



Year 3 and 4 Curriculum Evening

Year 3

Miss Relf l.relf@chalkridgepri.hants.sch.uk

Miss Bourke l.bourke@chalkridgepri.hants.sch.uk

Year 4

Mr Green t.green@chalkridgepri.hants.sch.uk

Miss O'Brien s.obrien@chalkridgepri.hants.sch.uk



Drop off and Pick up



- The gates are opened at 8:30am.
- Classroom doors are opened at 8:40am. Children should arrive between 8:40am-8:50am.
- If children arrive after 8:50am they need to go through the office and will be marked as late.
- Children to be picked up at 3:10pm at their classroom door.
- Children will only be allowed to leave at the end of the day to a known adult. If there is change to who is picking your child up at the end of the day, please notify the office.



School Uniform

- Navy-blue jumper/sweatshirt or cardigan (no hooded tops);
- Light blue polo shirt, shirt or blouse;
- Grey trousers, skirt or pinafore dress (summer cotton dress in blue and white);
- White, navy-blue or grey socks/tights;
- Conventional outdoor shoes in dark colours (conventional sandals may be worn in the summer);
- Hair longer than shoulder length tied up in plain coloured hairbands.



PE School Uniform

- Light blue t-shirt;
- Navy blue PE briefs, shorts, jogging bottoms or wrap over games skirt;
- Light blue fleece or sweatshirt (no hooded tops or tops with logos);
- Trainers or plimsolls for outdoor PE.

Safety Notes

- Earrings should be removed during all PE activities (taped if newly pierced).
- All indoor PE in bare feet.
- Hair longer than shoulder length tied up in plain coloured band.
- No hooded tops allowed.



Equipment Needed



Your children will not be required to bring their own pencil cases or equipment as this will be provided for them.

PE kit will need to be worn into school on days where PE is taught.

Year 3 – Tuesday and Wednesday

Year 4 – Tuesday and Thursday

Please note, children are not allowed to bring toys or fiddle toys from home. Fiddle toys will be provided where needed.



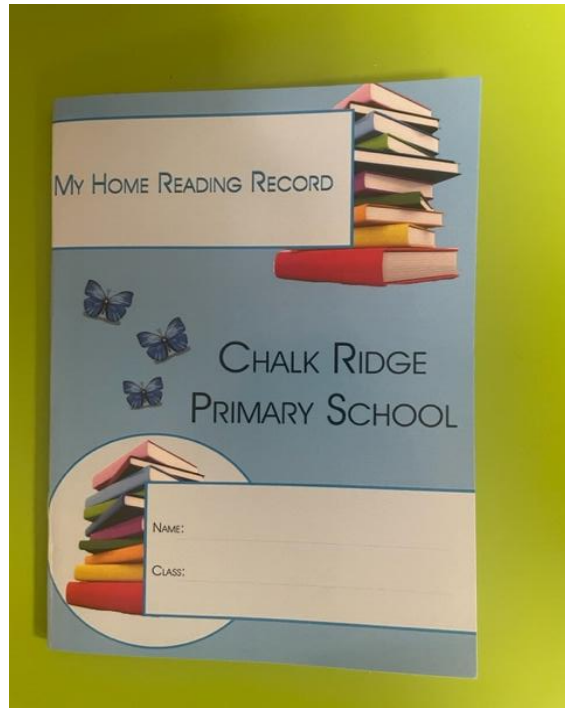
Reading

Regularly listening to your child read and reading to your child will benefit them. Through reading, children can:

- Develop their sense of self
- Improve emotional literacy
- Develop empathy
- Enable them to access the wider curriculum

At Chalk Ridge, the expectation is that children are listened to at home at least 5 times a week. For every five reads, the children will also receive a raffle ticket for a chance to win a book! Reading records need to be in school everyday and children will be given the opportunity to change their reading books weekly.

Reading Records



BOOK	Pupil, Parent, Teacher Comments
Date: / /	
Date: / /	
Date: / /	
Date: / /	
Date: / /	

BOOK	Pupil, Parent, Teacher Comments
Date: / /	
Date: / /	
Date: / /	
Date: / /	
Date: / /	

Date

Name of book/Page no.

Comments



Spellings

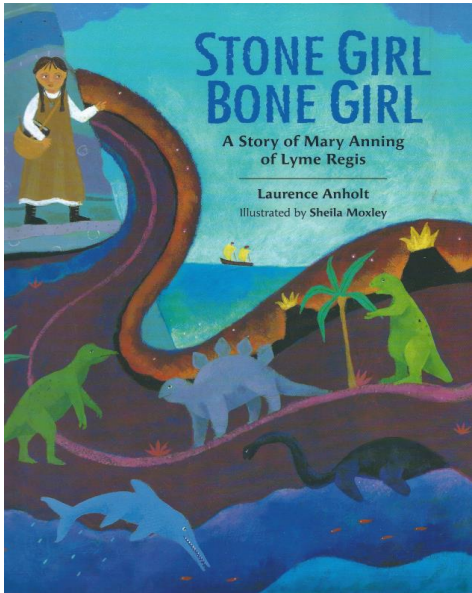
Children will be sent home up to 10 spellings a week. These will be taught and practised at school but also need to be regularly practised at home.

By the end of Year 4, children should be correctly spelling the Year 3 and 4 spellings words. The children will have a copy of these words stuck in their reading records for your access.

We teach weekly spellings using Spelling Shed. It is an engaging online platform where pupils can log in from home to reinforce the words taught in class through games, challenges and structured practice. This helps them to build fluency and confidence with the Year 3 and 4 spelling lists.

Key Reading Texts

We ensure that the children are exposed to a variety of genres and text types throughout the year. This can be through: Guided Reading sessions, English learning journey books, topic books and story time.





Times Tables Rock Stars



By the end of year 3, all children should be able to recall 2,5,10,3,4,6 and 8 times tables – including divisions. By the end of Year 4, all children should know up to their 12x12 times tables multiplication facts.



- 'Times Tables Rockstars' enables children to practise and recall times tables at home and school.
- It enables them to improve their fluency and recall multiplication (and division) facts quickly.

[Times Tables Rock Stars \(ttrockstars.com\)](http://ttrockstars.com)

- Your child's username and password should be stuck in their reading record so that it can be easily accessed.

Rockstar day: Tuesday 30th September

[What is Times Tables Rock Stars? Parents and Carers Guide \(youtube.com\)](https://www.youtube.com/watch?v=...)



Times Tables Rock Stars



JAMMING

Take it easy



GIG

Perform once a month



GARAGE

Complete your heatmap



STUDIO

Get a rock status



SOUNDCHECK

Beat the clock

Activate Windows

Go to Settings to activate Windows

Stepping into KS2

Differences between KS1 and KS2:

- Children learn whilst sitting in their seat, rather than on the carpet
- All children begin to use a pen to write, rather than a pencil
- Children are expected to set out books in a certain way e.g. writing and underlining the date and title for each subject and drawing margins in Maths books.
- All other expectations are the same as they have always been. The work is pitched at a level that they can all achieve and learn every day and – as always – the work gets progressively more challenging, the same way it does in all year groups.

Timetable – Year 3

Monday		Tuesday		Wednesday		Thursday		Friday	
08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task
09:00 – 09:30	Reading practice	09:00 – 09:30	Reading practice	09:00 – 09:30	Reading practice	09:00 – 09:30	Reading practice	09:00 – 09:30	Reading practice
09:30 – 10:30	English	09:30 – 09:50 09:50 – 10:30	PE (fundamentals)	09:30 – 10:30	PE (OAA)	09:30 – 10:30	English	09:30 – 10:30	English
10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime
10:45 – 11:00	Times table practice/mental maths	10:45 – 11:00	Times table practice/mental maths	10:45 – 11:00	Times table practice/mental maths	10:45 – 11:00	Times Table Practice/mental maths	10:45 – 11:00	Times table practice/mental maths
11:00 – 12:00	Maths	11:00 – 12:00	English/Maths	11:00 – 12:00	PSHE/French (Forest School)	11:00 – 12:00	Maths	11:00 – 12:00	Maths
12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime
13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register	13:00 – 13:05	Register
13:05 – 13:35	Silent Reading	13:05 – 13:35	Silent Reading	13:05 – 13:35	Silent Reading	13:05 – 13:35	Silent Reading	13:05 – 13:35	Silent Reading
13:05 – 13:35	Spelling Shed	13:05 – 13:35	Handwriting	13:05 – 13:35	Spelling Shed	13:05 – 13:35	Handwriting	13:05 – 13:35	Spelling Shed
13:40 – 14:40	Science (Magnets)	13:35 – 14:40	English/Maths	13:40 – 14:15 14:15 – 14:40	Maths Retrieval Handwriting/Publishing	13:35 – 14:40	History (stone/iron/bronze age)	13:40 – 14:40	Art/Music
14:40 – 15:00	Whole School Assembly	14:40 – 15:00	Class Assembly	14:40 – 15:00	KS2 Assembly	14:40 – 15:00	Whole School Singing Assembly		Whole School Celebration Assembly
15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book and Class Assembly	15:00 – 15:10	Class Book

*Computing and R.E. will be taught in blocks at the end of the term.

Our Autumn Curriculum Information Overview

English

Our first writing learning journey will be based on the picture book 'Stone Age Boy.' We will be writing a letter, a setting description and a narrative based on its story. During this learning journey we will focus on developing our understanding of sentence structures as well as make sure we are using all punctuation we have learnt up to Year 3.

We will then move on to using the book 'The Station Cat,' where pupils will explore fictional writing through non-fiction formats. They will begin with a diary entry, followed by an eye witness account and finish with a newspaper report, learning to adapt tone, structure and purpose across styles of writing.

Within guided reading we will develop our retrieval and inference skills while using the books, 'The Promise,' 'Stone Girl, Bone Girl,' and poetry selected from the book 'Lost Words.' Through reading these texts together we will also work on developing our reading fluency and stamina.

Art

Our art topic for this half term is titled, 'Growing artists: See like an artist.' Within this we will learn how to draw still life objects with accuracy by focussing on the shapes we see. We will then move on to explore how shading can make a piece of art more realistic.

MFL

At the start of Year 3 we will begin learning French. We will start by finding out where in the world speaks French, before moving on to learning French greetings, names for family members and learn simple sentences.

PSHE

Our topic in PSHE this term is 'Staying Safe.' Within this topic we will consider how to keep ourselves and others' safe, find out how to identify risky situations and know the differences between safe and risky choices.

Year 3 Autumn 1

*Would you prefer to
have lived in the
Stone Age, Bronze
Age or Iron Age?*

History

Within our history lessons we will be finding out about prehistoric man. We will discover what archaeological evidence tells us about prehistoric dwellings and the bronze age. Furthermore, we will examine how bronze and iron helped to advance human civilisation, as well as the importance of trade during the iron age. Finally, we will use historical evidence to compare settlements in the Neolithic period and Iron Age.

Music

Our music lessons will be focussing on 'The Hall of the Mountain King', by Edvard Greig. We will learn about the story behind the music and learn and apply our understanding of the musical terms crescendo and accelerando.

Maths

In our first maths unit we will consolidate our place value knowledge from Year 2, before moving on to order and compare numbers up to 1000. We will do this through partitioning the numbers and representing them using a range of concrete and pictorial resources. We will also be finding out about and using strategies to help add and subtract numbers up to 1000 mentally. Next, we will move on to carry out further addition and subtraction; doing this in a range of contexts, including using money and measurements. We will also be re-capping our 2, 5 and 10 times table using Times Table Rockstars and progress onto learning our 3 times tables.

Science

For our first Science topic of the year we will be investigating and answering our big question, 'What is a magnet?' Within this topic we will be discovering what magnets do and use the vocabulary relevant to magnets in order to help describe our findings. We will carry out various investigations surrounding the use of magnets. These will include investigating how magnets attract and repel each other and testing magnetic strength. We will also learn how to draw diagrams to help illustrate our findings.

RE

Within RE we will be exploring the concept of, 'belonging.' We will examine how we know that we belong somewhere and contextualise this within the faith of Islam, before exploring why the idea of belonging is important to them.

PE

In our PE lessons we will be developing our fitness through a range of activities that build stamina, strength and coordination. We will also be learning key football skills such as passing, dribbling and shooting. These sessions will help pupils build confidence in movement and control, and encourage positive teamwork.

Timetable – Year 4

Monday		Tuesday		Wednesday		Thursday		Friday	
08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task	08:40 – 09:00	Register and Early Morning Task
09:00 – 09:30	Guided Reading	09:00 – 09:30	Reading for pleasure/library	09:00 – 09:30	Guided Reading	09:00 – 09:30	Guided Reading	09:00 – 09:30	Guided Reading
09:30 – 10:30	English	09:30 – 09:50 09:50 – 10:30	Art/French Forest school	09:30 – 10:30	English	09:30 – 10:30	PE/English	09:30 – 10:30	English
10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime	10:30 – 10:45	Breaktime
10:45 – 11:00	Times table practise/mental maths	10:45 – 11:00	Times table practise/mental maths	10:45- 11:00	Times table practise/mental maths	10:45 – 11:00	Times Table Practise/mental maths	10:45 – 11:00	Times table practise/mental maths
11:00 – 12:00	Maths	11:00 – 12:00	Art/French Forest school	11:00 – 12:00	Maths	11:00 – 12:00	PE/English	11:00 – 12:00	Maths
12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime	12:00 – 13:00	Lunchtime
13:00 – 13:05	Register Silent Reading	13:00 – 13:05	Register Silent Reading	13:00 – 13:05	Register Silent Reading	13:00 – 13:05	Register Silent Reading	13:00 – 13:05	Register Silent Reading
13:05 – 13:35	Spelling Shed	13:05 – 13:35	Maths retrieval	13:05 – 13:35	Spelling Shed	13:05 – 13:35	Handwriting	13:05 – 13:35	Spelling Shed
13:40 – 14:40	Computing	13:35- 14:40	PE + QAA	13:40 – 14:15 14:15- 14:40	Science/RE	13:35 – 14:40	Maths	13:40 – 14:40	Geography/Finishing
14:40 – 15:00	Whole School Assembly	14:40 – 15:00	Class Assembly	14:40 – 15:00	KS2 Assembly	14:40 – 15:00	Whole School Singing Assembly		Whole School Celebration Assembly
15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book	15:00 – 15:10	Class Book and Class Assembly	15:00 – 15:10	Class Book

Our Autumn Curriculum Information Overview

English

Our first text driver in English is 'Winter's Child' by Angela McAllister, where the children will have written a setting description. This text will also inspire them to write a letter to the Winter's Child. Our final text driver of the half term will be 'Monster Slayer' by Brian Patten, which will stimulate the children to write a character description and a short story.

In guided reading we will be developing the skills of oracy and prosody. The children will be reading the following texts: 'The Angel of Nitshill Road' by Anne Fine, 'Iron Man' by Ted Hughes and 'Monster Slayer' by Brian Patten. There will also be a focus on retrieval, inference and summarising key points of the text.

In spellings we will continue focusing on skills learnt previously in Spelling Shed in Year 3. Also, we will be working hard with handwriting to encourage neat, legible and joined up handwriting.

Year 4

Autumn Term 1

*Why are rainforests
important to us?*

Maths

Our first unit will develop our understanding of number and place value. We will build a deeper understanding of numbers up to four-digits and represent them using a range of concrete resources, diagrams and representations. Next, we will look at addition and subtraction in the context of measurement, specifically money and length converting between different units of measure whilst applying our knowledge in different contexts. Our third unit will focus on multiplication and division by developing our mental strategies, fluency and recall of the new times table facts of $\times 6$ and $\times 7$. Before this topic, our TTRS will focus on consolidating our prior learning of $\times 2$, $\times 10$, $\times 5$, $\times 3$, $\times 4$ and $\times 8$.

Science

Our first science topic of the year is linked to chemistry. Using our prior knowledge of materials in KS1 and our knowledge of solids, liquids and gases from year 3, we will explore mixtures and separating them. We will explore the difference between a substance, a mixture and a solution before applying our new knowledge through experiments. We will also focus on learning four separating techniques which will again apply through inquiry questioning and experimenting.

RE

Our focus is around the golden thread of 'special'. Through the concept of 'Holy' we will be exploring the significance of Mary to the Christian faith.

Art

The unit we will be studying is 'Power Prints' and the skill we are focusing on in art this term is using pencils, charcoal and other resources to demonstrate tone and create 3D artwork.

MFL and Computing

During French, we will secure our confidence to pronounce French phonetic sounds accurately and apply this knowledge to being able to discuss seasons.

In Computing we are learning about different systems and the internet.

Geography

This half term we will be learning all about rainforests and in particular the Amazon rainforest. By the end of the unit, the children will be able to articulate why rainforests are important, what a biome is and where these can be located. They will be able to use a variety of data collection methods to support their learning.

Music

In music we will be rehearsing, playing and performing music which could describe an Anglo-Saxon God. The three dimensions we will focus on is duration, dynamics and tempo. Children will have the opportunity to use instruments and perform to the rest of the year group.

PE

The children will receive two PE lessons a week. Planet Education will be coaching the children in tag rugby. In our other session we will focus on fitness by developing our speed, strength, co-ordination, agility, balance and stamina.

PSHE

We will begin the year by focusing on our feelings and emotions. The core feeling we will be exploring is 'jealousy'. After this, we will be moving onto first aid and understanding how we can identify and support those suffering from asthma, anaphylaxis or choking.



Home Learning

- **Reading** – Children should read at least 5 times a week. Please record this in their reading records.
- **Spelling Shed** – Weekly spellings are set and practised through Spelling Shed. Children can log in at home to reinforce what's taught in class.
- **Times Table Rockstars** – Regular practice helps build speed and confidence with times tables. Aim for short frequent sessions throughout the week.
- Usernames and passwords are provided and can be found inside the cover of your child's reading diary.



Year 3 and 4 Highlights

- Year 3/4 production (Spring term)
- Year 4 – Swimming at Cranbourne (Spring term)
- Year 4 – Geography field trip to Gilbert White Study Centre, Selborne
- Christmas carol concert
- Year 3 Butser Farm history trip





Key Dates This Term

- 
- 
- Photographer in school on 18th September
 - No packed lunch day (school census – Thursday 2nd October)
 - Parents Evenings on 18th and 20th November
 - Inset Day Monday 24th November (instead of Friday 13th Feb 26)

The weekly newsletter will keep you up to date.

Why does my child need to get messy...

Getting messy helps children learn by stimulating their brains, senses, and fine motor skills through hands-on exploration. Messy play fosters cognitive growth by teaching cause and effect, problem-solving, and concepts like texture and volume. It also encourages language development as children describe their experiences, enhances creativity by allowing for open-ended exploration, and strengthens the adult-child bonds and peer bonds through shared interaction.



What is Forest School?

Forest School features child-led learning in a natural outdoor environment over an extended period, fostering holistic development, resilience, and risk-taking through supported exploration and play, with qualified leaders acting as guides. In contrast, a traditional approach typically involves a teacher-led curriculum, often with a rigid, set schedule and formal testing, predominantly taking place indoors within classrooms.

What is Outdoor Learning?

Outdoor learning is a broad educational approach where learning takes place in the natural or built outdoor environment, rather than solely in a traditional classroom. It involves hands-on, multi-sensory experiences and purposeful activities designed to foster holistic development, build confidence, enhance physical and mental well-being, and cultivate a deeper connection with nature and the environment.

What is Woodland School?

It's a bit of both.



SEND

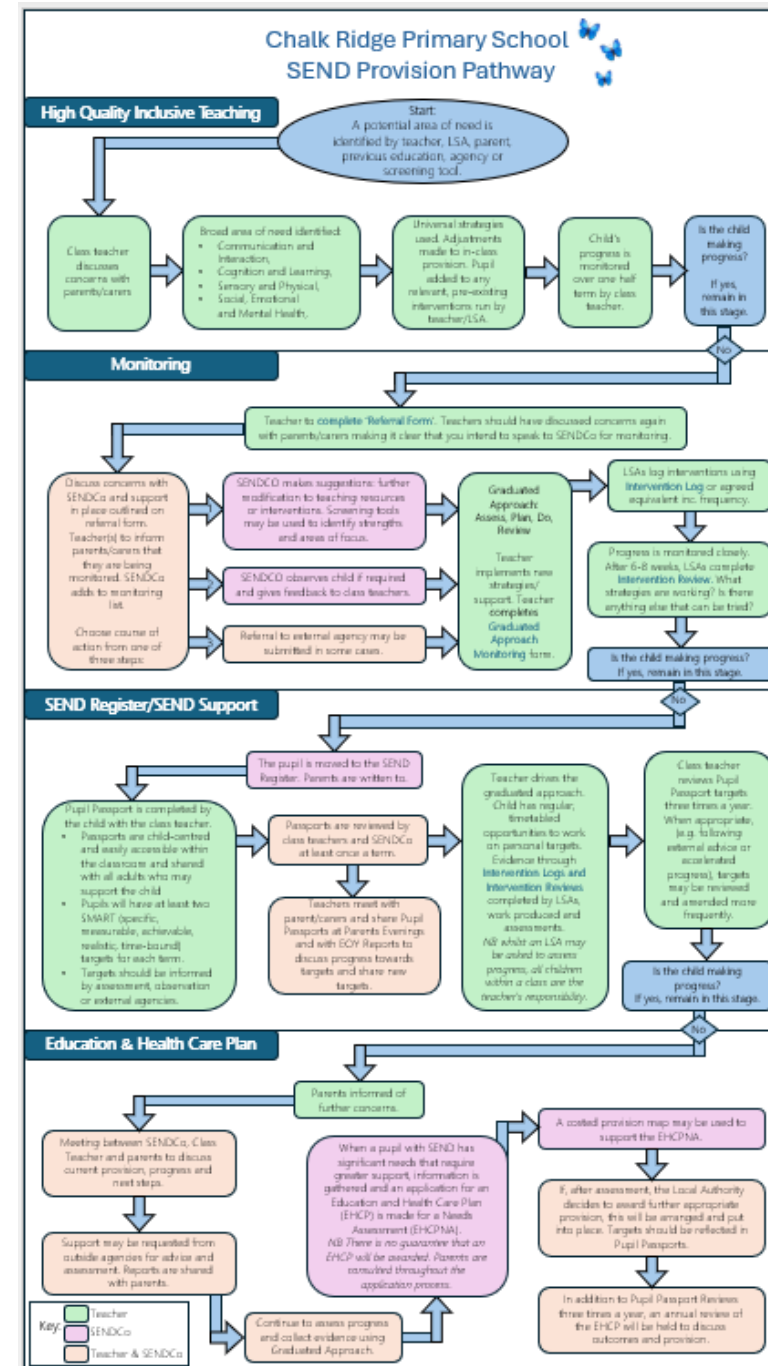


Mrs White is our SENDCo

SEND

Our SEND Provision Pathway outlines the stages and processes that we follow for a child who may have an additional need.

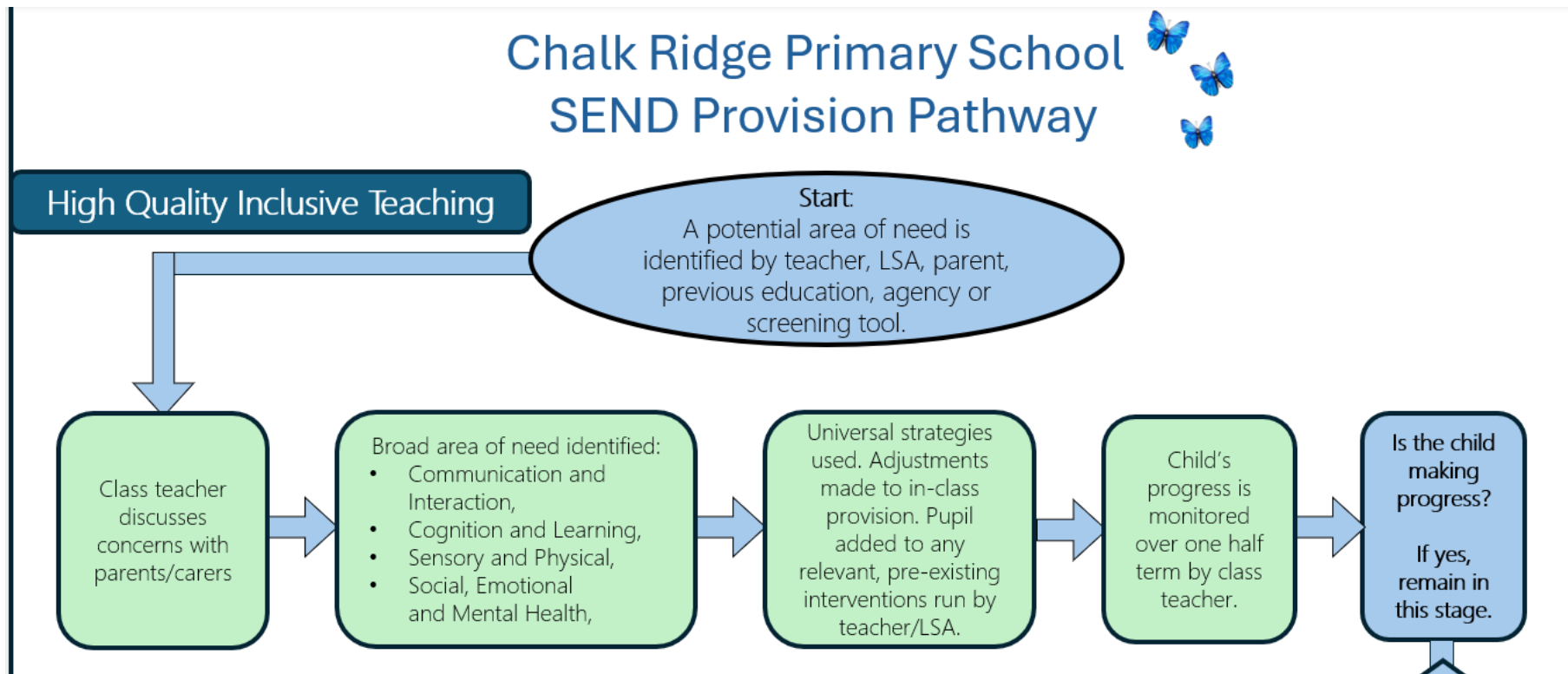
It is colour-coded to show what are the responsibilities of the class teacher, the SENDCo and where it is a team approach.



SEND

Provision starts with High-Quality Inclusive Teaching.

Initial concerns should always start with a discussion between the class teacher and parents.



SENSORY ROOM

New for 2025-26!

Key children have
timetabled slots.

There are vacant
slots throughout
each day were it is
available for any
child to go if they
feel they need it.



Celebrating 2024 - 2025

- ▶ Early Years Good Level of Development (GLD) - 69%
- ▶ Year 1 Phonics Screening - 90%
- ▶ Year 2 Phonics Rescreening - 100%
- ▶ Year 4 Multiplication Timetables Check - average score 22
- ▶ Year 6 SATs reading - 60%
- ▶ Year 6 SATs writing - 71%
- ▶ Year 6 SATs maths - 64%
- ▶ Year 6 SATs SPaG - 67%
- ▶ Year 6 SATs combined - 51%
- ▶ Persistent Absenteeism dropped to below national
- ▶ Attendance for all meets national expectations

Celebrating 2024 - 2025

- ▶ Implementation of Spelling Shed.
- ▶ LBQ in Year 6.
- ▶ Foundation curriculum with progressions of skills and knowledge.
- ▶ Pupil passports.
- ▶ Introduction of Makaton.
- ▶ Managing of high need SEND in the classroom.
- ▶ Three sets of x30 tablets (x1 for each phase).
- ▶ Improved filtering and monitoring systems and processes in line with KCSIE.
- ▶ Improved security on both internal entrances (Year R and the main corridor).
- ▶ Boys toilets, at both ends, have been refurbished.
- ▶ Playground markings have been repainted - sensory circuits.

Celebrating 2024 - 2025

- ▶ New parent governor - Mrs Shona Robertson (mum to Jack (Y5), Jake (Y1) and Emily (Y1)).
- ▶ New Chair of Governors - Chanin Lloyd



Celebrating 2024 - 2025 Thrive

- ▶ Official launch of Chalk Ridge being a Thrive school.
- ▶ Positive impact on pupils.
- ▶ Article in the Gazette.
- ▶ Short piece on Hampshire TV.
- ▶ Parents evening drop ins.
- ▶ Summer fayre fund raising which enabled every child to have a Thrive end of school year gift.
- ▶ Coffee mornings held and planned in for the new school year.
- ▶ Cluster Thrive Practitioners first meeting with Chalk Ridge hosting.

Smartphone Free Childhood

- ▶ Collaborated with more than 30 local primary schools to promote a smartphone free childhood.
- ▶ Luke Murphy (local MP) has raised it in parliament.
- ▶ Charles Applegate (Head at St Marks) interviewed by Good Morning Britain.
- ▶ Parents emailed and invited to x3 webinars to explain why we are a smartphone free childhood school.

2025 - 2026 (SDP)

School Development Plan

Quality of Education - writing

Improved fluency, SPaG and transcription will enable more children to be working at the expected standard so we are in line with national expectations for EXS and GDS.

Quality of Education - foundation curriculum

Develop teacher's subject knowledge to enable them to teach the foundation curriculum as intended so that all pupils get the support they require to be successful learners.

Develop the school's wider personal development offer, including opportunities for pupils to develop talents and interests.

Leadership and Management

Ensure that the school budget is fit for purpose, effectively managed to meet the needs of the children and is not in deficit at the end of the fiscal year.

2025 - 2026

- ▶ Zones of regulation
- ▶ Outdoor Play and Learning (Play team)
- ▶ Butterfly room
- ▶ Sensory room
- ▶ Implementation of Makaton as 'normal provision'
- ▶ Forest School (Practical Play Wednesdays)
- ▶ Woodland School
- ▶ Cross curricular orienteering
- ▶ New caterers ABM making the costs more effective for our families
- ▶ Harvest we are collecting for Basingstoke Foodbank
- ▶ New RSHE guidance
- ▶ 2026 is the year of reading - promote the love of reading
- ▶ Triple P course for identified parents with Kathy Gare.
- ▶ Continue with the sustainability and climate change work (SO'B).
- ▶ School council would like to change the house names.