Penrose Learning Trust

Welcome to Year 3 and Year 4

Autumn Term 2026

Claydon Primary School

A caring community providing a valuable foundation in learning for life

Everyone is encouraged to……

Be the Best You Can Be!

The Year 3/4 Team

Miss B Manser
¾ Phase lead
Year 3 Teacher

Miss E Marr
Year 3 Teacher

Mrs K Standring
Year 4 Class teacher

Mrs M Langston
Teaches Year 4 Friday – Higher Level Teaching Assistant

Miss M Garrity-Brett
Year 4 Class teacher

Mrs Z Garrard
Year 3 support teacher

Mrs A Linton-Hodges
Year 3 support teacher

Mrs P Ball
Learning Support Assistant

Mrs T McKenna
Learning Support Assistant

Mrs A Dowsing
Learning Support Assistant

Mrs C Robinson
Learning Support Assistant

Mrs B Flack
Higher Level Teaching Assistant

School Staff

Headteacher – Mrs D O'Connor

Deputy Headteacher – Mrs V Morris

Assistant Headteacher – Mrs H Brown

Key Stage Phase Leader – Miss B Manser

SENDCo – Mrs C Leaver

Family Wellbeing Lead - Ms E Sefton

Curriculum Drivers

Our Curriculum Drivers are:

- Equality and Diversity,
- Language and Communication,
- Health and Happiness,
- Challenge For All,
- Broad Experiences and
- Possibilities and Mastering Key Skills

Thinking Hard. Learning Deeply. Building Strong Foundations. Thriving Together

At Claydon Primary School, we build **strong foundations** for learning, **character, community, collaboration and culture.** Through an ambitious, high-quality education and evidence informed practice, we develop the knowledge, skills, behaviours and attitudes that enable **every child to flourish.** We nurture resilient, confident and responsible learners who embrace challenge, contribute positively to society and become the **very best they can be**.

Attendance and Punctuality

Missing six days every term of every year means you would miss a whole school year by the time you leave High School.

Children who are fit and well should be in school.

Regular attendance is essential for your child to make good progress in both their learning and in the development of their social skills.

Start Time: **8:40** (Avocets, Magpies & Jays) and **8:50** (Lapwings)

Please arrive at school no earlier than five minutes before your child's start time.

The school office must be informed by text message, email or phone call of any absences, no later than 9am on the first day of absence; and every subsequent day your child is unwell. Please do not message your child's teacher regarding this.

Attendance Policy

All parents are encouraged to read the trusts attendance policy so you are aware of what will be recorded as an authorised and unauthorised absence. There are some important changes in this years policy and it is important that you familiarise yourself with those.

Key changes include -

- Term time holidays will only be authorised in the most exceptional circumstances. In almost all circumstances, unauthorised holidays will be referred for a fixed penalty notice. Second term time holidays will result in referral to the Education Welfare Service and could be referred for prosecution.
- Medical evidence will be requested for all future absences where a pupils where attendance has fallen below 90%. Where evidence cannot be provided, the absence will not be authorised.
- Where parents are reporting illness in the days leading up to, or after, a school holiday - medical evidence will be requested or the absence will not be authorised.
- Where children are absent from school for more than 4 days in one illness, medical evidence will be requested or the absence will not be authorised.
- In the event of medical evidence not being able to be obtained, staff can make visits home to see the child at home to verify illness.

Behaviour Policy

The 3 Behaviour Rules

Be Safe

Be Respectful

Be Responsible

'Be the Best We Can Be'

Celebrating Success

- Identify and celebrate role models of behaviour
- Verbal praise, team points and over and above postcards
- Star of the day celebrating character, resilience and hard work
- Visiting SLT
- Noticing and acknowledging effort
- Celebrating all achievements and improvements
- Learner of the week
- Penrose Trust Awards

Behaviour Policy

The Zones of Regulation and Self-Regulation:

The zones of regulation are a research-based framework to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs. In order for a child to be ready for learning, they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings through the use of colours:

- blue - sad, sick, tired
- green, happy calm, ok
- yellow - frustrated, worried excited
- red - mad, angry, out of control

With adult support children will learn to use their 'tools' to self-regulate. The zones of regulation are an intrinsic part of our behaviour policy.

Behaviour Policy

Steps	Actions
1) Redirect	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2) Remind	A reminder of the three rules. Delivered **privately** wherever possible. Repeat reminders if necessary. *Refer to Zones of Regulation. Is self-regulation required?*
3) Last Chance	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. *Note down initials
4) Reflection Time	Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes outside the classroom. Speak to the child privately and give them a final opportunity to engage. On the playground: Give the child a chance to reflect away from others. Select strategies from Zones of Regulation and have two minutes at designated point of playground. Speak to the child privately and give them a final opportunity to engage.
5) Time Out	At this point the child will receive a time out in another room in the phase for 10 minutes. All Time Out's must be recorded on behaviour tracking sheet and Arbor. On the playground: The child will receive a time out and will be sent to a designated area of the playground for 3 minutes. All Time Out's must be recorded on behaviour tracking sheet and Arbor.
6) Repair	A restorative conversation ***should*** take place before the next lesson begins.

Behaviour Policy

Serious and Extreme Behaviours:

Some children may behave in a serious or extreme way. This behaviour may pose a serious risk to the education or welfare of the child, other children and staff or the harmonious running of the school.

These behaviours are unacceptable and will be expedited quickly through our behaviour system to be dealt with by a member of the Senior Leadership Team. Depending on the severity of the behaviour, or previous behaviours by the child, it may lead to an internal isolation, a suspension or a permanent exclusion.

Behaviour Policy

The list below is not exhaustive, but behaviour that leads to the decision to suspend may include:

- Physical assault on any member of the school community
- Demonstrating inappropriate sexualised behaviour
- Stealing from another person or from the school
- Leaving the school site without permission
- Bullying
- Throwing objects with the intention to harm or hurt someone
- Repeat or Extreme defiance
- Repeated Swearing
- Targeted racist, homophonic, sexist and/or disability comments
- Carrying an offensive weapon or prohibited item

School Uniform

We expect all children to wear clearly named school uniform every day:

- Green school sweatshirt or cardigan (or blue in Year 6)
- Grey (or black) skirt / shorts / trousers / pinafore dress
- White polo shirt, cotton shirt or blouse
- Plain black shoes (no heels, no trainers, no logos) We request that fashion boots are not worn.

However flat ankle boots worn discreetly under trousers are acceptable.

- White, grey or black socks
- A green & white summer dress may be worn in warmer weather
- For health and safety reasons, **Children must not wear any jewellery, earrings (apart from studs), nail polish or smart watches.**
- **PE kit:** black shorts and white/team colour t-shirts, (Anderson will wear red, Seacole blue, Curie yellow and Jenner green), for indoors. **No football kits.**

For outdoors; trainers or sports plimsolls and a black or navy tracksuit for when the weather is cold

Other Equipment

Children should bring as little to school as possible so as to minimise the transfer of germs from home to school; as well as safeguarding against treasured items getting lost.

Please ensure your child:

- Has a drinking bottle (filled with water or squash, not juice);
- Arrives at school dressed in their PE kit on PE days;
- Brings their instrument & music for instrumental lessons;
- Does not bring any toys - this includes fidgets from home.
- If pupils choose to bring a pencil case, please ensure that only essential equipment for learning is included e.g. writing pen, ruler, small selection of colours etc.
- We are a healthy eating and nut aware school; therefore, please provide healthy snacks (no crisps or chocolate bars) for snack time with NO products including nuts.

Our day

The key times in our day:

- Start time: 8:40 (Lapwings, Jays and Magpies) or 8:50 (Avocets)
- Break: 10:15 - 10:30
- Lunch: 11:45 - 12:35
- End time: 3:10 (Lapwings, Jays and Magpies) or 3:20 (Avocets)

Our day - Extra information

Morning Work

Morning work is our time to practise key skills in English and Maths. It provides a focused time where children can build their confidence in areas they may struggle with. Engagement with these tasks can lead to huge progress! Therefore, it is important to arrive promptly in the morning so they can get the support and practice they need.

Messages

Because of the important nature of morning work, we need to start the day as soon as possible. Therefore, if an urgent message needs to be passed to the teacher, please email/phone the office prior to the start of the day and your child's teacher will get back to you as needed.

Very quick messages can be passed on first thing but teachers cannot be kept from classes for more in depth conversations. They will be available after school to discuss concerns either in person or over the phone.

Curriculum Overview

Our Curriculum Drivers are: Equality and Diversity, Language and Communication, Health and Happiness, Challenge For All, Broad Experiences and Possibilities and Mastering Key Skills

•Each day starts with Early Morning Working. This could include mental maths, times tables, handwriting, spellings, areas needing extra practice, reading and editing;

- English and Maths every day;
- Whole Class reading sessions at least twice a week;
- PE Sessions -
- PSHE (LIFE)taught weekly;
- We have a thematic approach to put learning into context for geography, history, art, D&T; however these are still taught as standalone subjects.

Discrete subjects – Science, computing, RE, French & Music (making links to the theme when possible)

Curriculum overview

Our themes this year will be:

Autumn - The Windrush

Spring - Ruthless Romans

Summer Year 3 - Saxons and the Scots Settle

Summer Year 4 - Stone Age

The subjects we cover are:

English, Maths, Science, History, Geography, Art, Design Technology, Music, Computing, RE, PE and PSHE (LIFE)

Curriculum Learning Poster

A new poster will be available each term.

These can be found on our phase page on the website

As readers in Year 3: we will 'The lion, the witch and the wardrobe' by C.S Lewis, 'The Firework Maker's daughter' by Phillip Pullman and 'The Pebble in my Pocket' by Meredith Hooper. **Year 4** will read 'Coming to England' by baroness Floella Benjamin and explore her style of writing. They will also read 'The Legend of Podkin One Ear' by Kieran Larwood.

You can help us at home by: continuing to hear us read and helping us to record our reading so that we can earn our gem certificates. Please talk to us about what we are reading so that we can explain and use the opportunity to use new vocabulary we have read in our books. We might like a part of a book we have read in Whole Class Reading—could we look for it at the library?

Suffolk Detectives- Windrush

Year 3/ 4

Autumn 26

As Mathematicians we will: learn all about Number and Place Value. We will focus on 3 and 4 digit numbers. We will focus on rounding, ordering and comparing numbers as well as placing numbers on a number line. We will continue to practice and embed the fundamental skills of addition and subtractions as well as exploring and making links with our timetable knowledge.
Year 4 will also learn how to calculate the area of shapes. Throughout the whole term, we will focus on developing our reasoning and problems skills as well as our ability to further explain our own mathematical thinking.

You can help us at home by: Ensuring your child is using TT Rockstars to embed their recall of times tables.

As writers in Year 3: we will explore the book the Lion, the witch and the wardrobe and use it as inspiration to write a memoir and a curiosity letter. They will then move onto the book 'The Firework Maker's daughter' where we will write our very own fables inspired by the book. They will also read 'The Pebble in my Pocket' to inspire them through instructional writing.
As writers in Year 4: we will explore the book 'Coming to England' to write memoirs and persuasive letters for personal gain. They will then move onto 'The Legend of Podkin One Ear' to inspire short story writing, as well as instructional writing.

Enquiry Question: Why did people of Caribbean descent arrive and settle in Britain and what were their challenges ?
INTENT: To explore the Empire Windrush and Caribbean migration to Britain and understand the challenges faced with particular focus on Suffolk and Ipswich. To be aware of the contributions of Caribbean settlers and their descendants to Britain's prosperity and heritage
Key Vocabulary: • Descent • Origin • Colonialism • British Empire • Transatlantic Slave Trade • Slave/servant • Population • Diversity • Racism Immigration • Migration • Emigration • British Nationality • First Generation • Ethnic Minority • Returnee • Pioneers • Prejudice • Prejudice • Injustice • Inequality • Legislation • Equal Opportunities • Citizenship Heritage • Multiculturalism

As Artists we will: be reflecting, designing, creating and evaluating a detailed self-portrait, inspired by Ania Hobson, who is a local artist. We will practise skills associated with drawing portraits and how to effectively add detail to
these to make them realistic.

As designers, we will: be designing, creating and evaluating healthy sandwiches for parents at Parents Evening. We will think carefully about how to make these appealing for our target consumers.

As Global Citizens (PSHCE and RSE) we will: be looking at the themes of rules and responsibilities. While firstly exploring what it means to be healthy and how our minds and body are connected.

As Scientists we will: first be exploring the topic of plants. Within this, we will look at how plants grow, how water is transported, pollination and seed dispersal and the life cycle of a plant. After this, we will explore the concept of forces and magnets. We will look at the different types of forces that can act upon objects, magnetic poles and how these work as well as the differences between magnetic and non-magnetic objects.

As Historians and Geographers we will: be investigating places. In particular we will be looking at the Caribbean and looking at similarities and differences between there and the UK and identifying the human and physical features of the Caribbean. Our History focus is the Windrush Generation. We will begin by understanding why people from the Caribbean helped to fight in WW2. We will later move on to look at why people arrived on the Empire Windrush and what happened when they arrived. We will be investigating the challenges people faced when they arrived.

As Musicians in Year 3 we will: be first be exploring Let Your Spirit Fly, which introduces them to R&B and a range of other musical styles.. They will also have opportunities to improvise, compose simple musical ideas and perform with confidence, while learning how music can bring people together and express feelings. **In Year 4 we will:** learn the ukulele with Mr Daniels. We will get the opportunity to bring home the ukulele to practice our standard written notations.

As Computer Programmers we will: learn about computers as input ~ process~ output devices and explore the world wide web. We will look at the positives, and the risks associated it as well as the resources available from it. We will also look at stop frame animations. Throughout the term we will learn how to keep safe online.

As Theologians we will: be looking at the Christian and Muslim faiths. We will be answering the questions how does believing Jesus is their saviour inspire Christians to save and serve others? As well as asking why do Muslims call Muhammed the 'seal of the prophets?'

As Sports People we will:e focusing on the skills involved in Tag Rugby, including appropriate passing, offence and defence. Then, we will move onto gymnastics where we will be exploring different body movements to create different shapes and routines.

What's different about Year 3/4

- We have an overnight trip (Year 4)
- We have specialist Music lessons from Suffolk Council (Year 4)
- We more formal learning opportunities and promote independence and responsibility through sitting at tables
- Snack needs to be provided from year 3 and School dinners will need to be paid for
- Accelerated and Star reader

Timetable for the Week

Year 3 Timetable – Autumn Term

	8.40 or 8.50			10:15 – 10:30			11:45 – 12:35	12:35 – 12:50					3:00 – 3:10 home
Monday	Times tables	9:00–9:15 Spelling	9:15–10:15 English	Break	10:30–10:50 ASSEMBLY ?	10:50–11:45 Maths	Lunch	DAILY 10	12:50–1:15 Finish Maths?	1:15–2:15 Whole Class reading	2:15–2:30 Times tables practise		Story
Tuesday	Handwriting	9:00–9:15 Spelling	9:15–10:15 English	Break	10:30–10:45 Handwriting	10:45–11:45 Maths	Lunch	DAILY 10	PPA (Music/French/PE) MEL – EM BECKY – BM				Story
Wednesday	Reading comprehension	9:00–9:15 Spelling	9:15–10:15 English	Break	10:30–10:45 Handwriting	10:45–11:45 Maths	Lunch	DAILY 10	12:50–1:10 Short Humanities	1:10–2:35 Long Humanities		2.40 – 3.00 CURRICULUM ASSEMBLY	Story
Thursday	Sentence work	9:00–9:15 Spelling	9:15–10:15 English	Break	10:30–10:45 Handwriting	10:45–11:45 Maths	Lunch	DAILY 10	12.50–1.00 Library (EM)	1:00–1:50 Computing	1.50– 2.40 PE		Story
Friday	Spellings	9:00–9:15 Spelling	9:15–10:15 English	Break	10:30–10:45 Handwriting	10:45–11:45 Maths	Lunch	DAILY 10	12:50–1:00 Short Science	1:00–2:00 Long Science	2:00–2:30 Life	2:15–2:30 Library (BM)	2.40–3.00 CELEBRATION ASSEMBLY	Story

Reading

How reading is taught in our year group:

- Whole class reading of high quality texts with opportunities to practise prosody (the way reading sounds)
- Collection and discussion around new vocabulary
- Accelerated Reader and Star Reader assessments to track progress
- Reading fluency lessons will start this year to build confident and fluent readers

Evidence from DfE reading framework 2025

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

> Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.[17]

Extensive international research shows that being a frequent reader is associated with a range of academic, social and emotional benefits. Far more than pleasure is at stake.

Reading – what we need from you

- To value reading by protecting reading time-making space and setting high expectations
- Ensure your child reads at home five times a week for 15-20 minutes. This will support fluency and comprehension skills
- Show an interest in what your child is reading by asking questions
- Visiting a library
- Encouraging resilience
- Talking about books-recommending, sharing, swapping and creating a culture of positivity around reading
- All reading is good reading-foster a passion
- Record reads in your child's diary -this is to support with accountability and taking responsibility

Writing - How writing and spelling are taught in our year group:

Using a high quality text daily English lessons are planned as followed:

Immerse - the lessons designed to get them excited about the book and genre. When they are immersed in the genre and the text, they are keen to move onto the next part of learning.

Imitate - the lessons where the children explore using the techniques of a writer, as they have seen in the WAGOLLs and their class text (grammar lessons)

Innovate - the lessons where the children get to create a piece of writing where they have the support of the teacher for the structure and planning, and where the writing is modelled, but they use their own ideas on the theme as part of the process (modelled writing).

Invent - the lessons where the children will plan and write their own piece of writing, bringing together all their learning from this unit.

Weekly spelling lessons, opportunities to practise these during early morning work, a weekly spelling test and some spelling home learning.

Writing - what we need from you.

What parents can do to help with writing / spelling?

Encourage children to write about things they enjoy including a range of genres such as diaries, stories, letters etc.

Encourage children to proofread and edit writing tasks at home

Practise weekly spelling lists sent home. If your child cannot spell CEW correctly in their writing, they will not be at the expected standard.

Practise Year 3/4 spellings list

Encourage children to put spellings into a sentence orally and then written.

DFE's The Writing Framework

Spelling, along with handwriting, is part of transcription. The goal is to make sure pupils can spell accurately, so that it becomes automatic.

Pupils who spell well are more confident about using advanced vocabulary than poorer spellers. This is because the latter feel they need to use words they can spell correctly. Further, spelling difficulties increase the cognitive load. Pupils who struggle with spelling write less, do so less fluently and produce lower-quality writing.

Spelling can be challenging, in part because of the complex nature of the English alphabetic code, that is, the way in which sounds (phonemes) in English correspond to the letter or combination of letters (graphemes) that symbolise them. As described in Section 3 of the reading framework[49], in English, 26 alphabet letters must do duty, singly or in combination, to represent the 44 or so sounds of the language, and they do so inconsistently.

Maths

How maths is taught in our year group:

- Daily lessons - in maths groups
- Pre-unit checks
- Fluency and retrieval sessions
- Concrete/Pictorial representations
- Mastery-developing fluency
- Use of the WhiteRose maths scheme
- Whole class problem solving
- Reasoning
- Challenge for all learners

To find out more about our maths intent and implementation please see the website

Maths – what we need from you.

What parents can do to help with Maths:

- Regular access to TTRockstars. This has been a huge success with our children in making good progress with their times tables too.
- Identifying maths in the home and community e.g. numbers, measure, counting
- Ensure your child knows all their multiplication and division facts up to 12 x 12 - this is fundamental.
- Understanding of methods used to teach the four operations.

Assessment

Teachers make assessments of children's learning regularly.

Assessments are made by:

- Observing and talking to children;
- Looking at their work and giving feedback;
- Administering written or verbal tests, including regular CEW testings;
- PIXL tests every term in GPS, reading and maths.

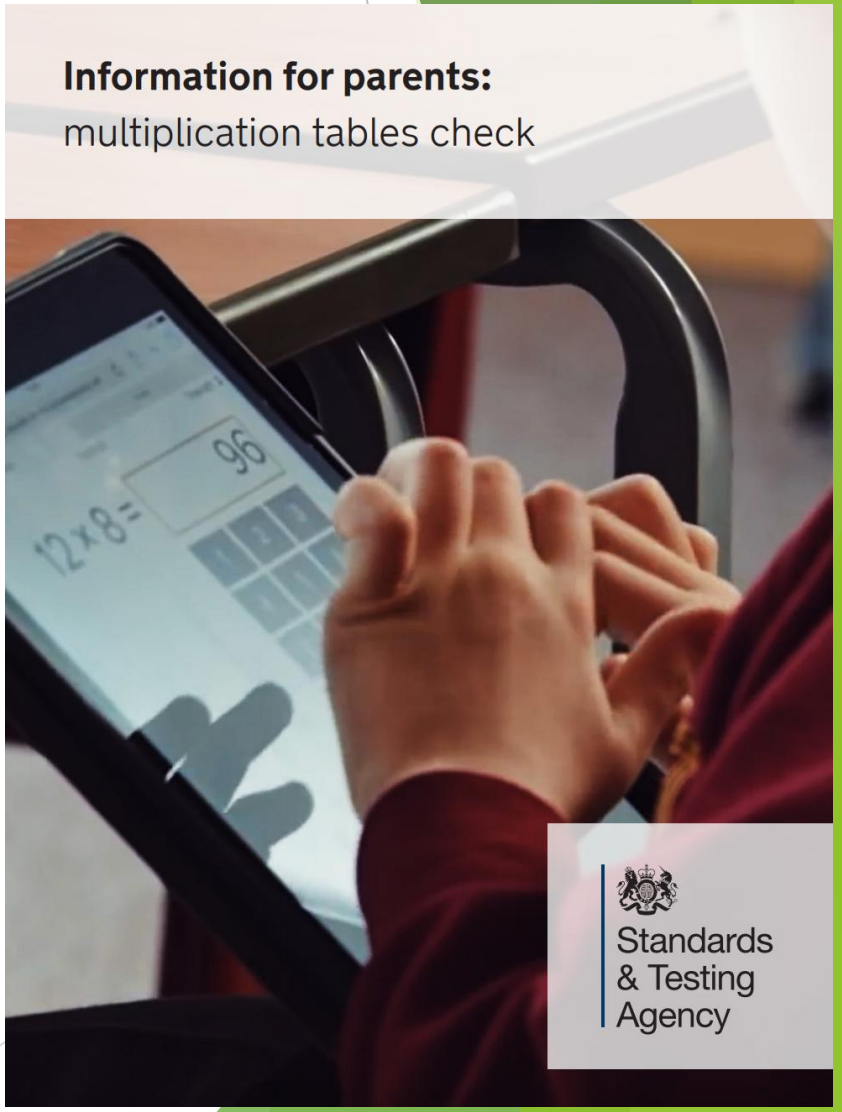
Statutory assessment - Year 4

Multiplication Tables Check (MTC)

The MTC is a check of children's understanding of their 1-12 times tables. Children complete an online 25 question assessment comprising of random times tables questions. They have 6 seconds to correctly enter the answer before the next question appears.

Please click on the link below for information about the MTC

MTC Link



MTC Y4 - Last year's progress – school results

The examples below show you how far some of our Y4 pupils progressed since September 2025 – definitely things to celebrate!

Date	Child A	Child B	Child C	Child D
1.10.25	1/25	0/25	8/25	15/25
22.10.25	9/25	6/25	3/25	16/25
18.11.25	12/25	10/25	8/25	15/25
9.12.25	18/25	13/25	10/25	23/25
20.1.26	19/25	19/25	11/25	25/25
27.2.26	13/25	20/25	12/25	25/25
26.3.26	20/25	23/25	16/25	25/25

(Note: there had been lots more practices in-between these dates)

Start of the year vs end - last year

Name	1st Score	Official score	Progress
	7	19	+12
	0	25	+25
	22	25	+3
	25	25	+0
	17	25	+8
	13	25	+12
	1	12	+11
	14	24	+10
	14	24	+10
	9	25	+16
	3	13	+10
	13	25	+12

MTC Y4 - Last year's progress – school results

The examples below show you how far some of our Y4 pupils progressed since September 2024 – definitely things to celebrate!

Date	Child A	Child B	Child C	Child D
1.10.24	1/25	0/25	8/25	15/25
22.10.24	9/25	6/25	3/25	16/25
18.11.24	12/25	10/25	8/25	15/25
9.12.24	18/25	13/25	10/25	23/25
20.1.25	19/25	19/25	11/25	25/25
27.2.25	13/25	20/25	12/25	25/25
26.3.25	20/25	23/25	16/25	25/25

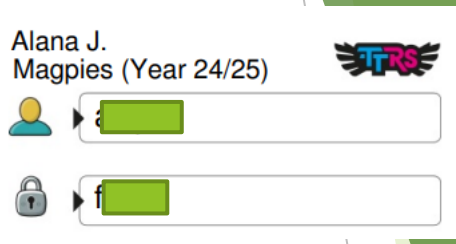
(Note: there had been lots more practises in-between these dates)

Start of the year vs end - last year

Name	1st Score	Official score	Progress
	7	19	+12
	0	25	+25
	22	25	+3
	25	25	+0
	17	25	+8
	13	25	+12
	1	12	+11
	14	24	+10
	14	24	+10
	9	25	+16
	3	13	+10
	13	25	+12

How can you help at home?

- TTRS – your child should have their username and password already. If they don't, please contact your class teacher ASAP.
- Competitions will still be running with certificates being handed out afterwards.



- Maths frame – allows children a chance to practise in the style of the check. https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check

- Times table flashcards – you can make your own at home. Focus on the times tables they struggle most with.
- https://www.timestables.me.uk/Multiplication-Wheels/printable-PDF-multiplication-wheel-worksheet-generator.htm - worksheet generator.
- Songs – on YouTube you can find a variety of times tables songs. Lots of catchy ones the children love that are in the style of current pop songs. https://www.youtube.com/results?search_query=times+table+songs

SEND Support

'A child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision'
SEND Code of Practice - 2015

If all ordinarily available support is in place, both at school and home, and a child is not making expected levels of progress, or the gap is widening with their peers, SEND Support may be required.

Expectations for this include; good attendance, regular reading at home, spelling practice, use of Maths platforms.

Keeping children safe online

From understanding apps to setting parental controls, we've got information and resources to help you understand online safety and talk about it with children and young people.

Please click on the link below:
Keeping Children Safe Online | NSPCC

Supporting your child with new social media changes

Talking to children about AI

Children, phones and online safety

Contacting us

Class Dojo – not monitored during the day and response times may vary depending on other commitments (clubs, meetings, courses etc)

You can message your class teacher on Dojo:

- to share concerns related to your child (with a brief summary)
  - clarification (trips, homework, events etc)
  - Requests for phone calls home (with a brief summary)
  - Sharing achievements and positive news

For general enquiries about absence, lost property and general school enquiries or immediate help and support– ring the school on 01473 830439 or email office@clayonprimary.net

To report an absence – ring the school on 01473 830439 and choose option 1