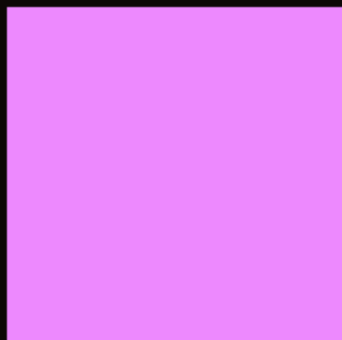
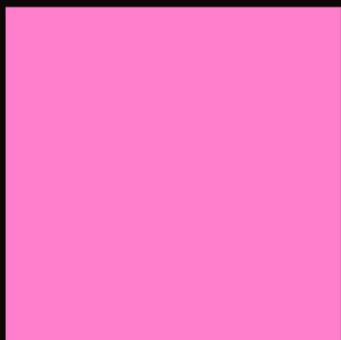
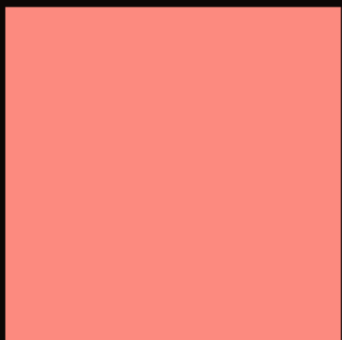
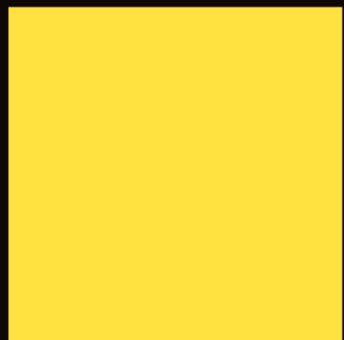


**Welcome to Year 3 and 4**

Swavesey Primary School



# The Teaching Team

## Swans

Mrs Sprawson  
Phase Leader



## Badgers

Mr Thomson



## Kingfishers

Miss Sarwa



## Teaching Assistants and Additional Adults



Mrs Kent



Miss Ellson



Mrs Nadiah



Mrs Carter-Knight



Mr Quinlan  
Deputy Head



Mrs Turian  
PE



Mrs Leonard  
Music



# SENDCo

Miss Laura  
McAuley

Miss McAuley is available as SENDCO from Monday to Friday, except Monday afternoons when she teaches Reception.

If you have concerns about your child's education, health, or wellbeing, please speak to their class teacher first. If further support is needed, the teacher may involve Miss McAuley.

She may request your consent to add your child to the SEND register, which helps staff provide appropriate support. This may include a termly-reviewed plan called Assess, Plan, Do, Review (APDR).

If external professional input is needed, Miss McAuley will discuss this with you beforehand.

For more details, please visit the SEND section of the school website. Miss McAuley can be contacted directly on: [sendco@swavesey.cambs.sch.uk](mailto:sendco@swavesey.cambs.sch.uk) for any SEND matters - but please do ensure that class teachers are made aware of any primary concerns first.

# LEAP INTO LEARNING

— Ready to Learn, Ready for Life —



## Swavesey School's 5Rs

The knowledge, skills and attitudes for life long learning.

# School Values

Our school aims to develop children who are:

- happy, healthy and confident
- ready, independent, life long learners
- resilient, resourceful and reflective learners
- responsible, honest global citizens

# Our Curriculum



We plan very closely as a team during weekly meetings to ensure that all children within the phase experience similar teaching activities, whilst also adapting to support the needs of individual learners.

We aim to provide a varied and stimulating curriculum to capture the interest of our pupils

## Units of Work

Each term we have a focus for our unit of work that much of our learning is based around. Usually, this informs our History or Geography learning for the term and may also link to our English learning too.

Autumn Term – The Ancient Egyptians

Spring Term – The Wonderful World

Summer Term – The Anglo Saxons



# Daily Timetable

The day goes very quickly and is very demanding as we have such high expectations from the curriculum. Your children will get very tired but judging on previous years the children were amazing and worked so hard, we know that they can do it and achieve so much.

**Here is an example of how a day might look for your child. This will vary day to day.**

8:45 – 9:10

Register and Morning Work/Handwriting

9:10 – 10:20

English

10:25 – 10:40

Assembly

10:40 – 10:55

Breaktime

10:55 – 12:00

Maths

12:00 – 1:00

Lunchtime

1:00 – 1:40

Reading Activities

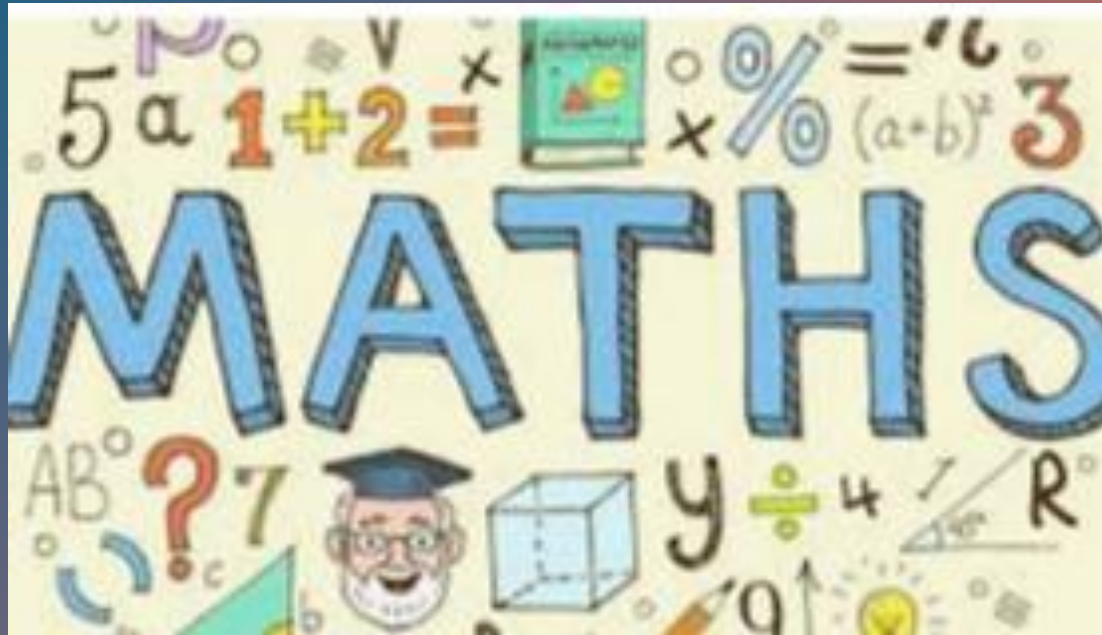
1:40 – 2:20

Afternoon Sessions  
(Science. Art/DT, History. Geography. PE,  
Music. PSHE, Computing)

2:20 – 3:05

3:05 – 3:20

Story and get ready for home time



## English and Maths

- English and Maths lessons are taught every day.
- The curriculum is demanding and challenging, therefore additional support at home is beneficial.
- TAs, when available, will support children and small groups within each class.





## Assessment

- Your child will be assessed continuously throughout the year against Key Performance Indicators (KPI's) for their year group in Maths, Reading and Writing.
  - To achieve the expected working 'At' level children must have met all the assessment indicators consistently and independently in their lessons.
  - There is a Parent Guide to KPIs on our school website.
- 

| <p>Year 3 Reading Targets<br/>Age Related Expectations</p>                                                      | <p>Date and where evidence can be found</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>1. I can apply my knowledge of <u>age appropriate</u> root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (<u>link</u> with spelling work)</p> |                                             |
| <p>2. I can read some further exception words, noting the unusual correspondences between spelling and sound.</p>                                                                                |                                             |
| <p>3. I can ask and answer relevant questions to get a better understanding of a text.</p>                                                                                                       |                                             |
| <p>4. I can predict what might happen based on the details I have read.</p>                                                                                                                      |                                             |
| <p>5. I can draw some inferences, such as inferring a characters' feelings, <u>thoughts</u> and motives from their actions.</p>                                                                  |                                             |
| <p>6. I can identify the main point of a text.</p>                                                                                                                                               |                                             |
| <p>7. I am beginning to explain how non-fiction books are structured in different ways and can use them effectively.</p>                                                                         |                                             |
| <p>8. I can use non-fiction texts to retrieve information.</p>                                                                                                                                   |                                             |



## Purple Mash – our Online Learning Platform

- Purple Mash is our school learning computing platform that can be accessed at home. As a school we used it successfully as our main teaching area during home-schooling and it continues to support our pupils well.
- It provides children with a good variety of activities in a range of subjects, plus enables them to communicate through e-mail with other pupils and teachers in our school in a safe learning environment.
- It is essential that you know your child's username and password as homework will be available on the platform.
- Children will be given a card with these details. If your child is unsure of your log in details, please ask them to let their teacher know or contact the school office and we can help you.



Early Years



Tools



Games



Reading

## Featured:



### 2BeSafe

A complete **online safety scheme** for years R to 6, aligned with the Education for a Connected World framework. Find it in the Teachers Area.

## Browse Subjects:

[See all >](#)



English



Computing



Science



Mathematics



Geography



History



PSHE



## Browse Topics:

[See all >](#)



# Weekly Homework

- We really appreciate your support, and we cannot stress the importance of helping your child at home.
- Weekly homework:
  - regular reading practice
  - (ideally daily for at least 15 minutes)
  - learning weekly spellings
  - learning times tables

## Swans and Badgers

Spellings and x tables tests  
every **Friday**

## Kingfishers

x tables tests every **Monday**  
Spellings every **Friday**

# Reading

- We cannot stress the importance of daily reading. It develops confidence, fluency and comprehension skills.
- Please make time to hear your child read aloud every day for about 15-20 minutes.
- It is important to ask your child questions about the text as this develops comprehension skills that are crucial to understanding and enjoyment.
- Reading to your child also enhances key vocabulary skills and is an enjoyable and valuable one to one time.
- Bedtime stories are one way to bond with your child whilst developing key reading skills and should be a pleasurable time of the day.
- We encourage children to be more independent in their reading choices; choosing their own books from the classroom, school library and ideally out of school libraries.



# Spelling Homework

- Each week your child will be given a set of spellings to learn.
- The majority of these spellings will follow a given pattern and then later in the year there will be additional spellings that focus on words from the Year 3/4 Word List.
- We encourage you to help your child learn their spellings through a variety of methods.
- Each week a Look, Say, Cover, Write, Check sheet will be sent home.
- Please encourage your child to complete the sheet and learn their spellings.
- This is only one way to learn spellings - you may want to experiment with your child to find the best way for them



## Year 3 and 4 Statutory Spellings

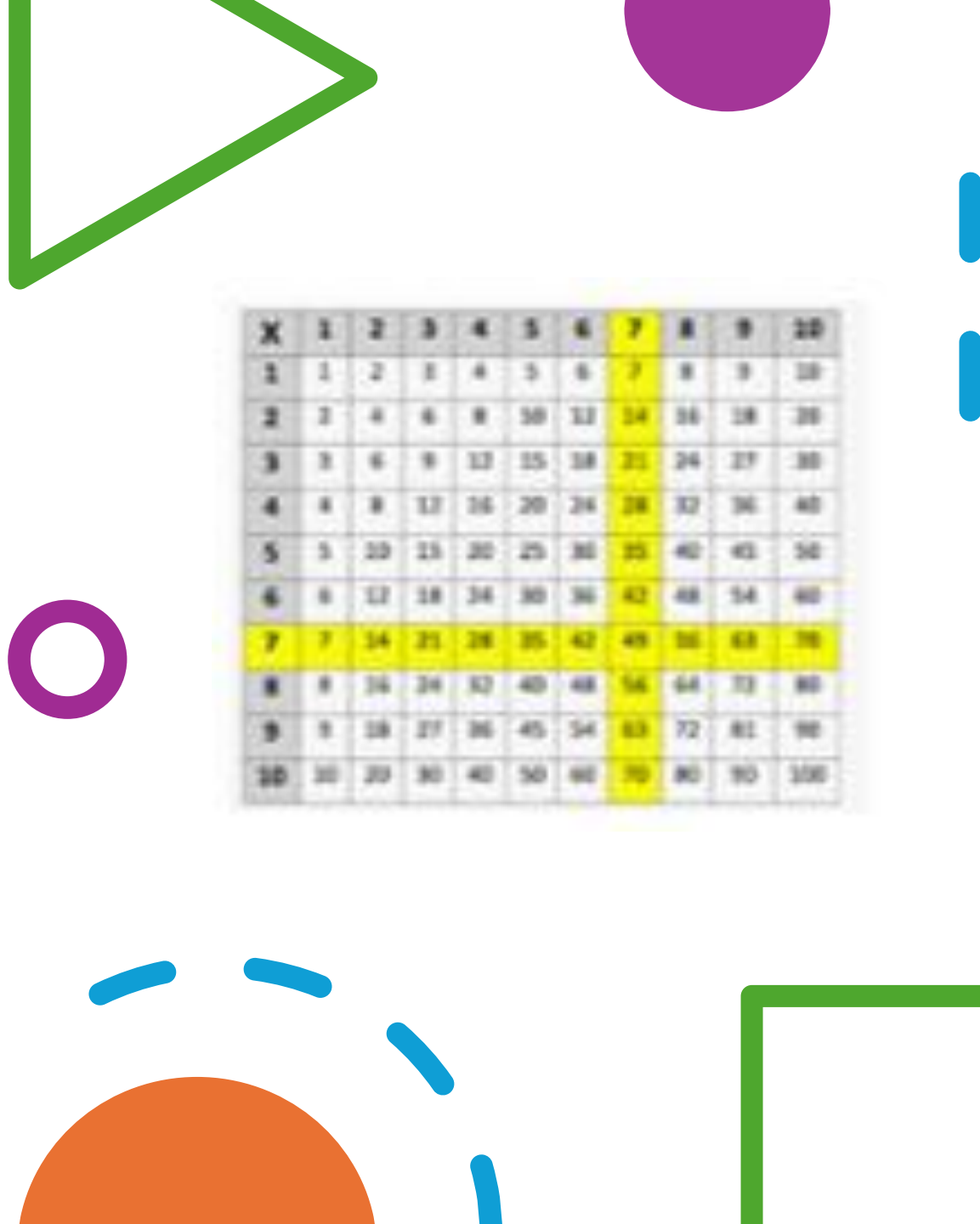
- Year 3 and 4 have 109 statutory spellings set out in the National Curriculum.
- They are challenging and will require a substantial amount of time to learn.
- We will be regularly addressing these words at school during the year, but your child will need to practice them at home regularly.
- Termly tests will be given and results will be shared with you.
- Year 3 are aiming to spell 50% of the spellings correctly by the end of the year.
- Year 4 are aiming to spell 80% of the spellings correctly by the end of the year.

### Year 3 and 4 Statutory Spellings

|              |           |            |           |              |          |           |
|--------------|-----------|------------|-----------|--------------|----------|-----------|
| accident     | caught    | eighth     | heard     | minute       | possible | strange   |
| accidentally | centre    | enough     | heart     | natural      | potatoes | strength  |
| actual       | century   | exercise   | height    | naughty      | pressure | suppose   |
| actually     | certain   | experience | history   | notice       | probably | surprise  |
| address      | circle    | experiment | imagine   | occasion     | promise  | therefore |
| answer       | complete  | extreme    | increase  | occasionally | purpose  | though    |
| appear       | consider  | famous     | important | often        | quarter  | although  |
| arrive       | continue  | favourite  | interest  | opposite     | question | thought   |
| believe      | decide    | February   | island    | ordinary     | recent   | through   |
| bicycle      | describe  | forward    | knowledge | particular   | regular  | various   |
| breath       | different | forwards   | learn     | peculiar     | reign    | weight    |
| breathe      | difficult | fruit      | length    | perhaps      | remember | woman     |
| build        | disappear | grammar    | library   | popular      | sentence | women     |
| busy         | early     | group      | material  | position     | separate |           |
| business     | earth     | guard      | medicine  | possess      | special  |           |
| calendar     | eight     | guide      | mention   | possession   | straight |           |

# X Tables

- Times Tables are an essential part of the Maths Curriculum.
- At school we will focus on learning times tables, but it is essential that you support your child at home learning their tables and the related divisions.
- Your child will undertake a times table test every week and the focus of this will be displayed on your child's classroom door/window.
- By the end of the year:
- Year 3 are expected to accurately recall their 2,3,4,5,6,8 and 10 x tables and related division
- Year 4 are expected to accurately recall all of times tables up to 12x by 12x
- Termly tests will assess the children on all times tables and their progress will be shared with you.



| X  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
|----|----|----|----|----|----|----|----|----|----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 | 20  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27 | 30  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90  |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

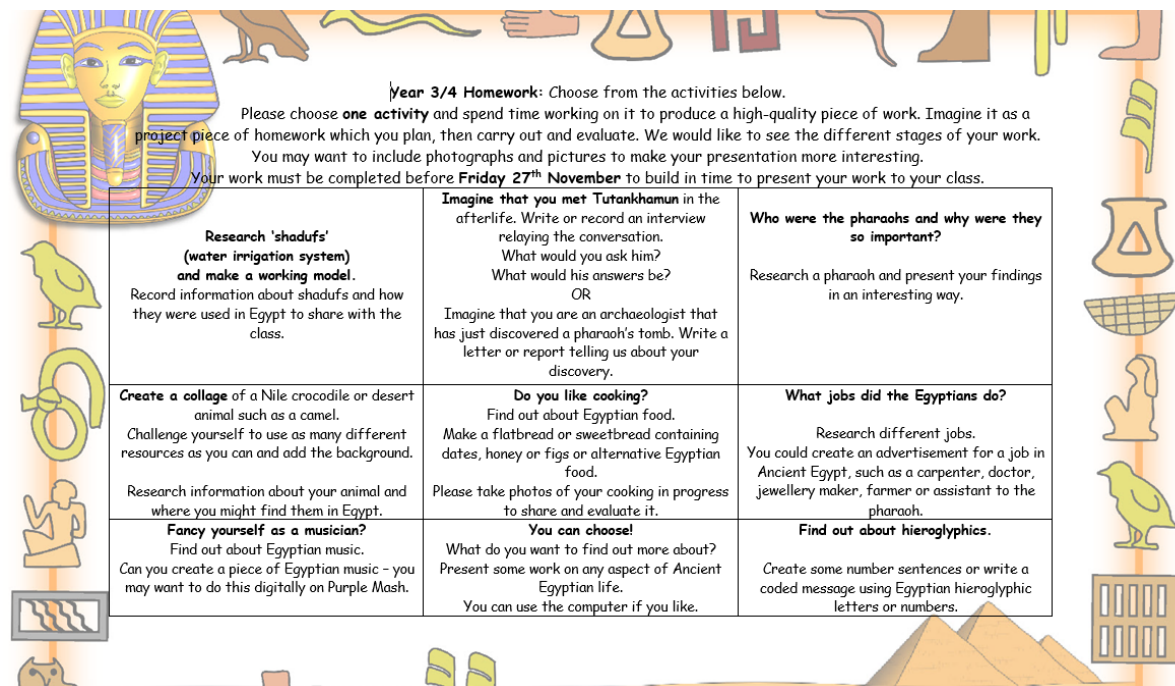
# Year 4 - Multiplication Times Tables Check (MTC)

## Summer Term

- The Year 4 MTC was introduced in 2022 to encourage and promote the learning of x tables.
- Year 4 pupils will be tested on all times tables, including the corresponding division facts.
- Eg. By knowing  $3 \times 4 = 12$  pupils should know that 12 divided by 4 = 3
- The test consists of 25 questions with 6 seconds to answer.

To prepare your child for these, we recommend you make use of Purple Mash's Times Tables Check

<https://www.purplemash.com/#tab/home>



**Year 3/4 Homework:** Choose from the activities below.

Please choose **one activity** and spend time working on it to produce a high-quality piece of work. Imagine it as a **project** piece of homework which you plan, then carry out and evaluate. We would like to see the different stages of your work. You may want to include photographs and pictures to make your presentation more interesting. Your work must be completed before **Friday 27<sup>th</sup> November** to build in time to present your work to your class.

|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Research 'shadufs' (water irrigation system) and make a working model.</b></p> <p>Record information about shadufs and how they were used in Egypt to share with the class.</p>                                                                                   | <p><b>Imagine that you met Tutankhamun in the afterlife.</b> Write or record an interview relaying the conversation.<br/>What would you ask him?<br/>What would his answers be?<br/>OR<br/>Imagine that you are an archaeologist that has just discovered a pharaoh's tomb. Write a letter or report telling us about your discovery.</p> | <p><b>Who were the pharaohs and why were they so important?</b></p> <p>Research a pharaoh and present your findings in an interesting way.</p>                                                                                    |
| <p><b>Create a collage</b> of a Nile crocodile or desert animal such as a camel.<br/>Challenge yourself to use as many different resources as you can and add the background.</p> <p>Research information about your animal and where you might find them in Egypt.</p> | <p><b>Do you like cooking?</b><br/>Find out about Egyptian food.<br/>Make a flatbread or sweetbread containing dates, honey or figs or alternative Egyptian food.<br/>Please take photos of your cooking in progress to share and evaluate it.</p>                                                                                        | <p><b>What jobs did the Egyptians do?</b></p> <p>Research different jobs.<br/>You could create an advertisement for a job in Ancient Egypt, such as a carpenter, doctor, jewellery maker, farmer or assistant to the pharaoh.</p> |
| <p><b>Fancy yourself as a musician?</b><br/>Find out about Egyptian music.<br/>Can you create a piece of Egyptian music - you may want to do this digitally on Purple Mash.</p>                                                                                         | <p><b>You can choose!</b><br/>What do you want to find out more about?<br/>Present some work on any aspect of Ancient Egyptian life.<br/>You can use the computer if you like.</p>                                                                                                                                                        | <p><b>Find out about hieroglyphics.</b></p> <p>Create some number sentences or write a coded message using Egyptian hieroglyphic letters or numbers.</p>                                                                          |

## Termly Topic Homework

- One piece of termly topic-based homework is also set.
- Your child can choose from a selection of activities to complete and will share their work to the class.
- Smiley faces will be awarded for super work and effort.
- We would prefer your child to produce one fabulous piece of work that shows effort and time rather than lots of short, quick pieces.
- Try to imagine it as a mini project.



**Year 3/4 Homework:** Choose from the activities below.

Please choose **one activity** and spend time working on it to produce a high-quality piece of work. Imagine it as a project piece of homework which you plan, then carry out and evaluate. We would like to see the different stages of your work.

You may want to include photographs and pictures to make your presentation more interesting.

Your work must be completed before **Friday 27<sup>th</sup> November** to build in time to present your work to your class.

**Research 'shadufs' (water irrigation system) and make a working model.**

Record information about shadufs and how they were used in Egypt to share with the class.

**Imagine that you met Tutankhamun in the afterlife.** Write or record an interview relaying the conversation.

What would you ask him?  
What would his answers be?

OR

Imagine that you are an archaeologist that has just discovered a pharaoh's tomb. Write a letter or report telling us about your discovery.

**Who were the pharaohs and why were they so important?**

Research a pharaoh and present your findings in an interesting way.

**Create a collage** of a Nile crocodile or desert animal such as a camel.

Challenge yourself to use as many different resources as you can and add the background.

Research information about your animal and where you might find them in Egypt.

**Do you like cooking?**

Find out about Egyptian food.

Make a flatbread or sweetbread containing dates, honey or figs or alternative Egyptian food.

Please take photos of your cooking in progress to share and evaluate it.

**What jobs did the Egyptians do?**

Research different jobs.

You could create an advertisement for a job in Ancient Egypt, such as a carpenter, doctor, jewellery maker, farmer or assistant to the pharaoh.

**Fancy yourself as a musician?**

Find out about Egyptian music.

Can you create a piece of Egyptian music - you may want to do this digitally on Purple Mash.

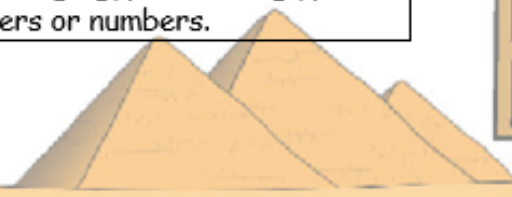
**You can choose!**

What do you want to find out more about?  
Present some work on any aspect of Ancient Egyptian life.

You can use the computer if you like.

**Find out about hieroglyphics.**

Create some number sentences or write a coded message using Egyptian hieroglyphic letters or numbers.



# Developing Oracy Skills

**Please take time to talk to your child!**

**We are developing our oracy skills.**

We are all so busy and it is so easy to have minimal conversation at home when we are rushing around and whilst children are playing on screens.

We cannot stress the importance of ensuring that your child speaks in full sentences, rather than grunting a one- word reply.

At school we have been focusing on building vocabulary skills through careful modelling of the English language through talk.

For example, we encourage our pupils to say,  
'Please may I have a packed lunch,' when answering the dinner register.

And 'Good Morning' as they walk through the door.



**Toilets** - children are able to go to the toilet when they need although on occasion will need to wait if there is a queue!

**Snacks** – children will need to bring in their own snack everyday. Snacks should be healthy such as fruit or vegetables. Please do not send in sugary sweets or treats.

**Water Bottles** - We encourage children to bring named water bottles to school. These will be kept in a designated place in the classroom. In our support of the environment we will not be providing disposable plastic cups for the children to use and so bringing a water bottle is essential. Please send water only to avoid sticky spillages!

**Belongings** - Please can we remind you to ensure that your child's belongings (including water bottles) are clearly named as this helps us to prevent lost property. Biro or sharpie will work well!

In KS2 the children are provided with all learning materials, therefore they do not need to bring a large bag or any additional pens, pencils or other items from home. .

**Coats** – please send your child with a waterproof coat every day so they are prepared for any weather we may have



## Additional Information



# PE

Children come to school in their PE kit on PE days -please ensure it is appropriate for the weather conditions.

- Black, grey or navy shorts
- Plain short-sleeved T-Shirt in your child's house colour (with or without school logo) - red, blue, purple, yellow or green
- Black, grey or navy jogging bottoms/leggings
- Plain jumper or hooded top which is appropriate for PE sessions, i.e. does not restrict movement and provides warmth for outdoor PE
- Trainers for outdoor PE with good grip
- Plain sports socks

Swans Class – Wednesday and Friday  
Badgers Class – Wednesday and Friday  
Kingfishers Class – Wednesday and Friday

If there are any changes to this due to operational matters we will let you know.



# Lunches



Children may either bring a healthy packed lunch from home or choose one of our nutritious school lunches.

Weekly menus are available on both the school website and Scopay—the platform used to book and pay for school meals.

[Link to Lunch Menu](#)

While children can select their lunch during morning registration, we encourage parents to discuss meal choices with their child at home. This helps children feel confident about their selection and ensures they enjoy their lunch.

Ordering meals in advance via Scopay is a great help to our kitchen team. It allows us to reduce food waste, plan more efficiently, and make sure every child receives the lunch they're looking forward to.

14:18

ORDER MEAL

CLOSE

No choice for this day

M: Hot Meal - £2.70

H: Ham Sandwich - £2.70

C: Cheese Sandwich - £2.70

T: Tuna Sandwich - £2.70

S: Staff/Adult Meal - £2.50

V: Visiting Adult Meals - £3.00

F: EYPP - FSM - Free

SCOPAY

Shopping Cart

0

Notifications

0

Menu

☰

DINNER MONEY CALENDAR

<

September 2025

>

| Mon    | Tue    | Wed     | Thu | Fri     | Sat | Sun |
|--------|--------|---------|-----|---------|-----|-----|
| 1<br>X | 2<br>X | 3<br>M  | 4   | 5<br>M  | 6   | 7   |
| 8      | 9      | 10<br>M | 11  | 12<br>M | 13  | 14  |
| 15     | 16     | 17<br>M | 18  | 19<br>M | 20  | 21  |
| 22     | 23     | 24<br>M | 25  | 26<br>M | 27  | 28  |
| 29     | 30     |         |     |         |     |     |

# Pupil Premium

## What is it?

Pupil Premium is extra funding given to schools to help children who may face barriers to learning—such as those from low-income families, in care or adopted, or with parents in the armed forces.

## How is it used?

We use this funding to provide:

- One-to-one or small group academic support
- Help with music lessons, sports clubs & trips
- Resources and equipment
- Staff training for high-quality teaching
- Extended teacher meetings to support progress

## Could your child be eligible?

If you receive benefits like Income Support or income-based JSA/ESA, your child may qualify.

Even if your child gets Universal Free School Meals (Reception–Year 2), you must still apply to unlock Pupil Premium funding.

We have letters with more information on Pupil Premium and how you can apply if your child is eligible if needed, please do ask.



### Is your child eligible for Pupil Premium Funding?

#### What is the Pupil Premium?

Pupil premium is the additional funding for schools to raise the attainment of disadvantaged pupils in schools. It is given to help children from low-income families, children who are in care or who have been adopted, and children with parents in the armed services.

#### How do we use the Pupil Premium in school?

Pupil premium funding is used to support children in a variety of ways. We aim to support children in a group or one-to-one basis. The list below offers a few examples of how we use the funding:

- Additional curriculum support in a group or one-to-one with an adult
- Support for music tuition, after school clubs including sports clubs
- Educational visit support
- Professional development for staff to ensure high quality teaching
- Resources and equipment to support
- Extended meetings with teachers

#### Who is eligible?

Pupil Premium funding is available for children from Reception to Year 6. If you receive state benefits such as Income Support or income-based JSA or ESA, you can apply for Free School Meals for your child. This automatically entitles your child to Pupil Premium Funding.

**Even if your child is currently in Reception, Year 1 or Year 2 and they are entitled to Universal Free School Meals, you still MUST apply for Free School Meals to receive Pupil Premium funding.**

You can make apply for Free School Meals by completing an [online application](#), sending a paper application form available on our website, phoning the Free School Meal Applications Department on 01223 703200, or by calling in at our School Office. You will need to have your National Insurance number, or National Asylum Seeker number.

#### Financial support benefits

School lunches  
School trips and visits  
School uniform  
Music lessons  
Clubs such as sports, music etc.

#### Parental Support

At both parent consultations, autumn and spring, you will be offered an extended appointment with the teacher. This additional 10 minutes will allow you time to express any specific areas of need your child might benefit from support in.

If you would like any additional information regarding Pupil Premium Funding, please don't hesitate to speak to any member of school staff. Along with this email, and on our website under the pupil premium tab, you will find additional information explaining Free School meals in more detail.

Online information can be found at <https://www.cambridge.gov.uk/residents/children-and-families/schools-8-learning/help-with-school-8-learning-costs/pupil-premium/>

## **Our Year 3 and 4 Annual Production**

Our Year 3 and 4 production will be based around our unit of work,  
'The Ancient Egyptians'

There will be an evening performance on

**Tuesday 19th January 2027**

and an afternoon performance on

**Wednesday 20th January 2027**



**Save the date!**



# *Thank You*

We hope this meeting has been useful and informative for you!

Please do contact your child's class teacher if you have any further  
questions