



Welcome to Class 3

Year 4,5,6



Our first few weeks



Routines and Day to Day



What we do every day

In class 3 we have a full timetable of lessons each day.

Our days are busy and organised.

In Class 3 we encourage independence from the children.

- Looking after their own belongings
- Resources available throughout the day for the children to use to support their learning
- Jotters to record subject specific vocabulary
- Working walls to record our work and support the children when they move to independent activities.



St Mary's Catholic Primary School
 Living and Learning Together – Shining in our Faith
 Year 4/5 and 6 Curriculum Map Cycle A

Our curriculum

		Autumn Term 1			Autumn Term 2		
Curriculum Driver		All About Me Autumn			Colour and Light Celebrations		
Autumn Term	Texts	The Lion, The Witch and the Wardrobe			Christmas Carol by <u>Charles Dickens</u>		
	Writing units	Narrative based on a model text with innovated plot structure	Non-Chronological report based upon mythical creatures in literature	Narrative based on a model text with innovated plot structure	Stories with historical settings New chapter or scene linked to novel/story with historical setting.	Film and play scripts Write a play script for a new scene of a familiar film	
	Science, History, Geography, Art, DT	Science: Living things and their habitats	Geography: Mountains/Rivers/Water cycle	DT: Structures: Building bridges How strong are they?	Science:	History: What do we know about the Mayans?	Art: Pattern Artists: Kustav Klimt/Zentangle style
	PSHE	Relationships			Health and well-being		
	Computing	Coding Online Safety			Online Safety Spreadsheets		
	Music	Rap Stop!					
	PE	Athletics			Gymnastics		
	RE	Creation & Covenant			Prophecy & Pro		

The Lion, The Witch and the Wardrobe Part 1
Medium Term Plan Autumn 1 2025



Key Learning in Reading

Year 4	Year 5	Year 6
Read and understand words from the Year 4 list (selected from the statutory Year 4-word list).	Read and understand words from the Year 5 list (selected from the statutory Year 5-word list).	Read and understand words from the Year 6 list (selected from the statutory Year 6-word list).
Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
Regularly listen to whole novels read aloud by the teacher	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors which they choose for themselves.
Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. metaphors, similes.		
Explain the meaning of key vocabulary within the context of the text	Explain the meaning of key vocabulary within the context of the text	Explain the meaning of key vocabulary within the context of the text
Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images	Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.	Demonstrate active reading strategies, e.g. generating questions, justifying opinions, resolving different viewpoints within a group.
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.	Infer characters' feelings, thoughts and motives from their actions and justify	Infer characters' feelings, thoughts and motives from their actions and justify with evidence from the text using Evidence and Explanation.
Make predictions based on information stated and implied.	Predict what might happen from information stated and implied	Predict what might happen from information stated and implied

The children are taught using their own age specific objectives.



For example:

- Year 4

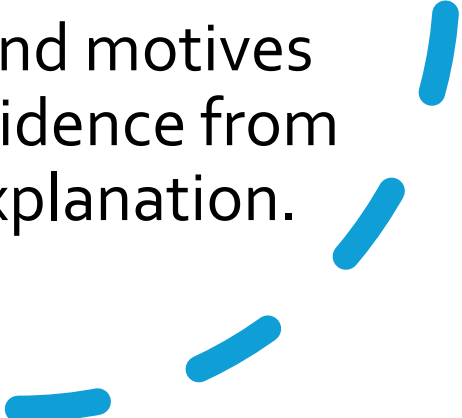
Draw inferences around characters' thoughts, feelings, actions and motives.

- Year 5

Infer characters' feelings, thoughts and motives from their actions and justify.

- Year 6

Infer characters' feelings, thoughts and motives from their actions and justify with evidence from the text using Point, Evidence and Explanation.



Important Reminders

The children should bring a water bottle into school every day.

PE days are Wednesday's and Friday's.

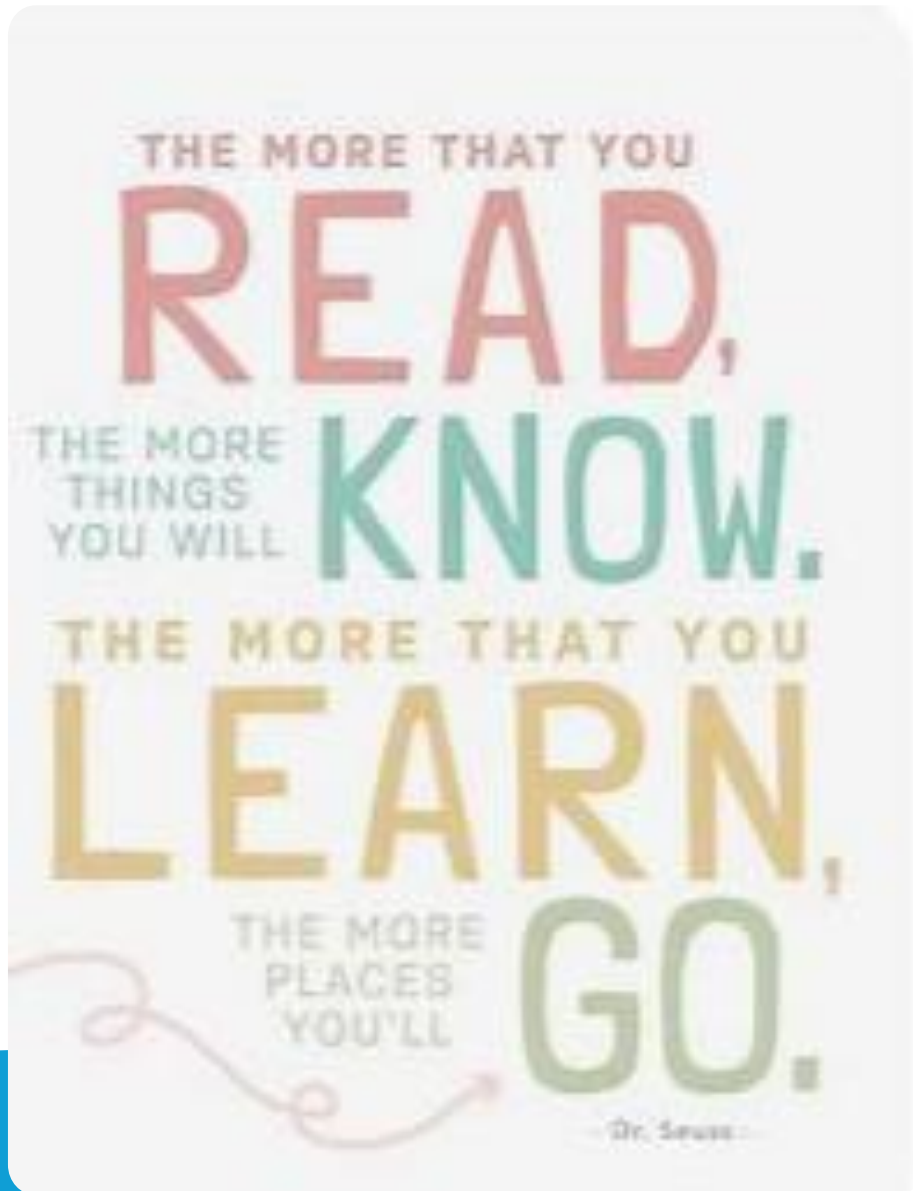
A reminder of full PE uniform on these days.

On Science afternoons the children are taught in age specific groups

–Year 3 and 4 (Mrs McGrath)

-Year 5 and 6 (Mrs Preston)

Programmes used are set to age specific objectives, for example:
spag.com and TT Rockstars.



Reading

- The children should bring their reading folders into class every day.
- The children should aim to read at home at least three times a week.
- Our reading challenge has started this term and we already have children racing up our challenge board.

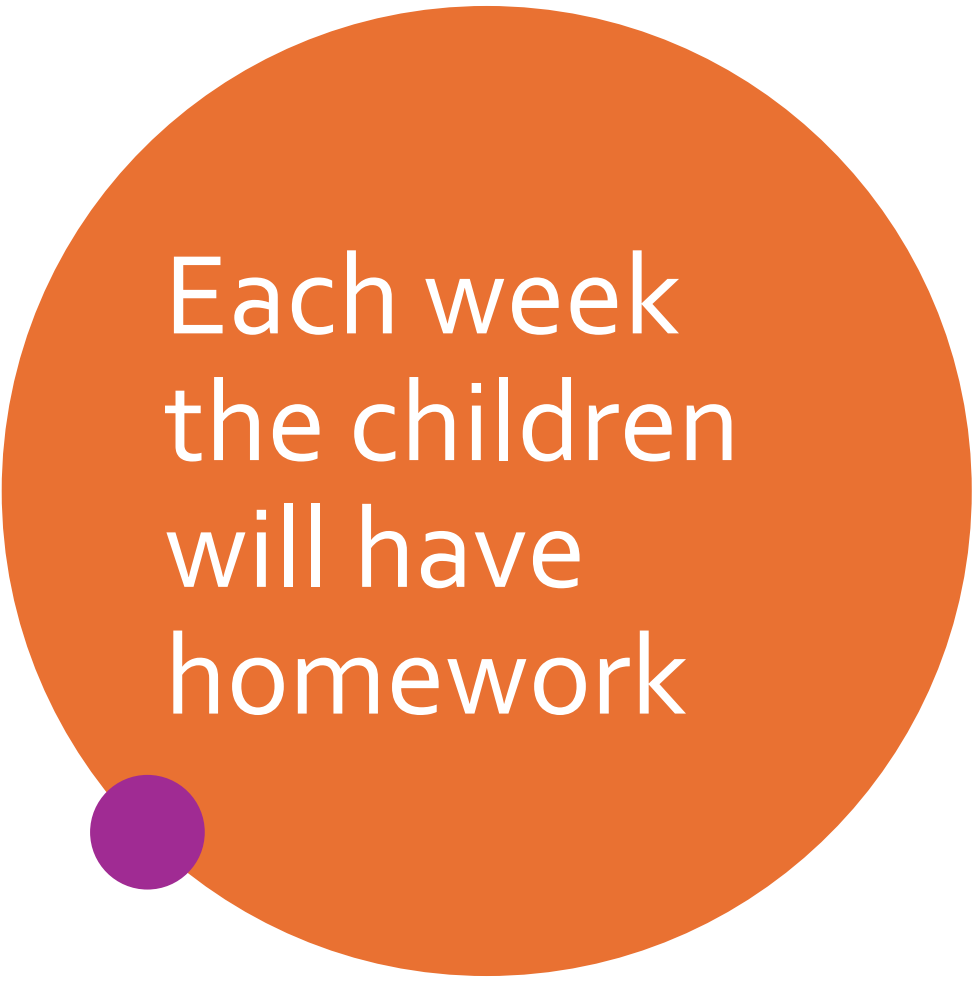
SCHOOL
SUCCESS

STARTS WITH
ATTENDANCE


Attendance

It is very important that all children have good attendance in school.

This week Class 3 won the award for attendance and we have had an extra session on the new outdoor equipment.



Each week
the children
will have
homework

- 
- Spelling
 - Spag.com
 - Reading
 - Times tables

 - On some occasions we will have additional homework, all information about homework is written in the children's homework diary.



The year ahead....

There are some important things to note for the year ahead:

This term Year 5 will complete Bikeability.


Flu Vaccinations available this term.

Year 6 Secondary School choices must be submitted this term. 31st October

Year 4 children will complete the Multiplication check.

Year 6 children will also complete their Key Stage 2 SATS.

Reception admissions for 2026 – 15th January



How I can help my child at home?

- Reading - read regularly at home with the children.
- Homework - support the children to complete homework tasks that have been set.
- Spelling – The children have look, cover, write sheets sent home each week. There is also a quiz set on our purple mash platform.
- Times tables – Help the children to learn these and practice them at home.



Other important things

- We foster a high level of independence in Class. The children know how to use and find objects and equipment that help them in their lessons.
- Behaviour – We expect the best behaviour from our older children, who have roles and responsibilities throughout the school. They are our role models for the younger children.
- Monitor roles and responsibilities – Class 3 have a wider range of roles and responsibilities – both inside our classroom and outside the classroom.

Any questions