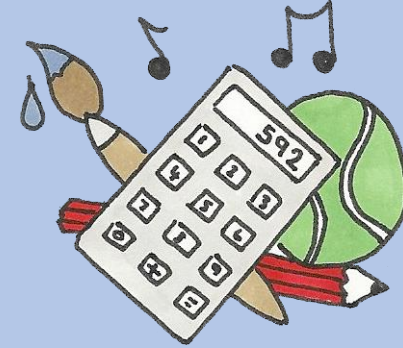
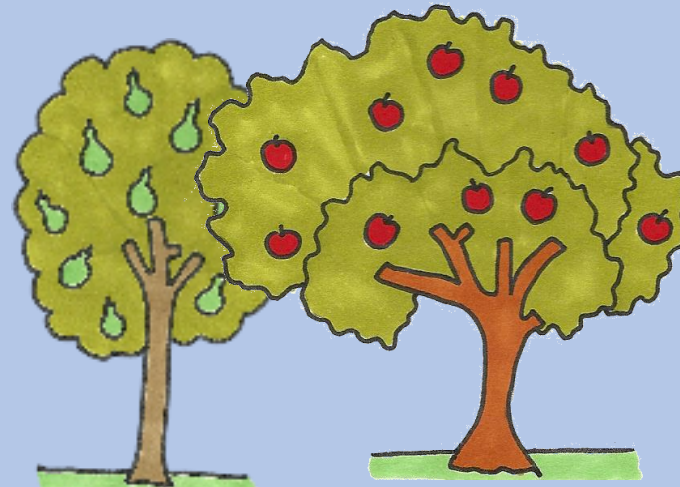
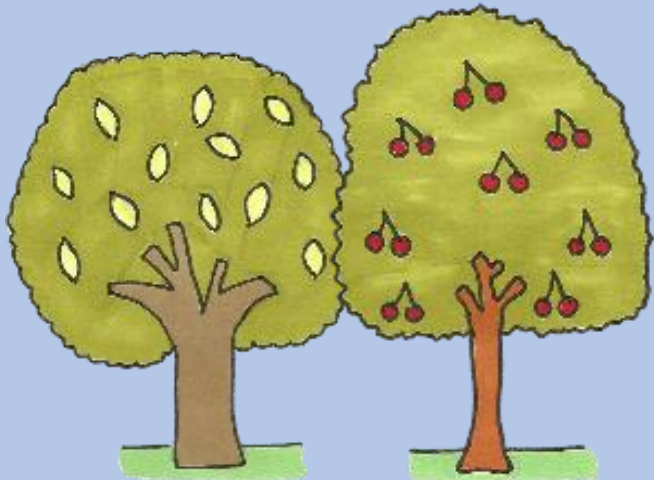


Welcome!



A commitment to excellence within a caring, Christian environment.
'I can do all things through Christ who strengthens me' – Philippians 4:13





Information

Welcome to our Website

New!

Hutton All Saints'

Church of England Primary School

Information icons: AS shield, children, IMPORTANT INFO sign, calendar, NEWS newspaper, PTA sign, church, trees.

Hutton All Saints' C. of E. Primary School

Curriculum and Clubs

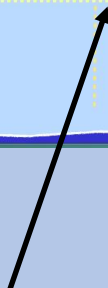
Clubs

Curriculum Overviews

Help for Parents

Phonics

P.E.





Hutton All Saints' C. of E. Primary School

Curriculum and Clubs

Clubs

Phonics

Help for Parents

Curriculum Overviews

P.E.

Curriculum Overviews
Curriculum Enrichment-
SMSC and personal development

Hutton All Saints' C. of E. Primary School

Curriculum Overviews

Hutton All Saints' is committed to meeting the requirements of the national primary curriculum in a way that is memorable, fun and brings learning to life. Therefore, we have a topic based curriculum with each phase covering a certain topic each term; they are mainly based on either a History or Geography subject but can also encompass many of the other foundation subjects. Please see below for each class's Curriculum Overview showing the key learning for the term. We do many other activities which enrich our curriculum and improve the Social, Moral, Spiritual and Cultural development of our pupils. Please visit our Curriculum enrichment page giving more details.
For further guidance and information visit - www.huttonasps.co.uk/curriculum-overviews/
[A useful publication for parents detailing the National Curriculum 2014 - Click here](#)

Apple Class Pear Class Lime Class Cherry Class

Beech Class Pine Class Willow Class Sycamore Class

Curriculum Enrichment

Early Learning Goals Writing Curriculum Objectives





Teachers in KS 2:

Year 3 –Mrs. Baptiste & Mrs. Biggs

Mrs Bough

Year 4 –Miss Nuttall

Mrs Cowling, Mrs Tkaczyk, Mrs Martin, Miss Claydon, Mrs Allen, Mrs White &
Mrs Spearman (PPA cover – Mr Byles, Mrs Nott)

Year 5 – Mr. Horne,

Year 6 – Mrs. Severn & Mrs. Ashton (groups)



Autumn Term Year 3; The Egyptians

English

In English lessons we will write stories with an Egyptian theme. We will then be writing explanation texts about being mummified, the River Nile and building pyramids. Finally, we will learn about writing a formal letter.

Throughout learning about these text types we will continue to build our grammar and spelling knowledge.

Maths

This term in maths we will be learning about numbers and calculations including:

Place value

Counting in multiples of 4,8,50 and 100 the four operations in mental and written calculations.

Computing

We will start by learning how to stay safe online, keeping passwords secure, protecting personal information, using websites safely, asking permission before downloading and the effects of posting comments and communicating with others. In the second half of term we will learn how to be computer programmers, planning and inputting instructions to create a sequence.

Science

We will be learning about rocks and soils during the first half of term. In the second half we will learn about forces and magnetism. The children are welcome to bring in any rocks, fossils or magnets that you have at home.

P.E.

Swimming lessons will take place on a Monday. Wear your swimming costume under your PE kit and make sure you have your swimming bag with you.

On Fridays we will start by working on gymnastics sessions in the hall, before moving on to Tag Rugby outside after half term. Please wear appropriate PE kit for these lessons.

Topic

Our topic this term is the Ancient Egyptians. We will be discovering how people used to live, what they ate and the tools they used. Time will be spent learning how and why the pyramids were built. We will learn about the gory process of mummification and why pharaohs preferred this.

The importance of the River Nile will be researched and we will learn many interesting Egyptian facts.

In **art & DT**, we will be designing and making an Egyptian hieroglyphic for our initial.

French

We will be learning how to say and use simple greetings and tell people important information about ourselves, as well as asking and answering basic conversational questions.

Music

We will be working on key music skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. We will have the opportunity to revisit and practice pitch, pulse and rhythm performance skills. We will move on to embed these skills in both improvisation and simple composition activities.

R.E. & P.S.H.E.

In **PSHE** our theme is 'Beginning and Belonging', we will be learning how to adjust to new situations and find our role in helping others to adjust too. We will then be thinking about friendships and how they change as we get older. For example, we may have a wider circle of friends from doing a variety of clubs.

In **RE**, we will begin by learning about Jewish beliefs in Passover. We will then go on to consider how having a faith impacts the daily life of Muslim and Jewish people. Throughout these units we will make comparisons to Christianity. Our school value for the first half term is 'Creativity, and 'Peace' for the second half.



Autumn Term Year 4 The Egyp-

English

In English lessons we will write stories with an Egyptian theme. We will then be writing explanation texts about being mummified, the River Nile and building pyramids. Finally, we will learn about writing a formal letter. Throughout learning about these text types we will continue to build our grammar and spelling knowledge.

French

In French, we will be revising our previous learning and practising how to say different animals.

Maths

This term in maths we will be learning about numbers and calculations this will include place value, using different methods to add and subtract, looking into areas of different shapes and multiplication and division. We will also be having a strong focus on our times tables.

Music

This term, we will be exploring the use of dynamics, tempo, duration, texture, pitch and more within our own compositions. We will also focus on the musical style of samba and explore the instruments of the samba and create our own band.

Topic

Our topic this term is the Ancient Egyptians. We will be discovering how people used to live, what they ate and the tools they used. Time will be spent learning how and why the pyramids were built. We will learn about the gory process of mummification and why pharaohs preferred this. The importance of the River Nile will be researched and we will learn many other Egyptian facts. In **art & DT**, we will be designing and making an Egyptian hieroglyphic for our initial.

Science

We will be learning about electricity and understanding what a conductor is as well as doing practical experiments. We will then be looking at sound, identifying how sounds are made and understanding the relationship between vibrations and pitch.

Our values for Autumn are:

Creativity
Peace



Computing

We will start by learning how to stay safe online followed by exploring the World Wide Web and how we can see who owns content and what they can access and create. We will also look at programming, specifically repetitions and loops and create our own program.

P.E.

In P.E. we will be learning key skills for gymnastics as well as how to be safe. In our outdoor lesson, we will be learning how to play handball and work on our hand eye co-ordination. We will also keep our fitness levels up with the daily mile.

R.E. & P.S.H.E.

In R.E. we will be exploring the question 'how do religious groups contribute to society and culture' considering the views of Christians and Hindus.

In PSHE, we will be exploring ourselves and our relationships with friends and family. We will discuss how to deal with disagreements and how to recognise bullying. We will also learn about personal safety and how to begin to keep ourselves safe and manage risk.

General Admin

- Studybugs please before 8:30am
- Guidance letter
- Forms – can just write on paper do not need to print as long as we have the information needed (exception school dinner menu) copies are always in the office.
- Payment on school gateway- you can make smaller payments as and when you want
- Clubs – external agencies contact directly with queries
- Name items please
- Ensure children have their equipment for the day
- Please speak to us about any issues at the end of the day or make an appointment with the office

General

- Children need a named water bottle and snack for playtime (only fruit and vegetables)
- Healthy packed lunch. Treat day is Friday – where they can bring an item such as crisps, chocolate, cake etc.
- Take responsibility for their own belongings – pencil cases (ONLY ONE please which fits in their tray!)



Maths



Calculation Policy is on website – use the correct methods

Year 3&4 addition

Before year six, every child should be confident in calculating using the **compact column method**. In this stage, the recording is reduced further:

Examples:

$$\begin{array}{r} 47 \\ + 76 \\ \hline 123 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 368 \\ + 493 \\ \hline 861 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 864 \\ + 383 \\ \hline 1247 \\ \hline 11 \end{array}$$

Here $7 + 6 = 13$, the 3 is placed in the ones column and the 1 (representing a ten) is carried under to the tens column and the children have to include this 1 when adding up the next column.

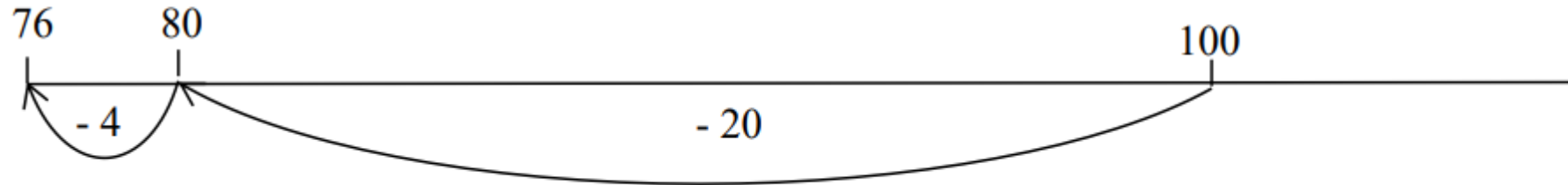
Bar modelling and the part whole model is continued to be used to aid the understanding.

Year 3 & 4 subtraction

Using **blank number lines** to 'jump backwards'.

E.g. $100 - 24 = 76$ (By counting backwards)

Children should use both methods, using the inverse to check their answer.



This method leads to a more **compact column method**. Please do not use the vocabulary 'borrow' as the exchanged digit does not get given back. In Year 4 children can use this method to solve problems using larger numbers and decimals in the context of money.

$$\begin{array}{r} \text{E.g. } 73 - 24 = \\ \begin{array}{r} \overset{6}{7} \overset{1}{3} \\ - \underline{24} \\ 49 \end{array} \end{array}$$

which can be applied
to 3 or 4 digit numbers

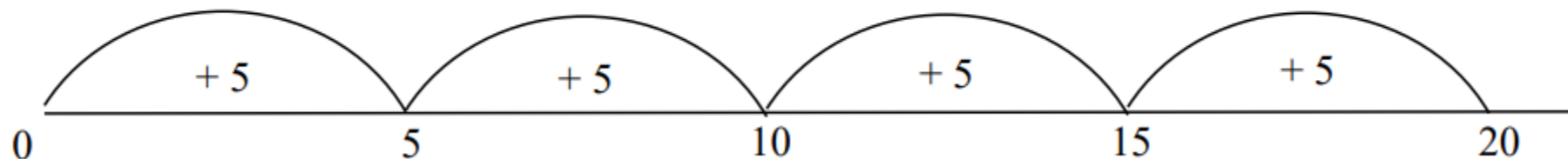


$$\begin{array}{r} 563 - 271 \\ \begin{array}{r} \overset{4}{5} \overset{1}{6} \overset{1}{3} \\ - \underline{271} \\ 292 \end{array} \end{array}$$

Year 3 multiplication

Children will begin to recognise multiplication as repeat addition. They are not expected to draw a number line at this stage – counting in 5s using their fingers is fine. This could, again, be modelled using **Numicon**.

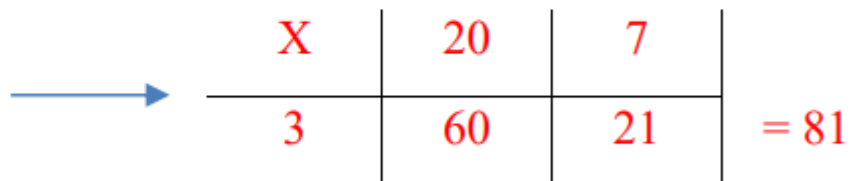
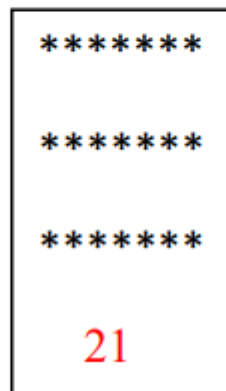
E.g. What is the value of 4 five-pence coins?



TU x U

Link **arrays** to the **grid method** and then use the grid method, as shown below, to solve number sentence. The grid method reinforces the commutative law in multiplication.

E.g. 27×3



Year 4 multiplication

As this will be a new concept, children should go back to the simplest layout – the grid method.

E.g. 27 X 56

X	20	7
50	1000	350
6	120	42

→

1	0	0	0
	3	5	0
	1	2	0
+		4	2
1	5	1	2

TO x TO



	2	7
X	5	6
1	6 ₄	2
1	3 ₃	5
1	5	1
1	5	1
1	5	1
1	5	1

When calculating with these written recordings, children should be able to recognise that they are still multiplying 5 tens by 7. This way they do not need to 'add a 0'; the answer is 50.

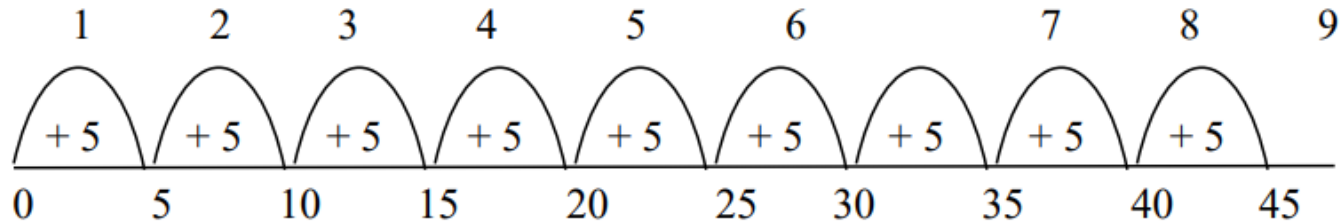
Repeated with HTO – grid method first.

Year 3 division

Begin with numbers that children can divide mentally. Develop to using a number line to count on **mentally**. Begin with numbers with no remainders. Number lines do not need to be drawn at this stage.

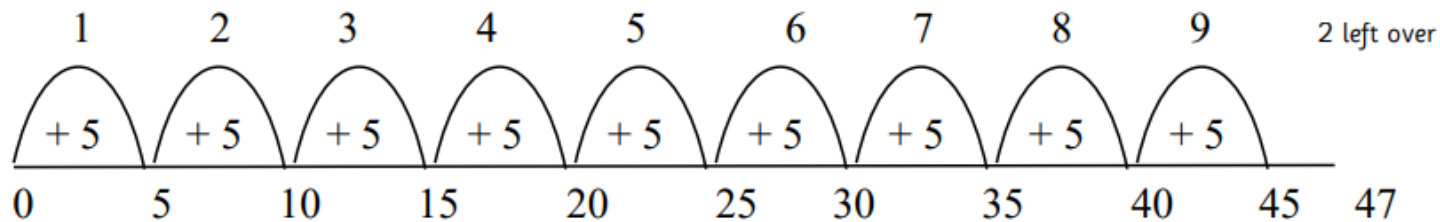
- ✓ Write your answer
- ✓ Check your answer

E.g. $45 \div 5 = 9$



Then develop to use with remainders, adjusting the above suggested criteria.

E.g. $47 \div 5 = 9 \text{ r } 2$



This can also be shown with repeated subtraction so that children start to recognise division as repeated subtraction.

Year 4 division

Repeated subtraction on a number line can be used with larger numbers by taking away more than one group at a time. Chunking in groups of ten helps.

E.g. $54 \div 3 =$



Mentally: $10 + 8$ lots of 4 = 18 lots of 4

For chunking, children need to use times-tables facts to solve division problems.

The traditional 'bus stop' method is only used when children are fully secure with chunking. This method should be first introduced with short division (a) and then explained with long division (b).

(a)
$$\begin{array}{r} 114 \\ 4 \overline{) 456} \end{array}$$
 'The digit 1 represents one ten has been exchanged for 10 ones.'

Reading



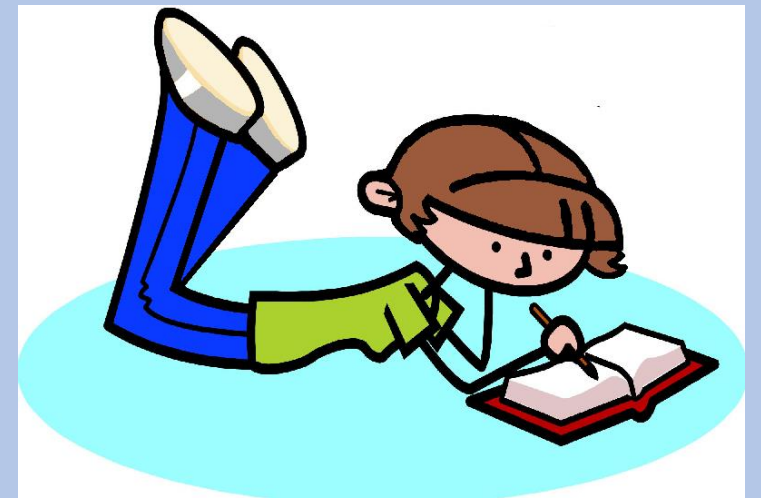
- Listen to your child read at least 3 times a week
- Talk about unknown words and where possible encourage children to look them up in a dictionary
- Please sign their reading diaries as these will be checked
- Ask questions about their books
- Encourage them to read different genres or texts
- Older children still need to read aloud in order to support pronunciation, expression and vocabulary
- Note vocabulary which needs clarification
- If your child is a reluctant reader, you could read alternate pages or find something they are interested in e.g. recipes or football annuals/autobiographies. Please still record these in their reading diaries. ALL reading is beneficial 😊

Active Reading



Writing

- Children will have regular handwriting lessons where they will learn to join. The expectation by the end of the juniors is that children can always produce neat, joined handwriting
- Spellings (spelling book programme)
- Spoken language – modelled correctly
- Talk For Writing



Google Classrooms

- Children have been given log-ins
- Regular updates regarding children's learning and pictures of special events



Assessments

- Assessments throughout the year
 - End of the year, assessments for Years 3, 4
- Government tests:
- Year 4 – multiplication check



Reports



Hutton All Saints' C. of E. Primary School Termly Report



Name: Mickey MOUSE	Term: Autumn 2021	Attendance: 100%
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	Attainment for this term	Effort and behaviour in class	Reading at home / homework effort	Targets
English - Reading	S	A	A	To use a dictionary effectively to find the meaning of unknown words. Record these words and their definitions in your reading record.
English - Writing (including G.P.S.)	D		U	To independently choose adverbs to describe verbs when writing, e.g. <i>The girl ran quickly down the road.</i>
Mathematics	D			To practise counting to and from 100 in teens - start from a random number, i.e. 93, and try to notice the pattern in the numbers.
Science	S			

Attainment grades: E = working at an emerging level; D = working at a developing level; S = secure level (expected standard); G = working at a greater depth.

Effort and behaviour grades: A = always good; U = usually good; S = sometimes good; R = rarely good.

Interventions your child has received this term:
Numicon, Nessy spelling and reading program.

Class teacher's signature: _____ Pupil's signature: _____

The **ZONES** of Regulation®



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

Mad/Angry
Mean
Terrified
Yelling/Hitting
Out of Control

E-Safety Tips for the home



Click for more
tips

- Use technology in a high-traffic area of your home.
- Establish limits for which sites and duration.
- Understand the settings and show children how to protect themselves; be familiar with the applications yourself.
- Watch for apps linked to your bank account details.
- Encourage children to report to you with any concerns; refrain from banning them from devices or games as they may not come to you for help in the future.
- These sites provide up to date information on keeping your children safe:
- <https://esafetytraining.org/>
- <https://www.facebook.com/The2johns/>



Websites

- <https://www.bbc.co.uk/bitesize/primary>
- <https://www.topmarks.co.uk/>

TIMES TABLES
ROCKYSTARS



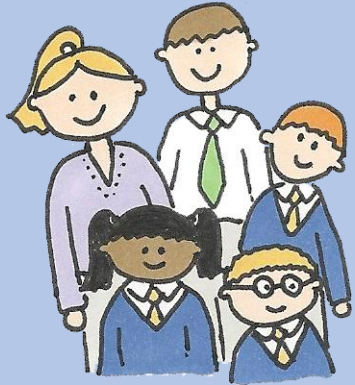
Pine Class info – Miss Nuttall

- British Museum 16th October
- Workshare 18th October 8.55-9.25am
- Parents Evening 1st and 3rd November
- Class Assembly 21st November
- Pantomime 29th November
- INSET day 1st December
- Christmas show 6th & 7th December
- PGL - July

Beech Class info – Mrs Biggs and Mrs Baptiste

- Swimming
- Leonard Lodge
- Skreens Park-meeting next week on 12th October 8.50am
- Workshare 18th October 8.55-9.25am
- Parents Evening 1st and 3rd November
- Year 3 topic trip 20th November 2023
- Pantomime 29th November
- INSET day 1st December
- Christmas show 6th & 7th December





Any Questions?

