

# Moving on to Key Stage 2

# Meet the Key Stage 2 Team



Mrs Metcalf  
Year 3



Mr Monckton  
Year 3



Miss Beattie  
Year 3 - until  
January 2027



Miss Berry  
Year 3 - from  
January 2027



Mr Benson  
Year 4  
*(Year 3 and 4 Team Leader)*



Miss Batey  
Year 4



Mr Law  
Year 5



Mrs Stewart  
Year 5  
*(Year 5 and 6 Team Leader)*



Mr Biggs  
Year 6



Mrs Alty  
Year 6  
*(Assistant Headteacher)*

# Y3 Staff



Mrs Metcalf  
3NM Class teacher  
*Mon, Tue & Wed*



Miss Beattie  
3NM Class teacher  
*Thur & Fri (until  
January 2027)*



Miss Berry  
3NM Class teacher  
*Thur & Fri (from  
January 2027)*



Mr Monckton  
3AM Class teacher



Mrs Dixon  
3NM Teaching  
Assistant



Miss Lucas  
3AM PPA Cover



Mrs Danaher  
3AM Teaching  
Assistant

# Year group area



Year 3 Middle Area and Computer Area

# 3NM Classroom



# 3AM Classroom



# Key Stage 2 areas



KS2 hall



KS2 playground



Library



KS2 Computing Suite

# Daily routines

**Morning drop off:** Children are to say goodbye in the KS1 playground & independently walk onto the KS2 playground. At 8:45am, the whistle will be blown & children will walk into class. Any messages should be delivered via the office. Please contact the class teacher if you have any issues/ concerns.

**Morning break:** Children can bring their own fruit (labelled) or purchase tuck from the kitchen:

- Toast (20p)
- Crumpet (30p)
- Bacon and sausage butties (70p)– Friday

*Cash only (correct change, if possible); this needs to be in a named wallet/purse.*

**Water bottles:** These will be stored on the class trolley. Children will have opportunities to access this throughout the day.

**Uniform:** Label all personal belongings clearly. Earrings must be covered/ clear studs are worn.

**Dinners:** Children can bring a packed lunch or have a school dinner (£2.90). Children will order this on the morning.

**Comfort break:** This is flexible; duration & timings can vary. Children have the opportunity to have a drink and go to the toilet.

# Daily routines

**Daily reading:** Daily Whole class reading.

**Book bags:** Children should continue to bring their green book bag (no keyrings/ Rucksacks)

**Home time:** At the end of the day children are dismissed via year three to meet their parents/carers in the KS1 yard. If no one is present, they are to come back to class. The day finishes at 3:20pm.

**Music lessons** – Children will be given the opportunity to take part in keyboard/guitar lessons (additional cost).

# Timetable

| Class: 3M |              |           | Teachers: N Metcalf (Mon – Wed) & F Beattie (Thu – Fri) |              |             |              | Support: N Dixon (Mon – Thu) |              |                    | Cover: F Beattie (Wed- PM) |              |                       |
|-----------|--------------|-----------|---------------------------------------------------------|--------------|-------------|--------------|------------------------------|--------------|--------------------|----------------------------|--------------|-----------------------|
| Day       | 8.50 - 9 am  | 9 - 10 am |                                                         | 10 – 10.45am | 10.45- 11am | 11 – 12.05pm | 12.05 – 1pm                  | 1 -1.05pm    | 1.05- 2pm          | 2 – 2.15 pm                | 2.15– 2.55pm | 2.55pm – 3.20pm       |
| M         | Registration | Maths     |                                                         | Reading      | Break time  | English      | Lunch time                   | Registration | PE (Indoor)        | Break time                 | RE           | Whole School Assembly |
| T         |              | Maths     |                                                         | Reading      |             | English      |                              |              | History/ Geography |                            | PSHE/French  |                       |
| W         |              | Maths     |                                                         | Reading      |             | English      |                              |              | Computing          |                            | Computing    | Singing Assembly      |
| Th        |              | Reading   |                                                         | English      |             | Maths        |                              |              | Music              |                            | Science      |                       |
| F         |              | Spelling  | Reading                                                 | English      |             | Maths        |                              |              | Art/ DT            |                            | PE           | Celebration Assembly  |

# PE Days

Children are to come in their PE kits on these days:  
purple hoody, yellow polo top, black leggings/  
bottoms and black trainers.

Please ensure that ALL uniform is labelled.

**These days will be communicated closer to the time  
via the App.**

This will change throughout the year, but all changes  
will go on an app message.

**Swimming: Summer term**

# Maths strategies

## Addition – column method

$$\begin{array}{r} 12 \\ + 24 \\ \hline 36 \end{array}$$

A grid-in addition problem showing the sum of 38 and 93. The numbers are arranged in a grid with columns for tens and ones. The sum is 131, with a carry of 1 from the ones column to the tens column.

|       |   |   |
|-------|---|---|
| 3     | 8 |   |
| 9     | 3 |   |
| <hr/> |   |   |
| 1     | 3 | 1 |
| <hr/> |   |   |
| 1     |   |   |

## Subtraction – column method

$$\begin{array}{r} 34 \\ - 12 \\ \hline 22 \end{array}$$

A grid-in subtraction problem showing the difference of 34 minus 12. The numbers are arranged in a grid with columns for tens and ones. The difference is 22. A green '1' is written above the 7 in the tens column, and a green '6' is written above the 2 in the ones column, indicating a borrowing of 1 from the tens column.

|       |   |  |
|-------|---|--|
| 3     | 4 |  |
| 1     | 2 |  |
| <hr/> |   |  |
| 2     | 2 |  |
| <hr/> |   |  |

## Multiplication – grid method

$$12 \times 5 =$$

|   |    |    |
|---|----|----|
| x | 10 | 2  |
| 5 | 50 | 10 |

$$50 + 10 = 60$$

## Division – grouping

$$12 \text{ divided by } 3 = 4$$



$$10 \text{ divided by } 3 = 3 \text{ r}1$$



# Home Learning expectations

## **Homework:**

- A folder will be given and should be backed (wrapping paper)
- Once backed, we will provide a treasury tag so they can put their work in the file.
- Within the file there will be an A5 lined book where they can write their homework in and show evidence e.g. pictures.

**Mental maths:** TT Rockstars is set on a Friday at 3pm and is to be completed by the following Thursday by 8:30pm out of school hours.

**Spellings:** are given out on a Friday and children are tested on the following Friday (mixed). Set homework around the weekly spellings.

# Year Group information

- ▶ **Homework:** This will be given out at the start of every half term. Children are asked to complete four tasks which they then present to the class during the last week and are given a certificate to celebrate their achievements. If your child misplaces their homework sheet, it will be on the Y3 Blog.
- ▶ **Online learning logins:** These will be stuck in the back of your child's reading records.
- ▶ **Class reward system/ tokens:** Children will be in the same colour group as in year two and will earn tokens for their team for positive behaviour.
- ▶ **Behaviour & expectations:** We will follow our school behaviour policy.

# Free School Meals

Your child was able to get free school meals when they were in reception class, year 1 and year 2 due to government funding. This stops when your child enters year 3. School meals are priced at £2.90 per day

**Year 3 and above and secondary**– Your child may be able to get free school meals if you get any of the qualifying benefits below:

- ▶ Universal Credit with a household income of less than £7,400 a year (after tax and not including any benefits you get)
- ▶ Income-Based Jobseekers' Allowance
- ▶ Income-Related Employment and Support Allowance
- ▶ Child Tax Credit, **not** entitled to Working Tax Credit and household income less than £16,190
- ▶ Support under part VI of the Immigration and Asylum Act 1999
- ▶ Guarantee element of State Pension Credit
- ▶ Income Support
- ▶ Working Tax Credit 'run on' – the payment you receive for a further four weeks after you finish work
- ▶ Applying for Free School Meals for your child will not affect any benefits you receive.

## How to apply

- ▶ **Online:** <https://www.lancashire.gov.uk/children-education-families/schools/free-school-meals/?page=3>
- ▶ **By post:** Forms are available at the school office.

# Curriculum Matrix

## Lostock Hall Community Primary School

### Year 3 Curriculum Matrix



| Term    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | <b>Text: Stone Age Boy</b><br>Retell, exciting adjectives & ENPs, powerful verbs, commas to separate adjectives in ENPs, recap commas in lists<br><br><b>Text: Stone Girl Bone Girl</b><br>Retell & diary entry, adverbs of manner as openers, possessive apostrophe, using subordinating conjunctions at the beginning, recap contractions<br><br><b>Text: How To Wash a Woolly Mammoth</b><br>Instructions, colons before lists, prepositions, compound sentences, subordinating conjunctions at the beginning<br><br><b>Topic: List poem</b><br>Poetry, use similes | <b>Text: The Couch Potato</b><br>Retell, sentence openers (manner, time, place), simple speech with inverted commas, character / setting description<br><br><b>Text: Little People Big Dreams Mary Anning</b><br>Biography, compound sentences, build cohesion using nouns & pronouns, past tense, 3rd person<br><br><b>Text: Cave Baby</b><br>Retell, consolidation of speech, powerful verbs, adjectives & adverbs, co-ordinating & subordinating conjunctions, commas in a list<br><br><b>Topic: The Stone Age</b><br>Non-chron report, non-fiction openers, cohesion | <b>Text: Escape from Pompeii</b><br>Retell, setting description, postcard, sentence openers (manner, time, place, adverbs, direct speech & inverted commas, internal speech punctuation, varying 'said', present perfect tense (postcards)<br><br><b>Topic: Isaac Newton</b><br>Biography, past tense, 3rd person, subheadings, paragraphs, non-fiction openers                            | <b>Topic: The Romans</b><br>Non-chron report, paragraphs, subheadings<br><br><b>Text: Roald Dahl / The Twits</b><br>Character description, instructions, retell, persuasive letter, range of sentence openers, co-ordinating conjunctions, consolidate previous skills, paragraphs, singular apostrophe, speech<br><br><b>Beowulf</b><br>Character description & retell, paragraphs, speech, singular apostrophe | <b>Text: The Girl Who Planted Trees</b><br>Retell, ellipses and short sentences for suspense, punctuation speech, varying 'said', paragraphs<br><br><b>Text: Omar and the Bees</b><br>Diary entry, instructions, persuasive letter, non-chron report, adverbs of time, adverbs of manner, adverbs to show cause, commas after openers, paragraphs | <b>Text: The Owl who was Afraid of the Dark</b><br>Retell, consolidation of previously taught skills, AFL<br><br><b>Topic: David Bowie</b><br>Biography, cause & effect conjunctions                                                                                                                                                                                                                                                                                                                                                                                                           |
|         | Please see English Matrix for more details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   | <b>Fractions</b><br>Fractions on a number line, equivalent fractions, comparing, adding and subtracting fractions<br><br><b>Money</b><br>counting in pound and pence, converting pounds and pence and adding and subtracting money<br><br><b>Time</b><br>Telling the time to the minute, 24 hour clock, measuring time and comparing durations<br><br><b>Shape</b><br>comparing and finding right angles in a shape, recognising, describing and making 2D and 3D shapes<br><br><b>Statistics</b><br>Make tally charts, draw and interpret pictograms and drawing and understanding bar charts |
| Maths   | <b>Number</b><br>Place Value - Numbers to 1,000, partitioning and representing numbers, finding 1, 10 or 100 more or less than a certain number, estimating and ordering numbers to 1,000.<br><br><b>Addition &amp; subtraction</b><br>Mental & written addition/ subtraction calculations with two three-digit numbers and inverse operations.<br><br><b>Multiplication and Division</b><br>Multiplying and dividing by 3, 4 and 8 times table                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Multiplication and Division</b><br>Multiplying and dividing 2-digits by 1-digits<br><br><b>Length and Perimeter</b><br>Equivalent lengths and measuring and calculating perimeters<br><br><b>Fractions</b><br>Recognising and finding a quarter and a third and counting in fractions<br><br><b>Mass and Capacity</b><br>Measuring and comparing mass, volume, capacity and temperature |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                       |                                                                                                                                         |                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                                      |                                                                                                                          |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Science               | Humans<br>Health & nutrition<br>skeletal/muscular<br>system, movement                                                                   | Rocks<br>incl. soil formation<br>and fossils                                                                 | Forces and Magnets<br>How things move<br>on different surfaces                                                               |                                                                                                                         | Plants<br>Growth, functions,<br>pollination, seed formation,<br>seed dispersal                                                                       | Light<br>shadow / reflective<br>surfaces                                                                                 |
| History/<br>Geography | Stone Age                                                                                                                               | Land use                                                                                                     | Ancient Egypt                                                                                                                |                                                                                                                         | The United Kingdom                                                                                                                                   | Conservation of Bees                                                                                                     |
| Computing             | Key Skills Review; Digital<br>Literacy<br>Typing skills; Presenting<br>(Photo story presenting,<br>2type, touch typing)                 | Coding and control<br>(repeat processes and<br>debugging; code and<br>computational thinking)                | Online Safety:<br>Simple animations<br>(Internet use, film and game<br>use, onscreen animations<br>2animate)                 | Email and email safety<br>(How electronic<br>communication works;<br>staying safe through e-mail)                       | Simulations;<br>Graphing<br>(simulating and technology<br>outside of school, Badger<br>Trails, 2simulate)                                            | Spreadsheets;<br>Branching databases<br>(Using 2calculate, inputting<br>and analysing data)                              |
|                       | Online safety constantly threaded throughout                                                                                            |                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                                      |                                                                                                                          |
|                       |                                                                                                                                         |                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                                      |                                                                                                                          |
| RE                    | Hinduism<br>Diwali<br>How would celebrating<br>Diwali at home and in the<br>community bring a feeling of<br>belonging to a Hindu child? | Christianity<br>Christmas<br>Has Christmas lost its true<br>meaning?                                         | Christianity<br>Jesus' Miracles<br>Could Jesus heal people?<br>Were these miracles or is<br>there some other<br>explanation? | Christianity<br>Easter- Forgiveness<br>What is 'good' about Good<br>Friday?                                             | Sikhism<br>Sharing and Community<br>Do Sikhs think that it is<br>important to share?                                                                 | Hindu dharma<br>Pilgrimage to the River<br>Ganges<br>Would visiting the River<br>Ganges feel special to a non-<br>Hindu? |
| Art & Design          | Drawing skills<br>(Portrait drawing and every<br>day item drawing)                                                                      | Painting, textiles and sewing<br>(Christmas crafts)                                                          | Printing<br>(Egyptian printing)                                                                                              | Painting Skills<br>(Children practise colour<br>mixing and paint in<br>Kandinsky style)                                 | Collage<br>(Children create mosaics)                                                                                                                 | Sculpture<br>(Eco sculpture animals)                                                                                     |
| Design<br>Technology  | Food<br>Design, make, taste and evaluate a healthy sandwich for a<br>child on packed lunches<br>Designer- Jamie Oliver                  |                                                                                                              | Construction and materials<br>Design, make and evaluate a photo frame for a family<br>member (Mother's Day).                 |                                                                                                                         | Construction and mechanics<br>Design, make and evaluate a moving monster for a young<br>child- simple pneumatic system<br>Designer- John Boyd Dunlop |                                                                                                                          |
| Music                 | Mountains<br>Create their own soundscape<br>to match an animation. Build<br>up different layers of texture                              | India<br>Learn about the traditional<br>music of India and<br>instruments used. Create<br>own improvisations | Chinese New Year<br>Listen to Chinese New Year<br>music and then create own<br>pentatonic melodies.                          | Here come the Romans<br>Identify repeating patterns<br>and introduce the concept<br>motifs. Play and perform<br>motifs. | Jazz<br>Identify how jazz music<br>evolved and learn how to<br>compose and perform a<br>piece                                                        | Ballads<br>Listen to examples of ballads.<br>Then create own lyrics for a<br>ballad                                      |
| PE                    | Gymnastics                                                                                                                              | Dance – Rock and Roll                                                                                        | Swimming (3 weeks)                                                                                                           |                                                                                                                         | Tag and Target                                                                                                                                       | Rounders                                                                                                                 |
|                       |                                                                                                                                         |                                                                                                              | Speed Stacks                                                                                                                 | Hockey                                                                                                                  |                                                                                                                                                      |                                                                                                                          |
|                       | Netball                                                                                                                                 | Net and Wall                                                                                                 | Rugby                                                                                                                        | Yoga                                                                                                                    | OAA                                                                                                                                                  | Gymnastics<br>Dance from the Heart                                                                                       |
| Role Play             | Healthy Café                                                                                                                            |                                                                                                              | Roman Museum                                                                                                                 |                                                                                                                         | Garden Centre                                                                                                                                        |                                                                                                                          |
| PSHE                  | Me and My Relationships<br>Rules<br>Special people                                                                                      | Valuing Difference<br>Family and friends<br>Respect and Challenge                                            | Keeping Myself Safe<br>(Including KidSafe sessions)<br>Safe or unsafe?                                                       | Rights and Responsibilities<br>Our helpful volunteers<br>Environmental awareness                                        | Being my Best<br>Healthy eating<br>For or against?                                                                                                   | Growing and Changing<br>Relationship tree<br>Body space                                                                  |

|               | Friendships                                                                                                                                                                                                                                                | Celebrating difference                                                                                                                                                                                                                            | Danger or risk?<br>Alcohol and Cigarettes                                                                                                                                                                                                                                                                                                                                                                                                           | Earning money                                                                                                                                                                                          | I am fantastic                                                                                                                                                                                                                                         | Secret or surprise<br>Basic first aid |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| PFL: French   | <b>Phonetics 1 and I'm learning French</b><br>Pinpoint France on a map of the world, highlight other famous French cities, talk about other countries where French is spoken, say their name and how they are feeling in French and count to ten in French | <b>Animals</b><br>Be introduced to ten animals in French, match all the new French words to the appropriate picture, remember the words for at least five animals in French unaided, attempt to spell at least three animals correctly in French. | <b>Cultural 1</b><br><b>Musical Instrument</b><br>To increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language pupils are learning. Name ten instruments in French, match all the new French words to the appropriate picture, remember the words for at least five instruments in French unaided, to say that they play an instrument of their choice correctly in French. | <b>Fruits</b><br>Name and recognise up to 10 fruits in French, attempt to spell some of these nouns, ask somebody in French if they like a particular fruit and say what fruits they like and dislike. | <b>Ice Creams</b><br>Name and recognise up to 10 different flavours for ice creams, ask for an ice-cream in French using 'je voudrais', say what flavour they would like and say whether they would like their ice-cream in a cone or a small pot/tub. |                                       |
|               |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                        |                                       |
| Forest School |                                                                                                                                                                                                                                                            | 3B                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3N                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                       |

# **Trips and Curriculum enhancements**

- ▶ **Forest school:** Children will partake in 6 weeks of Forest School. A letter will go out explaining all of the kit the children will need.
- ▶ **Educational Visit:** TBC
- ▶ **Poetry performance:** Near the end of the Autumn term
- ▶ **Themed weeks throughout the year:** Life skills and STEAM week.

# School website

- ▶ School website: <https://www.lostockhallcps.co.uk/>
- ▶ Curriculum
- ▶ Blogs
- ▶ Mental Health support etc – we have a learning mentor/ family support worker (Miss Jones).

# Questions

We look forward to welcoming your child into year three.

Thank you very much for your continued support.

Mr Monckton, Mrs Metcalf & Miss Beattie

