

Welcome to Class 3

Mr Chiverton

General Information

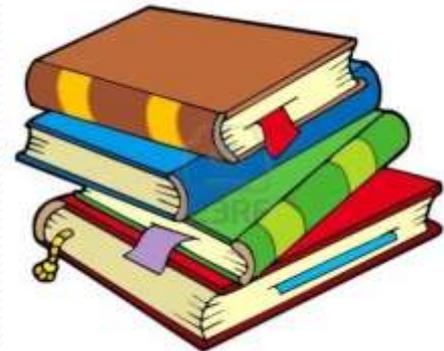
- P.E - Thursdays and Fridays (Swimming for 10 weeks) then back to Wednesdays and Fridays.
- Spellings set on Friday – Test the following Friday.
- ‘My Maths’ usually set on a Friday, but children always have seven days to complete.
- Multiplication tests undertaken on a Thursday.
- Occasionally, project work will be set to encourage children to do their own research on a topic.

Autumn term

- Science – Animals including Humans
- History – Stone Age to Iron Age
- Geography – Map work (Grid references and symbols)
- RE – Christianity
- ICT – Safety and security
- Art/DT – Stone Age art
- French – Incidental Conversation
- Music - Singing

Encouraging reading for pleasure

- “*Study after study has shown that performance on tests of reading comprehension is heavily influenced by the amount of **self-selected free voluntary reading** that children do*” Michael Rosen
- Reading for pleasure means reading what you chose to read, because you want to .



Reading with children

- It is vitally important to carry on reading with children in KS2
- Share a book, page by page, or chapter by chapter, poem by poem
- Explore a more sophisticated picture book
- Read the same story independently...then discuss the text, watch the film, or go to the theatre and make comparisons

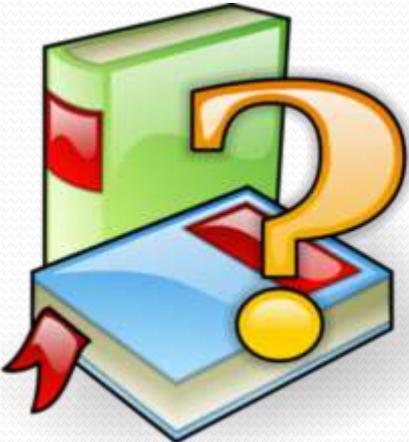


What is the meaning behind this picture?



Talk is important!

- **Listening comprehension and reading comprehension use the same skills**
- Vocabulary building is essential – what words mean, what phrases mean, words that mean the same, words that mean different things
- Children need to learn the “*language of written text*”



When London hosted the 1948 Olympic Games despite post-war rationing due to food shortages, it became known as the 'austere' or 'ration book' Olympics. British athletes were used to a restricted diet and food substitutes, such as powdered egg and milk. But the Government feared that limiting visiting athletes' diet might have a 'bad psychological effect' so they fed all athletes Category 'A' meal allowances – the equivalent to those provided for heavy workers (coal miners and dockers) but with the additions of two pints of liquid milk per head per day and half a pound of chocolates and sweets per head per week.

After the Olympic Committee warned visiting nations of the daily ration, many competing nations brought large quantities of food to be used by competitors generally: the Argentines, for example, brought 100 tons of meat, Holland promised fruit and vegetables, and Iceland, frozen mutton.

Supplies of food at one of the Olympic Housing Centres in Uxbridge were said to be 'ample', largely owing to the 'munificence of the US team'. Enriched white flour was flown to the camp daily from Los Angeles. But not all competitors were happy. Many of the Mexican Olympic team bought food in town, as they did not like English cooking.

Despite the warning of food shortages, some teams still complained: the Korean team were dissatisfied with their meat allowance; American teams requested supplies of grapefruit and fresh oranges after they complained of 'stomach trouble'. Requests for poultry caused the Government to state that there would be 'trade and consumer repercussions' if supplies were made to Housing Centres from an already 'extremely short' supply.

Despite the restrictions, the Games were a success, with provisions for all. In a press conference the Minister of Food, John Strachey, stated that the estimated increased consumption by the competitors and officials amounted to 0.16 of 1 per cent, 'a completely insignificant amount'.

Be an active reader

- An active reader will talk about the story, the characters and events. They will think about why events took place and be working out what they think will happen next.
- A passive reader doesn't develop these skills and will have little enjoyment from what they have read.



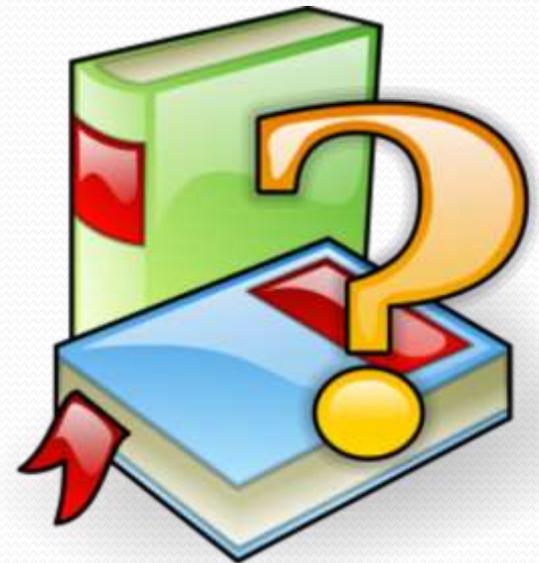
Good readers ask questions...

- When we read, we make predictions, ask ourselves questions about the text and then look out for the answer.
- If the answer is not what we expect, we are prompted to go back and check
- It is more powerful if we can get children to ask the questions themselves....



Open question starters....

- I wonder if....
- I wonder why...
- Tell me about....
- Why do you think....
- Tell me more
- How do you know....



Retelling is an important skill

- Good readers do not remember the exact words of a text, they remember the **'gist'**
- In order to retell a story, you have to be able to pick out the important parts of the story (summarise) and put them into your own words (synthesise)
- Encourage children to use the language of the story they have been reading



In Summary

Talk



Get out and about...
develop as much **life experience** as possible.

Ask questions...
Explore what words mean, play with language,
Encourage children to ask questions

Provide reading mileage Lots and lots of books, magazines, texts, newspapers; opportunities to read

Model reading
Try reading the same book to discuss it
Read articles from the newspaper together

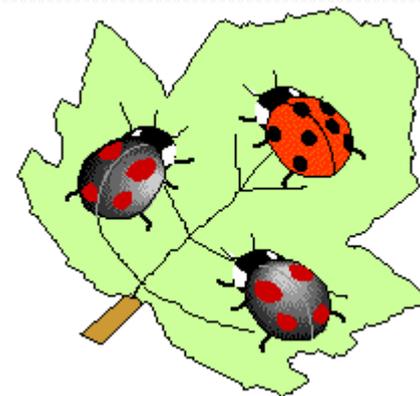
Maths

- Areas that children have difficulty with
 - Time
 - Money
 - Multistep problems
 - Reasoning
 - Problems that involve **reading**

- In Sam and Jill's garden there are two sorts of ladybirds. There are red Seven-Spot ladybirds with 7 black spots and shiny black Four-Spot ladybirds with 4 red spots.



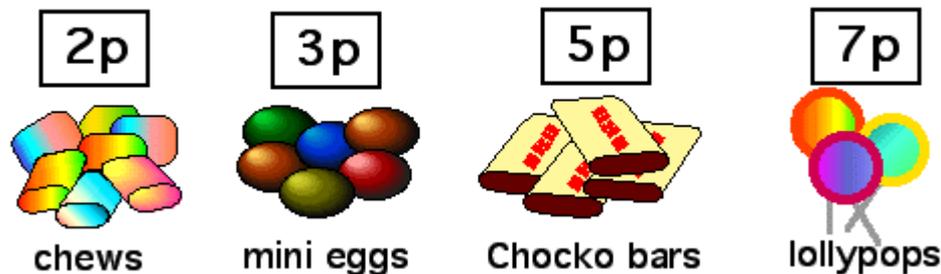
- Sam and Jill looked at a leaf with three ladybirds on it.



- "One Seven-Spot ladybird," said Sam, "and two Four-Spot ones."
"That's 15 spots altogether!" laughed Jill.
"I wonder if we could find ladybirds whose spots add to other numbers. I know how to do 16."
"And 14 is easy too," added Sam.
- How would you make 16 and 14 spots with the Seven-Spot and Four-Spot ladybirds?
- What other numbers can you make with adding 4 s and 7 s?
Can you get lots of numbers from say 4 to 35 ?
Are there some numbers you can't get?

Money word problems

- Rosie went into the sweet shop with 10 p to spend. There were chews for 2 p, mini eggs for 3 p, Chocko bars for 5 p and lollypops for 7 p.



- What could she buy if she wanted to spend all her money?
- Alice, James, Katie and Henry went into the shop too. They each had 20 p to spend and they all spent all of their money.
- Alice bought at least one of each kind of sweet. Which one did she have two of?
- James spent his money on just one kind of sweet, but he does not like chews. Which sweets did he buy?
- Katie bought the same number of sweets as James but she had 3 different kinds. Which sweets did she buy?
- Henry chose 8 sweets. What could he have bought?

Analogue to digital

