

St. George's Central CE School and Nursery

Y3ES

Miss Scotting and Mrs Woodward



'Never settle for less than your best'



Miss Scotting- Class Teacher



This will be my 9th year of teaching. I have worked in a range of schools across Yorkshire, from year 1 to year 6. I am originally from Doncaster, and this will be my second year at St George's.

When I am not at work, I enjoy teaching dance at my studio - Studio 94!



'Never settle for less than your best'



Mrs Woodward- Class Teaching Assistant



I joined the school in September 2015. I have 3 children (1 girl and 3 boys), Erin, Ewan and Nathaniel. In my spare time, I walk my two dogs Chester and Theia.

I also follow Leigh Leopards Rugby!

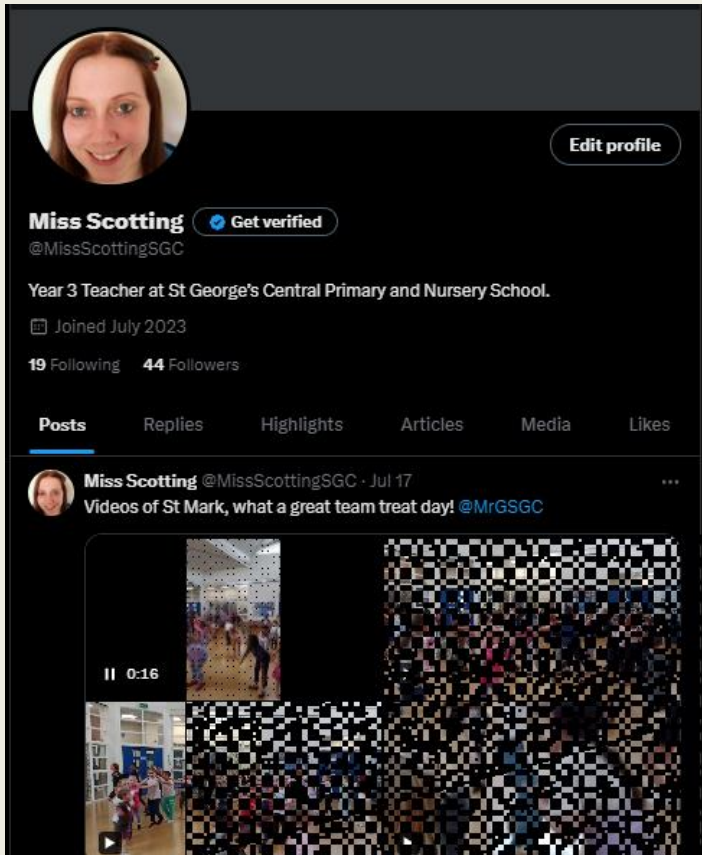


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St. George's Central CE School and Nursery

Y3ES Class Twitter



@MissScottingSGC



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Y3 Timetable



St George's Central CE Primary School and Nursery



Miss Scotting (Y3ES): 2024 – 2025

Doors open at 8:40am	KS2 9:00am – 9:20am	KS2 9:20am – 10:20am	KS2 10:20am – 10:35am	Snack & Break 10:35am – 10:50am	KS2 10:50am – 11:50am	KS2 11:50am – 12:15pm	KS2 Lunch 12:15pm – 1:15pm	KS2 1:15pm – 2:15pm	KS2 2:15pm – 3:00pm	Class Reader 3:00pm – 3:20pm
Mon	Whole School Worship: MG/OB	English	Spelling	Snack and break	Maths	Book Talk/ Pic News	Lunch	Geog/Hist	SPAG session/ Maths skills	Class reader
Tues	Whole School Hymns: VG (Miss Gray)	Spanish (Miss Gray)	Music (Miss Gray)	Snack and break	Maths	Book Talk/ Pic News	Lunch	English	PSHE/Library	Class reader
Wed	Whole School Worship: Class teachers	English	Handwriting	Snack and break	Maths	Book Talk/ Pic News	Lunch	Science	Science	Class reader
Thurs	Class based Worship: See rota for coverage	English	Maths skills	Snack and break	Maths	Book Talk/ Pic News	Lunch	RE	*Outdoor PE	Class reader
Fri	Celebration/ Class Worship: MG/AM	English	Spelling	Snack and break	Maths	Book Talk/ Pic News	Lunch	Computing	Indoor PE	Class reader

Mrs Woodward will support children in class each day

Art/DT to be taught over a specific week to be identified across the key phase *Until February half term (swimming)



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Curriculum overview

Headteacher: Mr M Grogan

St George's Central CE Primary School and Nursery

Year 3 and Year 4 Curriculum Overview: 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences	Stone Age carousel activities	Roman Experience: Chester visit	Lowry Gallery	Park Walk	Mediterranean Experience Day (including food)	
Art	How can you paint with scissors?		What can you see in Lowry's paintings?		What are the colours of the Mediterranean?	
DT		What is the best way to construct a desk lamp?		What is the best way to build a desk tidy?		What does a Mediterranean diet look like?
English	Genre: Narrative (Recount)	Genre: Non-Chronological Report	Genre: Narrative (Diary)	Genre: Narrative (Character descriptions of Villains in Literature)	Genre: Information Text	Genre: Narrative (Mystery story)
	Text: <i>Littlenose</i> John Grant	Text: <i>The Captive Celt</i> Terry Deary	Text: Various texts by Roald Dahl	Text: Various texts by David Walliams	Text: <i>Spain Unpacked</i> Susie Brooks	Text: <i>I Know What You Did Last Wednesday</i> Anthony Horowitz
	Audience for writing: Young Historians	Audience for writing: Young historians	Audience for writing: Enthusiasts of Roald Dahl	Audience for writing: Enthusiasts of heroes and villains	Audience for writing: Mediterranean Tourists	Audience for writing: Children aged 7-9
	Purpose for writing: To provide a recount of events	Purpose for writing: To explain	Purpose for writing: To entertain	Purpose for writing: To entertain	Purpose for writing: To inform	Purpose for writing: To entertain
	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	Grammar: -Plural and possessive - Paragraphs -Cohesion -Headings and sub-headings Commas to mark fronted adverbials -Prepositions	Grammar: - Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Clause -Subordinate clauses	Grammar: -Conjunctions of time and place -Adverbs -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Verb inflections -Plural and possessive	Grammar: -Paragraphs -Cohesion -Headings and sub-headings -Commas to mark fronted adverbials -Prepositions	Grammar: - Conjunctions of time and place -Paragraphs -Fronted adverbials -Commas to mark fronted adverbials -Pronouns -Inverted commas for direct speech. -Plural and possessive -Clause

Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Poem: <i>Star Turn</i> Frances Nagle	Poem: <i>Embryonic Megastars</i> Brian Patten	Poem: <i>Daffodils</i> William Wordsworth	Poems: <i>William the Conqueror</i> <i>Sent a Letter Home</i> John Coldwell	Poem: <i>Let No One Steal Your Dreams</i> Paul Cookson	Poem: <i>Macavity</i> T.S. Eliot
Geography			Why is Manchester a unique place to live?		What attracts tourists to the Mediterranean?	
History	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?		What impact did the Normans have on us?		
Computing	How are computers like a family?	How can you improve the Word?	How do we continue to Scratch		Where does the data go?	How can the picture move?
Maths (Y3)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money	Time Properties of Shape Statistics
Maths (Y3/4)	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Length, Area, Perimeter	Fractions Mass and Capacity (Y3) Decimals (Y4)	Y3 Fractions Y4 Decimals Money	Time Statistics Geometry
Maths (Y4)	Place Value Addition and Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money and Time Properties of Shape	Statistics Position and Direction
Music	What is minimalist music?	What are the features of R&B music?	How can a repeating motif be used?	How can dynamics affect mood and create atmosphere?	How do I play the notes B, A and G on a recorder?	How can voices be used to represent sounds?
Wider Opportunities: Year 4	Children study a range of percussion instrument across the school year. They will spend a term each on African drumming, Samba and tuned percussion.					
PE (indoor)	How do I show responsibility?	What does it mean to work as a team?	How might I explain simple decisions?	How might I change the way I respond?	How do I perform with control?	Why does our body change during exercise?
	All year groups participate in a mindfulness session each half-term with a class specific focus built around mental health and well-being.					
PE (outdoor)	How many ways can you throw and catch?	Which sports involve striking a ball?	What does it take to win?	What is the importance of being able to swim? How do I swim using a range of strokes? What makes a confident/ competent swimmer? How can we be safe in the water?		
PSHE	How can we be a good friend?	How do we treat each other with respect?	What makes a community?	How can we manage our feelings?	What strengths, skills and interests do we have?	How can we manage risk in different places?

Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	How and why do people try and make the world a better place?	What is the Trinity and why is it important to Christians?	What do Hindus believe that God is like?	Why do Christians call the day Jesus died Good Friday?	For Christians what was the impact of Pentecost?	What does it mean to be a Hindu in Britain today?
Science	Why do we need a skeleton?	What are the components of a simple circuit?	What are the functions of the parts of a flower?		How can animals be classified in our local and wider environment?	How are shadows formed?
Spanish	¿Cómo puedo saludar a mis amigos en español? <i>(How can I greet my friends in Spanish?)</i>	¿Cuántos años tienes? <i>(How old are you?)</i>	¿Qué color es? <i>(What colour is it?)</i>	¿Qué me pide mi maestro que haga? <i>(What does my teacher ask me to do?)</i>	¿Cómo se llaman las diferentes partes de mi cuerpo? <i>(What are the different parts of my body called?)</i>	
Residential				Year 3: two nights at Low Bank Ground	Year 4: three nights at Low Bank Ground	
Forest School		Year 4: What could I cook on the forest fire for breakfast?	Year 3: What would Bear Grylls make using tools in the Forest School?			
All Being Well activities	Year 3, Year 3/4 and Y4: visit to Hillcrest Residential Home	Year 3, Year 3/4 and Y4: Community litter pick				
SGC Life Skill	<p>Year 3: Children can put a quilt on a duvet</p> <p>Year 4: Children can tell the time on a digital and analogue clock</p>					



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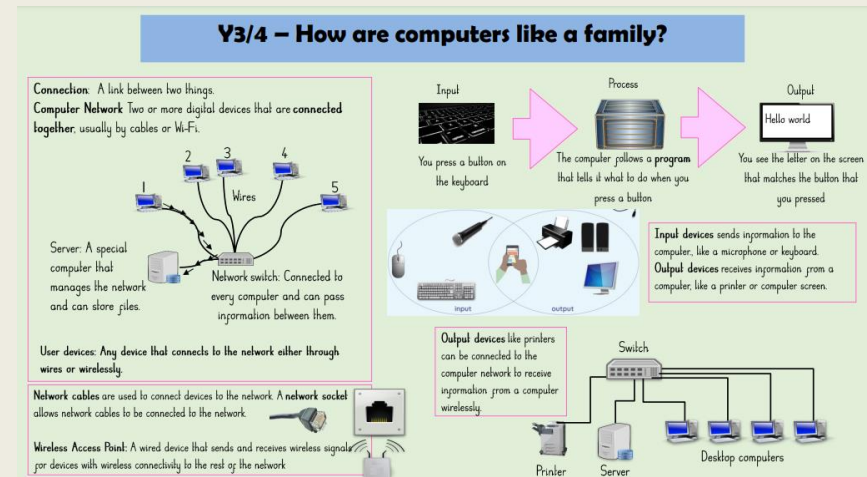
Knowledge Organisers

All of our topics have a Knowledge Organiser to explain what is taught in the topic and introduce key vocabulary and sticky knowledge.

These are available on our school website.

Who first lived in Britain?	
Subject Specific Vocabulary	Exciting Books
archaeologists	People who discover our history by looking at artefacts that have been found.
artefact	An object made by human beings, usually with historical or cultural interest.
Neolithic	The later part of the Stone Age and following the Palaeolithic and Mesolithic Age.
B.C.	Before Christ. The date 250BC means 250 years before Christ was born.
chronology	The ordering of events, for example the Stone, Bronze and Iron Age.
Skara Brae	The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved.
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where Stone Age people would have lived.
civilisation	When people live in a large society with a shared culture and rules.
settlement	A place where there were several Stone Age shelters, like a small village.
Stonehenge	A famous Stone Age monument in Wiltshire.

Sticky Knowledge about Britain from the Stone Age to the Iron Age	
<ul style="list-style-type: none"> □ The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe. □ The Stone Age was followed by the Bronze Age period. This is when humans started to use metal. □ The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting. □ During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. □ During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history. 	<ul style="list-style-type: none"> □ Use chronological understanding to map development of early humankind in Britain. □ Note connections, contrasts and trends over time (e.g. shelters). □ Address and devise historically valid questions about change, cause, similarity, difference and significance. □ Use a variety of sources to develop an understand how the knowledge of early humankind has been constructed.

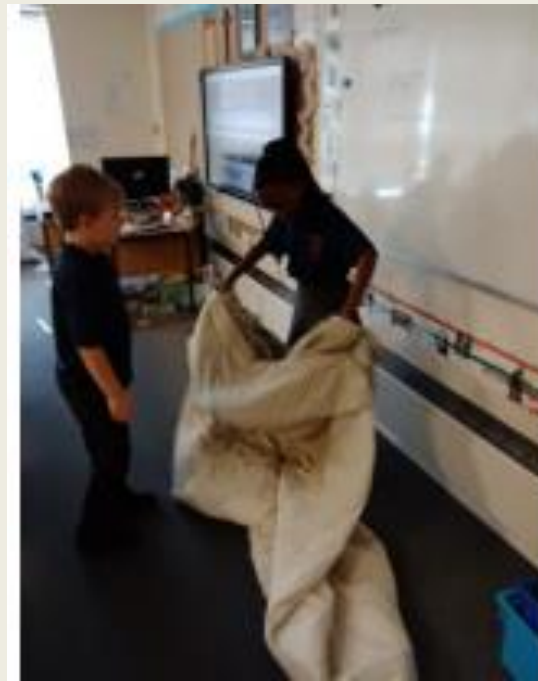


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Life Skills

Children can put a quilt on a duvet. Please support by allowing children chance to practise this at home.



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Forest Schools

As part of our curriculum, all children across school will access Forest School sessions. Our Forest School is located behind the school field. It is surrounded by four boundary fences with one entrance via the school field. It is suitable for allowing pupils to explore the natural world and build their confidence in an outdoor environment.



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Residential

Low Bank Ground

Parent/ Carer meeting- 6pm on Wednesday 6th November 2023

Friday 21st March 2024 – Sun 23rd March 2024 (2 nights)



Parent/Carers feedback assembly- Thursday 1st May 2024



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PE days and kit requirements.

PE kits and timetable: 2024/2025

PE kits

Please could you ensure that all children from Y1 – Y6 have both our indoor and outdoor PE kits as outlined in the pictures.

Reception children only need the indoor PE kit and this is to be kept in school.

The indoor PE kit should include:

- School blue PE t-shirt with school logo
- Plain navy blue shorts
- Black Pumps



The outdoor kit should include:

- School tracksuit top with school logo
- School tracksuit trousers
- Trainers

Nursery children will keep their PE pumps in school;

No branded or named sportswear is to be worn for PE lessons, other than trainers (eg no Nike tracksuit pants or football shirts etc)

Indoor PE- Friday

Outdoor PE- Thursday

Swimming- Spring 2- Starts February 2025



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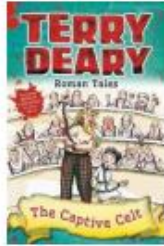
Reading...it's a kind of magic!

Texts for the year;

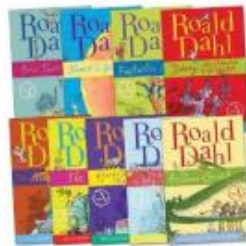
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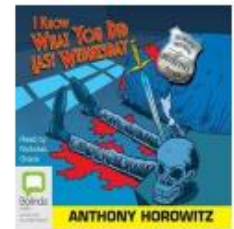
Text:



Text:



Text:



F	A	N	T	A	S	T	I	C
Fearing	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
S	T	Y	L	I	S	T	I	C
Setting	Text layout/Structure	Text/Relationships	Logical Reasoning/Linking	Interpreting Facts/Opinions	Solving Problems	Themes	Impact	Characters
A	N	A	L	T	I	C	S	
Author Assessment	Narrative Genres	Assessing grammar & Grammar	Language	Your Personal Opinions	Travelling for Evidence	Inferencing/Decoding	Considering Character Messages	Spotting Predictions

Reading Rainbow

Expectation- 3 times a week, either book or reading plus.



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E-Safety



Be smart on the internet

S SAFE Keep safe by being careful not to give out personal information when chatting or posting online. Personal information includes your email address, phone number and password.

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

a ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R RELIABLE Someone online might lie about who they are, and information on the Internet may not be true. Always check information with other websites, books or someone who knows.

t TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. You can report online abuse to the police at www.thinkuknow.co.uk

www.kidsmart.org.uk

KidsMART Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

The internet is huge part our lives now. It is a fantastic thing, but it can also be a dangerous place. Therefore, it is key to keep our children safe online.

Remember to have a balance between screen time and time away from screens.

Please see;

<https://www.saferinternet.org.uk/> for more information.



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Home learning



One maths activity per week- Times Tables based.

10 spellings will be sent home every Friday and we will have a spelling test the following Friday so revise, revise, revise.

Seesaw can be used to gain information.

Reading 3 times per week.

Please sign your child's planner so we are aware of when they have read and what page they are up to

Ask plenty of questions about what your child has read. To deeper understanding and develop comprehension skills.



Seesaw



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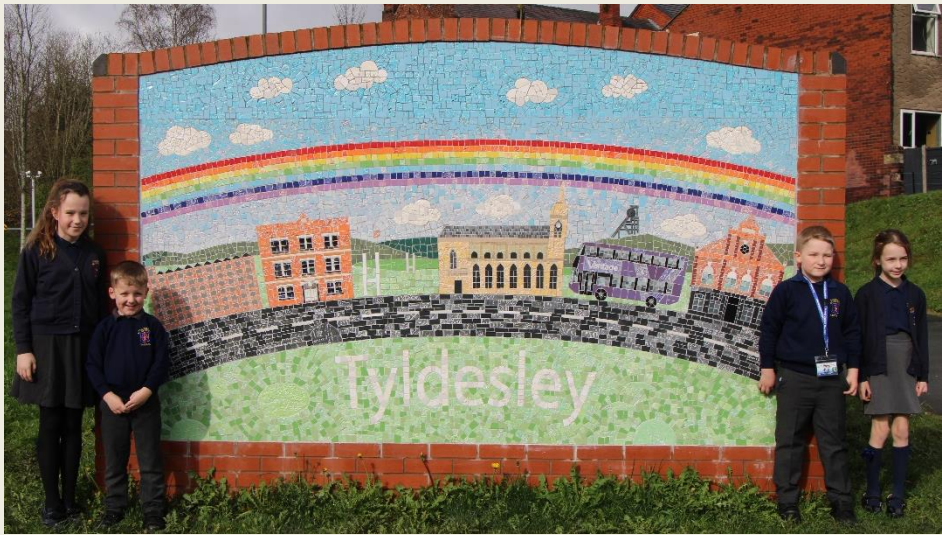
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MAN OF THE MATCHES
James In goal at 2010 World Cup

I SMOKED
AFTER
SEEING
MY MUM
LIGHT UP



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reading  plus[®]



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Importance of Reading

‘Children with higher reading skills at age 10 see the impact through their salaries more than 25 years later’



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Importance of Reading

'A strong reader at age 10 would earn 21% more per hour at age 38, on average, than someone from a similar background with poor reading skills'



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Importance of Reading



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Y6



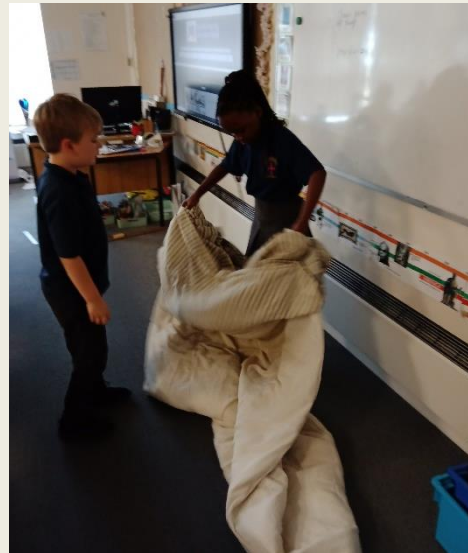
Y5



Y4



Y3



Y2



Y1



Reception



Nursery



To reach 50 million users:



75 years



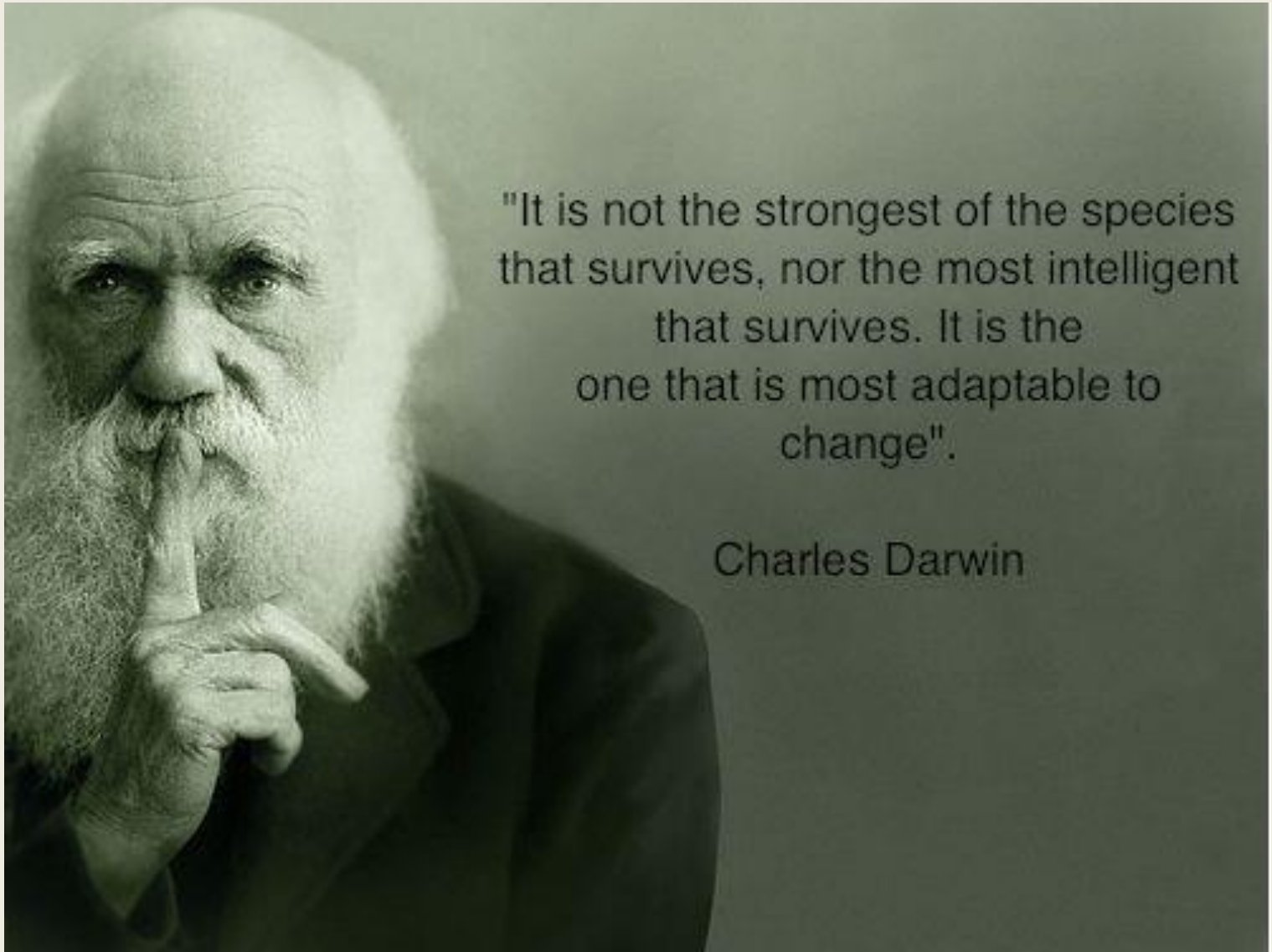
4 years

facebook

2 years



19 days



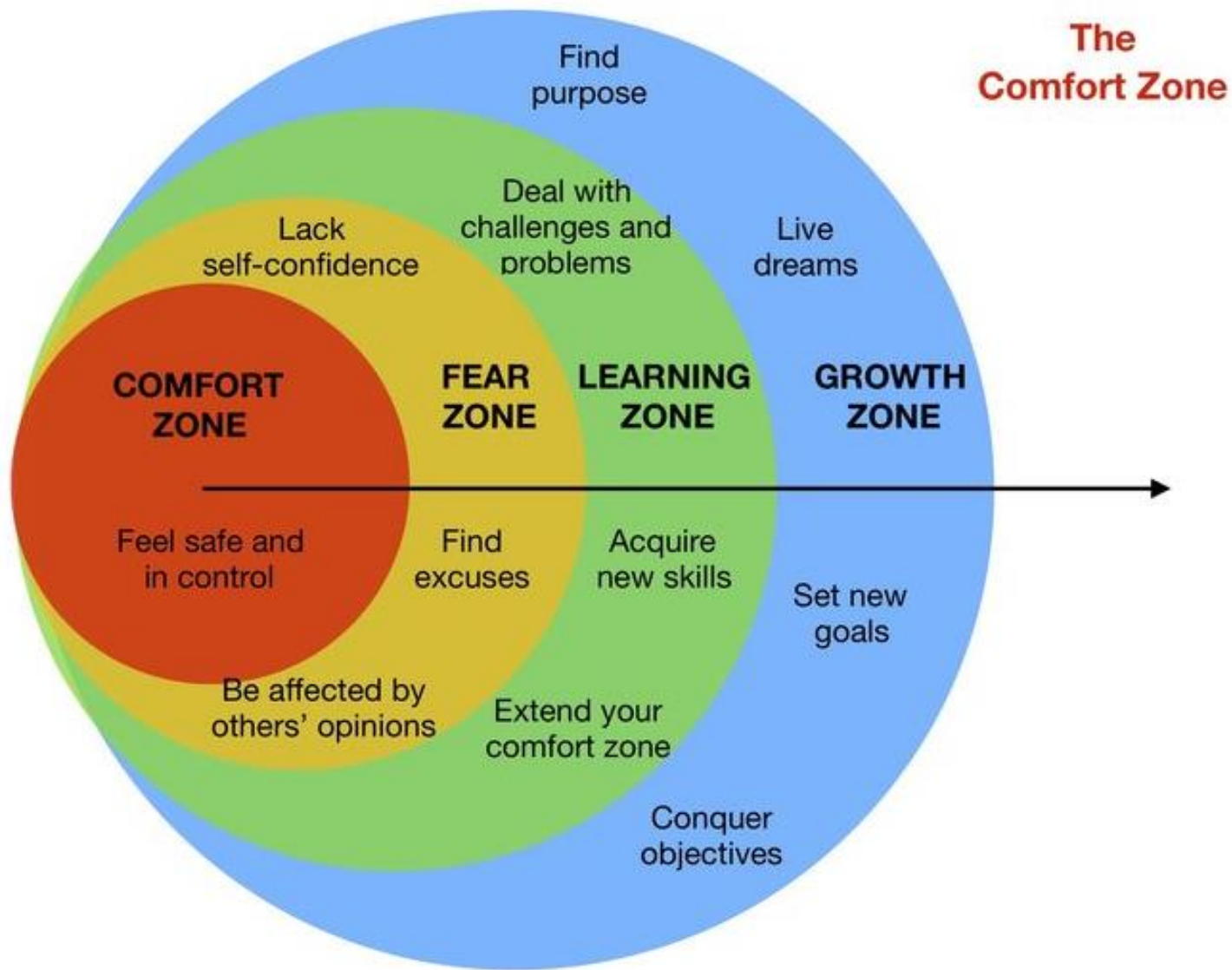
"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change".

Charles Darwin



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8 out of 10



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8 out of 10



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The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Discipline



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HARDWORK =

H+A+R+D+W+O+R+K

8+1+18+4+23+15+18+11=

98%



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KNOWLEDGE =

K+N+O+W+L+E+D+G+E

11+14+15+23+12+5+4+7+5 =

96%



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ATTITUDE =

A+T+T+I+T+U+D+E

1+20+20+9+20+21+4+5 =

100%

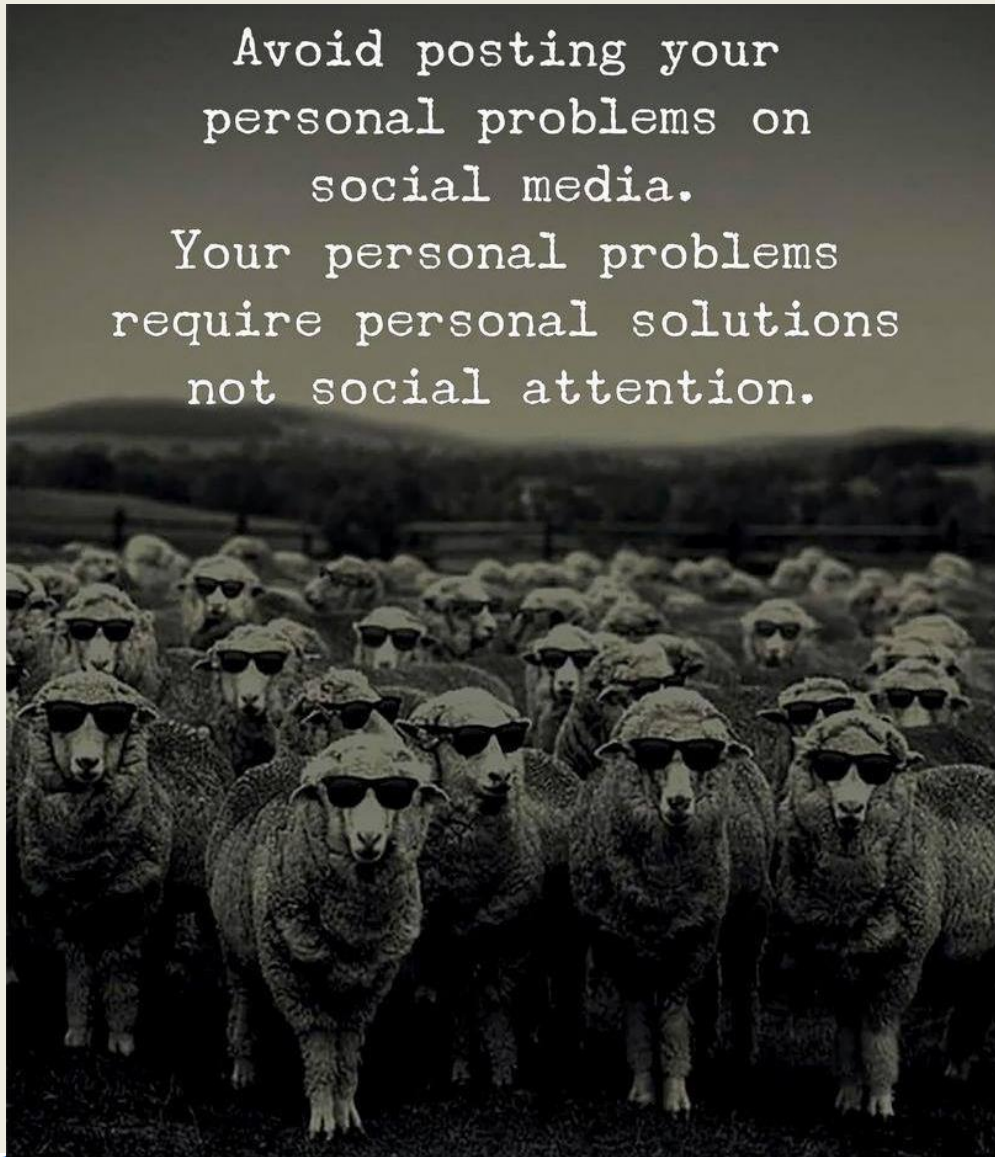


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Avoid posting your
personal problems on
social media.

Your personal problems
require personal solutions
not social attention.



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Any concerns or queries

Please ring the office- If I'm available I will always come to the phone or will ring you back at my earliest convenience.

Write in their diary- Diaries will be checked daily for any notes.

Don't ever sit on a concern- A home to school relationship works with communication. We need a united front!

Difficult conversations- They may happen over the year regarding learning, behaviour or safeguarding. Please do not be offended. The most important part of my job is to keep the children safe, and this means addressing issues with parents.



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“The grass is greener
where you water it.”



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