



Croeso I Blwyddyn 3/4

(UNCRC: Article 13 – Your right to information)

WY 2023-2024					
Time of day	MONDAY <i>My duty am and pm</i>	TUESDAY ME 8.30 DUTY <i>My duty am and pm</i>	WEDNESDAY	THURSDAY	FRIDAY S Watts teaching all day
8.50 -9.00	Register/spelling/Reading	Register/spelling/Reading	Register/spelling/Reading	Register/spelling	Register/spelling
9.00 - 9.15	Assembly	Assembly	Assembly	Assembly	Assembly
9.15 - 9.40	RWI/GUIDED READING & GUIDED NUM	RWI/GUIDED READING & GUIDED NUM	RWI/GUIDED READING & GUIDED NUM	9.30-10.00 Violins	GUIDED READING
9.40 - 10.25	LITERACY	Literacy	Literacy	DCF/ICT	LITERACY
10.30-10.45	PLAYTIME	PLAYTIME	PLAYTIME	PLAYTIME	PLAYTIME
10.50 - 11.35	NUMERACY	NUMERACY	NUMERACY	LITERACY- Welsh	NUMERACY
12:00-12.20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12.20 - 12.45	LUNCH PLAY	LUNCH PLAY	LUNCH PLAY	LUNCH PLAY	LUNCH PLAY
12.45 - 1.20PM	READING/SLOT DRILLIO/NUMERACY/CHEKCIN/MFL	READING/SLOT DRILLIO/NUMERACY/CHEKCIN/MFL	READING/SLOT DRILLIO/NUMERACY/CHEKCIN/MFL	SLOT DRILLIO/NUMERACY/CHEKCIN/MFL	SLOT DRILLIO/NUMERACY/CHEKCIN/MFL
1.20-1.50	Humanities/topic/EA Missions	Humanities/topic Missions	Science and technology Missions	PPA Llinos= Welsh	PE INDOOR
1.50 - 2.00	PLAYTIME Mindfulness	PLAYTIME Mindfulness	PLAYTIME Mindfulness	PLAYTIME Mindfulness	PLAYTIME Mindfulness
2.00 - 3.00	Humanities Missions	Humanities/topic Missions	Science and technology Missions	PPA Llinos= PE OUTDOOR	RVE/ H W-B
3.00-3.15 KS2	Story/Home time	Story/Home time	Story/Home time HEALTHY SCHOOLS CLUB	Story/Home time	Story/Home time

Autumn term 2024



Y3 – Tremors

Spring term 2025



Y4 – Burps, Bottoms and Bile

Summer term 2025



Y4 – The Romans are Coming!



Literacy

Text Types

Recount

Persuasion

Instructions

Report

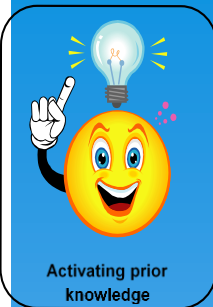
Narrative

Discussion

Explanation



8 Reading Behaviours Key Stage Two



Before you start reading, take time to think about everything you know about what you're going to be reading about.

Use the title, the front cover, the pictures to help you think about what you know already.

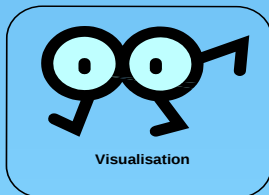
Having information in your head about what you're going to be finding out about will help your reading. You will be able to add the new things you find out to things you know already.



The whole point of reading is to understand. If you don't understand, you haven't been reading properly.

After every new bit that you read ask yourself 'Do I understand this?' If you don't you need to use a Fix Up strategy. You could try:

- Reading the bit you don't understand over again.
- Looking at the pictures, do they help?
- Is it a particular word that's giving you problem? Try looking up the word in a dictionary, or ask someone.
- Is this bit really important? Can you carry on reading without understanding this bit? Perhaps you will understand what it means when you get to the end.



Good readers use all their five senses to create pictures in their heads. Try to 'see' pictures that you can draw from the words you are reading.

Good readers even hear themselves reading the words. When they get to harder bits they slow their voice down, or turn their voice up, so they can hear it better.

When you read, try to 'hear' your reading voice in your head.



Good readers, are like interviewers, they ask themselves questions all the time while they are reading.

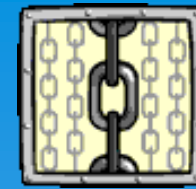
Practise being a good reader, here are some questions you could ask:

Before you read:
What's this going to be about?
Am I going to like these characters?

While you're reading:
Does this make sense?
What does the writer mean by using this word?

After reading:
Did I enjoy that? Did I agree with that?

The 8 Reading Behaviours



Making connections

Good readers make connections while they read.

You can practice being a good reader by making connections in three ways:

Text to Self– This means that the reader is thinking about how the book they are reading reminds them of something in their own lives.

Text to Text– This means that the reader is thinking about how the book they are reading is like other books they have read before.

Text to World– This means that the reader is thinking about how the book they are reading is like something that is happening somewhere in the world.



Analyse and Infer

When we read, we have to be like gardeners digging down into the earth, because some of the information is not clearly in the words, we have to look for hidden meanings.

When you are reading, ask yourself, 'What does the writer really mean by using these words?'



Good readers are a bit like judges in a law court, they are always making decisions about what they read.

Practise being a good reader by making decisions about what you read. You could decide:

- 'What do I think about that bit?'
- 'Is that bit true?'
- 'Do I agree with that bit?'
- 'Is that really what the author means there?'
- 'Is that true or is it just the author's opinion?'



Good readers can tell someone else about what they've read. They gather up all the ideas like a cowboy using a lasso.

Always be ready to share what you've read with someone. If you can't remember, maybe it's because you didn't understand, try going back and reading that bit again.

Set yourself challenges 'Can I tell that story in 30 words? Can I draw a picture or a diagram to show someone else what I've been reading?'



Behaviour

Behaviour impacts on learning.

School Strategies:

- Rights of the Child and how we respect our rights.
- Class Dojo.
- Growth mindset/positive thinking
- Graduated Response.
- We reinforce our school rules of:
 1. Kind hands
 2. Kind feet
 3. Kind words.



Spelling

Letters and Sounds

Spelling lists sent home and can be practised in homework book. Pupils are assessed and placed into phases. Pupils progress is recorded for assessment and monitoring

Numeracy

Multiplication
And
Division

Place
Value

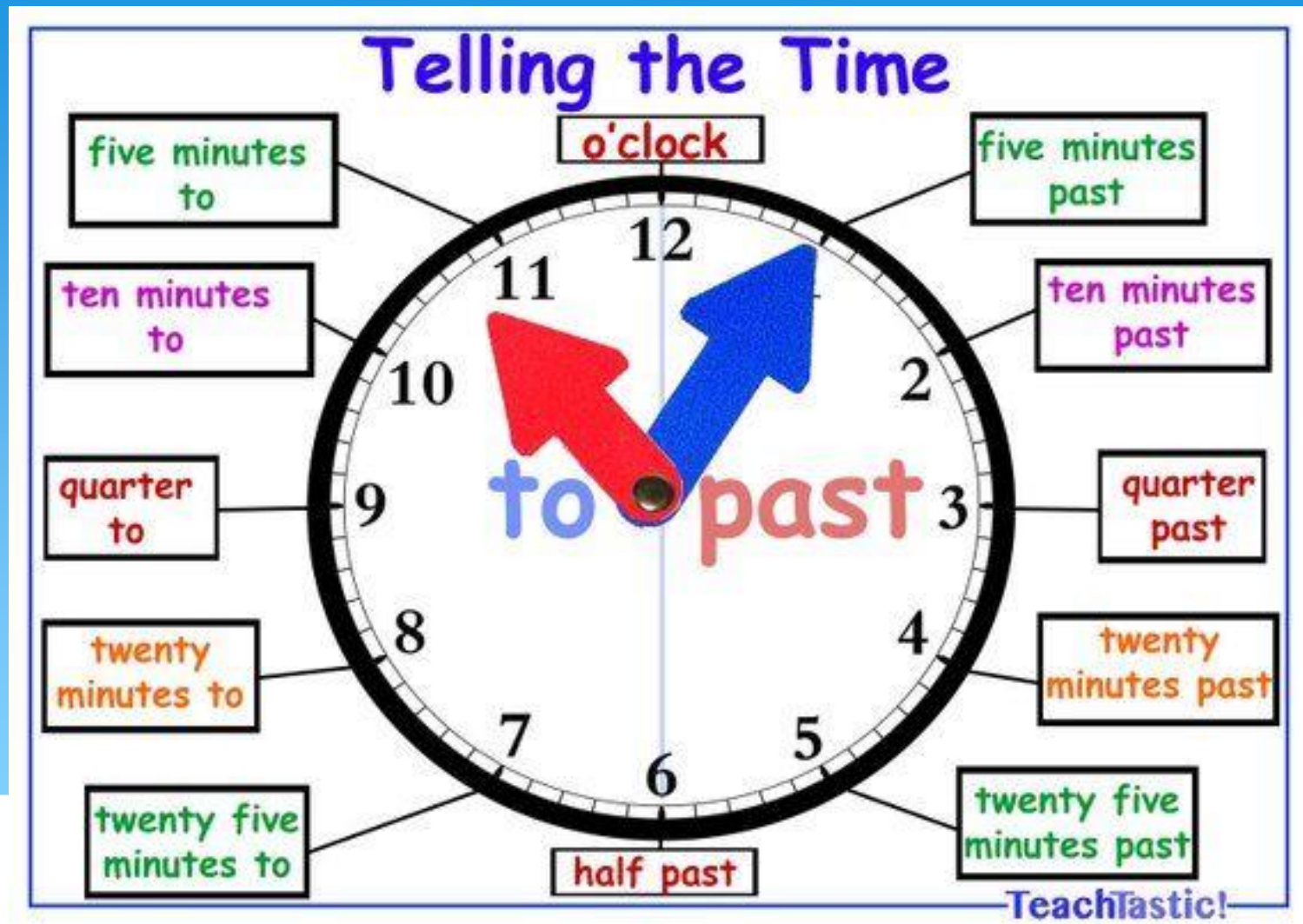
Problem Solving
(Reasoning)

Addition
And
Subtraction

Times Table - 12x12												
	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Data handling, shape, measures, time, money

Numeracy



These are some of the apps and platforms the children will be accessing and becoming familiar with this year



NQA: Healthy school

Snacks for playtime: fruit or vegetables

Birthdays: no cakes Healthy schools club have decided pupils can wear non-uniform as a birthday treat.



Tyffu i Fyny Growing Up



Personal Development and Relationships

Information booklet for parents



Weekly Needs

Monday: Homework book brought into school for marking if pupils have completed a task.

Thursday: OUTDOOR P.E: Kit to be worn to school Teacher on Thursday afternoons is Mrs Arnold.

Friday: Indoor PE kit to be worn to school. Teacher on Friday's is Mrs Watts.

Reading books to be accessed via Boost, Numeracy homework to be accessed via MyMaths.



<https://www.morristonprimaryschool.co.uk/year-34/>

Blwyddyn 3/4

Home >> Children >> Class Pages >> Blwyddyn 3/4



Roger the Rights
Respecting Owl



Article 13: You have the right to find out things and share what you think with others by talking drawing writing or in any other way unless it harms or offends other people.



Topics 24-25



Topics 2023-
2024



Class
information



Topics 2022-
2023



Literacy



Numeracy



Topics 2021-
2022



Topics 2020-
2021



Home
learning
generic work



FlipGrid +
Teams



Video



National Test
prac Year 3



National Test
prac Year 4



ICT/DCF



Byddwch yn Stay SMART!

ChildLine
0800 1111



cybermentors.org.uk



Saff - Cadwch yn saff a byddwch yn ofalus! Peidiwch â rhoi gwybodaeth personol megis cyfeiriad, e-bost, rhif ffôn, lluniau neu gyfrinair.



Safe - Keep safe and be careful! Don't give out personal information such as your address, email, phone number, photos or password.

Meddwl - Mae cwrdd â rhywun rydych chi'n ei nabod dim ond ar-lein yn beryglus. Cofiwch fod ffrindiau ar-lein yn ddieithriaid, hyd yn oed os ydych chi wedi bod yn siarad â nhw am amser hir. Rhaid dweud wrth oedolyn rydych chi'n ei ymddiried ynddo/i os yw rhywun ar-lein yn gofyn i gwrdd â chi.



Meeting - Meeting someone you only know online is dangerous. Remember online friends are strangers, even if you have been talking to them for a long time. You must tell a trusted adult if someone online asks to meet with you.

Aros - Peidiwch â derbyn negeseuon ar-lein gan bobl dydych chi ddim yn eu nabod. Maen nhw'n gallu cynnwys sylwadau cas.



Accepting - Don't accept messages online from people you don't know. They could contain nasty comments.

Rhaid cofio - Gall rhywun ar-lein ddweud celwydd am bwy ydyn nhw. Os ydych chi'n hoffi sgwrsio ar-lein, gwnewch hynny dim ond gyda ffrindiau a theulu rydych chi'n eu nabod yn y byd go iawn.



Reliable - Someone online might lie about who they are. If you like chatting online, only chat to friends and family you know in the real world.

Teimlo'n annifyr - Os yw rhywun neu rywbeth yn eich gwneud chi'n drist, gofidus neu ofnus, neu os oes rhywun rydych chi'n ei nabod yn cael ei fwlio ar-lein, dywedwch wrth oedolyn rydych chi'n ymddiried ynddo, eich rhiant, gofalwr, athro neu swyddog heddlu'ch ysgol.



Tell - If someone or something makes you feel sad, worried or scared, or if you or someone you know is being bullied online, tell an adult you trust, your parent, carer, teacher or your school police officer.

Social Media Age Restrictions

Under 13 (with parental consent)	13 +	16+	18+	18 (13 with parental permission)
 GoBubble	 Facebook	 WhatsApp	 Meow Chat	 flickr
 PopJam	 Instagram	 Telegram	 Meet Me	 YouTube
 GROW SOCIAL	 Twitter		 Tinder	 Spotify
	 Skype			
	 iTunes			
	 Pinterest			
	 MyLOL			
	 Wink			
	 Snapchat			
	 TikTok			
	 reddit			
	 askfm			
		17+		



Thankyou for listening