11	
Year 4			
Textbook B / Practice Book B	Strand	Unit	Number of Lessons
(Term 2)	Number – multiplication and division	6 Multiplication and division (2)	15
	Measurement	7 Measure – area	5
	Number – fractions (including decimals)	8 Fractions (1)	7
	Number – fractions (including decimals)	9 Fractions (2)	8
	Number – fractions (including decimals)	10 Decimals (1)	10

Year 3			
Textbook C / Practice Book C	Strand	Unit	Number of Lessons
(Term 3)	Number – fractions	10 Fractions (2)	9
	Measurement	11 Time	11
	Geometry – properties of shapes	12 Angles and properties of shapes	9
	Measurement	13 Mass	6
Measurement	14 Capacity	6	
Year 4			
Textbook C / Practice Book C	Strand	Unit	Number of Lessons
(Term 3)	Number – fractions (including decimals)	11 Decimals (2)	7
	Measurement	12 Money	9
	Measurement	13 Time	5
	Statistics	14 Statistics	5
	Geometry – properties of shapes	15 Geometry – angles and 2D shapes	10
	Geometry – position and direction	16 Geometry – position and direction	6

<b>Science</b> Kapow	Energy: Electricity and circuits	Materials: States of matter
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<b>Science</b> Kapow	Energy: Sound and vibrations	Living things: Classification and changing habitats
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<b>Science</b> Kapow	Plants: Plant reproduction	Making connections: How does wind force affect seed dispersal?
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<b>History</b> Kapow	How have children's lives changed?	
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<b>History</b> Kapow	What did the Ancient Egyptians believe?	
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<b>History</b> Kapow	How did the achievements of the ancient Maya impact their society and beyond?	
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<b>Geography</b> Kapow		Who lives in Antarctica?
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<b>Geography</b> Kapow		Are all settlements the same?
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<b>Geography</b> Kapow		What are rivers and how are they used?
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# Year 3/4

# What will our children be learning?


<b>D&amp;T</b> Kapow		Digital world: Mindful moments timer						
<b>Art</b> Kapow	Sculpture and 3D: Abstract shape and space							
<b>PSHE</b> 1 Decision (Cycle B)	<table border="1"> <tr><td><b>KEEPING/STAYING SAFE UNIT</b></td></tr> <tr><td>Baseline topic Cycle Safety Cycle Safety Extension</td></tr> <tr><td><b>BEING RESPONSIBLE UNIT</b></td></tr> <tr><td>Baseline topic Coming Home on Time Coming Home on Time Extension</td></tr> <tr><td><b>FEELINGS AND EMOTIONS UNIT</b></td></tr> <tr><td>Baseline topic Jealousy Jealousy Extension</td></tr> </table>		<b>KEEPING/STAYING SAFE UNIT</b>	Baseline topic Cycle Safety Cycle Safety Extension	<b>BEING RESPONSIBLE UNIT</b>	Baseline topic Coming Home on Time Coming Home on Time Extension	<b>FEELINGS AND EMOTIONS UNIT</b>	Baseline topic Jealousy Jealousy Extension
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<b>BEING RESPONSIBLE UNIT</b>								
Baseline topic Coming Home on Time Coming Home on Time Extension								
<b>FEELINGS AND EMOTIONS UNIT</b>								
Baseline topic Jealousy Jealousy Extension								
<b>PE</b> Get Set 4 PE	Fundamentals $\frac{3}{4}$ Tennis	Dance Gymnastics						
<b>ICT</b> Teach Computing	Y3 Programming A – Sequencing Sounds	Y4 Programming A – Repetition in shapes						
<b>RE</b> (Use Cycle A)	What is my duty, how do I know and why does it matter? Sikh worldviews	What is my duty, how do I know and why does it matter? Hindu worldviews						
<b>Music</b> Kapow	Creating Compositions in Response to an Animation Rock and Roll							
<b>MFL</b>	Presenting Myself	Shapes						

<b>D&amp;T</b> Kapow		Structures: Pavilions						
<b>Art</b> Kapow	Painting and mixed media: Light and dark							
<b>PSHE</b> 1 Decision	<table border="1"> <tr><td><b>KEEPING/STAYING HEALTHY UNIT</b></td></tr> <tr><td>Baseline topic Healthy Living Healthy Living Extension</td></tr> <tr><td><b>GROWING AND CHANGING UNIT</b></td></tr> <tr><td>Baseline topic Appropriate Touch (Relationships) Appropriate Touch (Relationships) Extension</td></tr> <tr><td><b>COMPUTER SAFETY UNIT</b></td></tr> <tr><td>Baseline topic Online Bullying Online Bullying Extension</td></tr> </table>		<b>KEEPING/STAYING HEALTHY UNIT</b>	Baseline topic Healthy Living Healthy Living Extension	<b>GROWING AND CHANGING UNIT</b>	Baseline topic Appropriate Touch (Relationships) Appropriate Touch (Relationships) Extension	<b>COMPUTER SAFETY UNIT</b>	Baseline topic Online Bullying Online Bullying Extension
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<b>COMPUTER SAFETY UNIT</b>								
Baseline topic Online Bullying Online Bullying Extension								
<b>PE</b> Get Set 4 PE	Tag Rugby Yoga	Cricket Swimming						
<b>ICT</b> Teach Computing	Y3 Data and Information – Branching Databases	Y4 Data and Information – Data Logging						
<b>RE</b>	What is a good life? Non-religious worldviews	What is a good life? Christian worldviews						
<b>Music</b> Kapow	Ballads Haiku, Music and Performance (Theme: Hanami Festival)							
<b>MFL</b>	Animals	Vegetables						

<b>D&amp;T</b> Kapow		Electrical systems: Torches						
<b>Art</b> Kapow	Sculpture and 3D: Mega materials							
<b>PSHE</b> 1 Decision	<table border="1"> <tr><td><b>A WORLD WITHOUT JUDGEMENT UNIT</b></td></tr> <tr><td>Baseline topic Breaking Down Barriers Breaking Down Barriers Extension</td></tr> <tr><td><b>THE WORKING WORLD UNIT</b></td></tr> <tr><td>Baseline topic Chores at Home Chores at Home Extension</td></tr> <tr><td><b>FIRST AID UNIT</b></td></tr> <tr><td>Baseline topic First Aid Year 4 First Aid Year 4 Extension</td></tr> </table>		<b>A WORLD WITHOUT JUDGEMENT UNIT</b>	Baseline topic Breaking Down Barriers Breaking Down Barriers Extension	<b>THE WORKING WORLD UNIT</b>	Baseline topic Chores at Home Chores at Home Extension	<b>FIRST AID UNIT</b>	Baseline topic First Aid Year 4 First Aid Year 4 Extension
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<b>FIRST AID UNIT</b>								
Baseline topic First Aid Year 4 First Aid Year 4 Extension								
<b>PE</b> Get Set 4 PE	Rounders Golf	Football Basketball						
<b>ICT</b> Teach Computing	Y3 Programming B – Events and actions in programs	Y4 Programming B – Repetition in games						
<b>RE</b>	Do Christians have to believe in God as Trinity? (Part 1)	Do Christians have to believe in God as Trinity? (Part 2)						
<b>Music</b> Kapow	Changes in Pitch, Tempo and Dynamics (Theme: Rivers) Samaba and Carnival Sounds and Instruments (Theme: South America)							
<b>MFL</b>	Habitats	My Home						

# A week in Kingfishers Year 3/4

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Morning work - Maths	Morning work English/Grammar	Morning work - Maths	Morning work English/Grammar	Handwriting & Spellings practice
8:50 – 9:30	Handwriting & Spellings practice	Handwriting & Spellings practice	Handwriting & Spellings practice	Handwriting & Spellings practice	
9:30-10:00	Guided Reading – Session 2	Guided Reading – Session 3	Guided Reading – Session 4	Guided Reading – Session 5	Guided Reading – Session 6
10:00 – 10:45	English – Session 3	English – Session 4	English – Session 5	English – Session 6	
10:45 -11:00	<b>Collective worship Mrs Leighton</b>	<b>Collective worship Mrs Brown</b>	<b>Collective worship Mrs Grant</b>	<b>Collective worship Miss Graney</b>	English– Session 7
11:00-11:15	<b>Break Time</b>	<b>Break Time</b>	<b>Break Time</b>	<b>Break Time</b>	<b>Break Time</b>
11:15–12:15	Maths – Lesson 1	Maths Lesson 2	Maths Lesson 3	Maths Lesson 4	Maths – Timetables/Multiplication Friday's
12:15-13:15	<b>Lunch</b>				
13:15-14:15	History  How have children's lives have changed over time?	Mrs Atkin ART Lesson 1: Structural shapes  ✓ To join 2D shapes to make 3D structures.	PE – Elite	Mrs Atkin Cover RE – Lesson 1	Science
14:15-15:15	PHSE		French G Hounsell	PE – Fundamentals SG	ICT

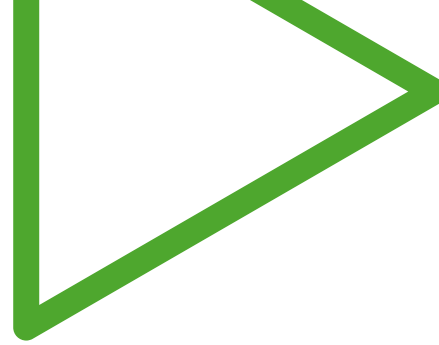


## Handwriting and Presentation

- Children are encouraged to take pride in their work in all areas across the curriculum.
- We follow a handwriting scheme called Letter Join to support with the children's presentation and progression of handwriting skills.
- Children will have handwriting lessons 4 times a week and have the opportunity to practise their cursive handwriting every day.
- We have the same expectations in all of their books, including their homework books.

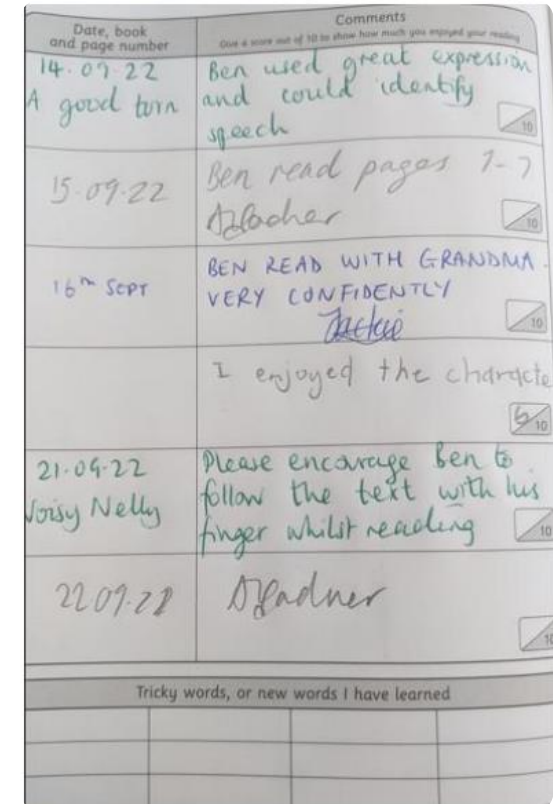
# Homework and the reading record

- The Blue Homework books will go home once a week - on a Friday and homework will be stuck in.
- It will be based on what we have been learning that week so they can have a chance to consolidate learning and share this with you.
- It will usually alternate between English/struggled, but the occasional Science or Topic piece may be thrown in!
- When possible, they will self-mark when they hand it in.
- Homework needs to be returned THURSDAY each week so we have time to check and stamp.
- Each piece of homework returned will receive 5 House points - as long as it is clear they have tried.
- If they get it wrong or have struggled we will go through it with them on a Friday afternoon.



# Homework and the reading record

- Your child should be reading at home every day where possible. Please sign or comment in your child's Reading Record when you have listened to your child read. We encourage children to not only read the books we send home but also their own books. Children are welcome to add their own comments in the Reading Record and use it as a log of what books they have read.
- Chapter champions - they get a stamp for having read 3 days, and for every stamp - they get one token for their house. If they read 7 days/ALL WEEK, they get a special orange token for their house! At the end of term, there will be a trophy for the winning house and a prize to be won!



Date, book and page number	Comments <small>Give a score out of 10 to show how much you enjoyed your reading</small>
14.09.22 A good turn	Ben used great expression and could identify speech <input type="checkbox"/>
15.09.22 Albion	Ben read pages 7-7 <input type="checkbox"/>
16 <sup>th</sup> SEPT	BEN READ WITH GRANDMA - VERY CONFIDENTLY <input type="checkbox"/>
	I enjoyed the character <input type="checkbox"/>
21.09.22 Naisy Nelly	Please encourage Ben to follow the text with his finger whilst reading <input type="checkbox"/>
22.09.22	Albion <input type="checkbox"/>
Tricky words, or new words I have learned	

# Uniform

## School uniform

- red school jumper or cardigan, option to purchase one with our school logo;
- white polo shirts and T-shirts option to purchase one with our school logo;
- black or grey trousers, shorts, skirts or pinafore dresses;
- red checked dresses (summer)
- black or grey sturdy shoes. Sandals are permitted in the summer months, but these should be closed toe.
- We request that all long hair is tied back for health and safety purposes, and that the colour and hair style worn by pupils is appropriate for school. In addition, we politely request that headbands etc. are also in keeping with our school colours and are kept to a sensible size.
- We also politely request that no make-up is worn to school by pupils, including nail varnish.
- Small studs can be worn and jewellery of a religious nature



# Uniform

## PE kit

- Please note, pupils may be asked to remove jewellery for safety reasons.

## Indoor PE kit

- • red T-shirt, option to purchase with our school logo;
- • black shorts
- • plimsolls.

## Outdoor PE kit

- • black tracksuit (for use in winter weather conditions); and subject a
- • trainers.

*If there is any reason why your child cannot participate in PE we ask that you write a note, or send an email to enquiries, so that we have written consent to sit them out from the lesson (we will find other activities for them to do in the PE lesson). It is important to remember that PE is a compulsory subject in the National Curriculum.*



# What should your child have everyday?



Water Bottle with water in –  
named



Lunch – If not hot dinners



A coat/raincoat – named



Hat/Gloves/Scarves when we  
move into winter



Reading record/Book



We provide fruit for snack – but  
some children may feel they  
need more energy, if this is the  
case, please provide something  
healthy as an extra

What can I  
do at home  
to help my  
child?

- Listen to your child read/Read to your child - especially if there is a book, they bring home for pleasure that they cannot yet access
- Help/support with homework
- Talk to your child about what they have learnt at school - can they teach you something new
- Encourage them to play TT Rockstars
- Hit the button - Website
- BBC Bitesize games for English/Topic/Science





# Attendance and Punctuality

Children need to be in school on time – Gates open at 8:30 and close at 8:45am

Punctuality and attendance is monitored by the local authority

In order for the children to learn and maintain friendships they need to be in school every day. The government says that children's attendance needs to be no less than 96%.

Anything below 95% is classed as poor or low attendance and if it is 90% or less it is termed as a persistent absence – DFE

# Getting in touch



CATCH A TEACHER  
AT THE END OF  
THE DAY AT PICK  
UP



EMAIL:  
ENQUIRIES@  
KLTPRIMARY.CO.UK



CALL THE  
SCHOOL OFFICE  
AND LEAVE A  
MESSAGE, OR  
CALL TO BOOK AN  
APPOINTMENT



PASS ON A  
MESSAGE AT THE  
GATE IN THE  
MORNING.



IN ADDITION,  
MANY OF YOUR  
QUESTIONS /  
QUERIES MAY BE  
FOUND BY  
LOOKING ON OUR  
SCHOOL WEB  
PAGE.

[www.kltprimary.co.uk](http://www.kltprimary.co.uk)