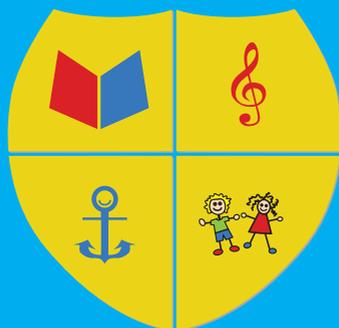


Year 3 and 4 Blue Book



NORTHBURN
PRIMARY SCHOOL



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Adventure Awaits Forest School

Forest School takes place within our specialist site at Northburn Primary School. The sessions are run by Mrs Palmer and Mrs Coull who are both qualified Forest School leaders.



Forest Schools is a fun, exciting way to learn in an outdoor setting. It can improve children's confidence, self-esteem and communication skills, as well as giving them an opportunity to have lots of fun! The children also develop skills in teamwork, using tools safely and learning about looking after our outdoor environment.

Each year group will have a block of Forest School sessions during the year. These sessions will take place regardless of the weather therefore appropriate clothing is essential.

Some suggested clothing options would be:

- outdoor shoes - walking boots or wellingtons
- warm socks
- a warm coat - preferably waterproof
- a jumper or fleece
- a long sleeved t-shirt
- trousers
- waterproof over-trousers if possible
- hat, gloves, sun cream depending on the weather
- an extra layer of clothing depending on the weather

During Forest School sessions, children are encouraged to work with others to carry out activities such as den/shelter building, role-play, exploration, practical and creative skills and tasks. This will include using tools, building and cooking on a fire and growing and harvesting food. These activities will encourage the children to develop resilience, be ambitious and take risks. Being immersed in the outdoors encourages the children to be inquisitive and ask questions about the world around them. Learning to work as a team and being respectful to each other and the living world will always be at the heart of Adventure Awaits.

We are sure that your child will make the most of this wonderful opportunity to learn outdoors, and apply their new learning within the classroom.

Mrs Palmer and Mrs Coull

TIMES TABLES ROCKSTARS

Parents' Guide to *Times Tables Rock Stars*

<https://play.ttrockstars.com/auth/school>

When it comes to times tables, speed and accuracy are important - the more facts your child remembers, the easier it is for them to do harder calculations.

Times Tables Rock Stars is a fun and challenging programme designed to help students master the times tables!

To be a times table rock star you need to answer any multiplication fact up to 12x12 in less than 3 seconds.

Game Modes

Single Player

Garage - the questions will only come from the times tables the teacher has set for the week. It will include multiplication *and* division questions.

As pupils start to answer questions, *TT Rock Stars* works out which facts they take longer on and will give them more of these questions to answer. The Garage is best for getting quicker at a few facts. Players get 10 coins per question.

Studio - the questions in the Studio can be anything from 1 x 1 up to 12x12.

TT Rock Stars calculates the mean response time from their last 10 games in the Studio and translates that time into a Rock Status.

Rock Status

≤ 1 sec/qu = Rock Hero	≤ 7 secs/qu = Unsigned Act
≤ 2 secs/qu = Rock Legend	≤ 8 secs/qu = Gigger
≤ 3 secs/qu = Rock Star	≤ 9 secs/qu = Busker
≤ 4 secs/qu = Headliner	≤ 10 secs/qu = Garage Rocker
≤ 5 secs/qu = Support Act	> 10 secs/qu = Wannabe
≤ 6 secs/qu = Breakthrough Artist	

If you don't play in the Studio, you don't get a Rock Status.

Players earn 1 coin per question and the Studio is the place for them to set their best time across all the tables.

Soundcheck - When you play Soundcheck, you get 20 questions each with a 5-second time limit. The questions are multiplication only and evenly weighted in terms of difficulty each time you play. Players earn 5 coins per correct answer.

Multiplayer

Rock Arena - The Rock Arena allows players to compete against all other members of their Band (their Bandmates would need to join the same game in order to compete together).

A new Rock Arena game starts every 15 seconds. Once the clock starts they race to answer more questions than the others. In the Rock Arena, questions will only come from the times tables the teacher has set for the week, similar to the Garage. They earn 1 coin per correct answer.

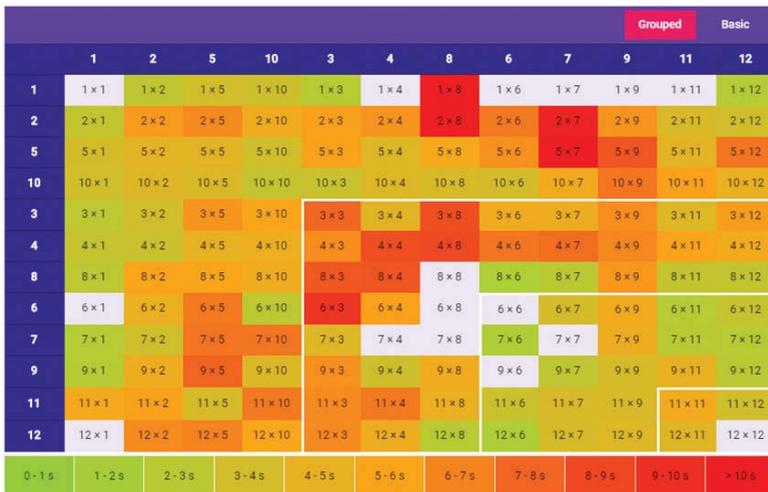
Rock Festival - The Rock Festival games are open to players from around the world. Like the Arena, there is no limit to the number of players who can join a game; however, unlike the Arena, questions are selected at random from 1 x 1 to 12 x 12.

Pupils might choose the Rock Festival if they were playing at home (and therefore couldn't easily synchronise playing against a classmate) or wanted to compete against others not in their Band. They earn 1 coin per correct answer.

Times Tables Rock Stars Game Modes (continued)

Stats

If you click on your avatar icon in the top right of the screen and then click My Stats, a heatmap like the one on the next page will load. It shows how successful your child is at each of the facts.



Contact your child's maths teacher if ...

- You have user name or password issues.
- Something isn't working or you're not sure how it works.
- You have something nice to say about ttrackstars.com!

Parents' Guide to *Purple Mash*

Purple Mash is an online platform that allows pupils to use 2 *simple* programmes in an easy to manage area. Work can be assigned to pupils so that staff can communicate through the work submitted and children also have greater scope to try out other areas of interest. *We use the e-mail function on Purple Mash for parents to communicate with their teacher. For parents, we recommend contacting our school admin team as a quicker means to get in touch.*

Website: <https://www.purplemash.com/sch/cnps>

Parents' Guide to *Accelerated Reader*

Your child will be participating in the *Accelerated Reader* program. This guide is designed to answer your questions about *Accelerated Reader*. If you have additional questions, please feel free to contact your child's teacher or visit the Renaissance website at : www.renlearn.co.uk

What Is *Accelerated Reader*?

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) *Accelerated Reader* gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

Children using *Accelerated Reader* choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers and librarians help your child choose books at an appropriate reading level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.

If your child does not do well on a quiz, the teacher may help him/her:

- Choose another book that is more appropriate.
- Ask more probing questions as your child reads and before taking a quiz.
- Pair your child with another student, or even have the book read to your child.

In most cases, children really enjoy taking the quizzes. Since they are reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.

How much will my child read during the school day?

According to research, children who read at least 20 minutes a day with a 90% comprehension rate (average percentage correct) on *Accelerated Reader* quizzes see the greatest gains. Therefore, your child will have at least 20 minutes set aside for reading during each school day.

How can I help my child become a better reader?

As with anything, performance improves with practice. Encourage your child to read at home. Create a culture of reading in your household by reading with your child, starting a home library, visiting your local library or bookshop on a regular basis, letting your child see you reading and discussing books that each of you have read. When reading with your child, stop and ask questions to be sure your child is comprehending what is read. Reading with your child, no matter what the child's age, is an important part of developing a good reader, building a lifelong love of reading and learning and creating a loving relationship between you and your child. Make learning a family affair!

What if my child does not like reading?

Using *Accelerated Reader*, the staff will make sure the book is at the right level so that after completing the book, your child should do well on the *Accelerated Reader* Reading Practice Quiz. Success on the quiz will encourage your child to read more. With guidance from the teacher, students often develop a love of reading.

Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

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Parent and teacher comments			

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Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

Book Title	Book Level	Quiz Date	Score
Parent and teacher comments			

Word List for Years 3 and 4 (Spelling)

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme

famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular

peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Spellings to learn

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Vocabulary

Tips to engage with your child's maths learning:

- A positive mindset

Do you ever hear yourself saying, "I'm really bad at maths," or, "I just didn't get maths at school"? Children can pick up on any negativity towards particular subjects from the adults in their lives. Unfortunately, this can be a real barrier to learning. We encourage parents to try and use positive language around their children when discussing maths. If a child makes a mistake, it can be turned in to a learning opportunity:

- * Where did you make the mistake?
- * How can you improve it?
- * What will you do instead next time?

- Play maths games together

Games are a great way to bond with your child; many games use mathematical and logical skills that your child will need later in life. A jigsaw puzzle helps children to develop logical and spatial awareness. Connect 4 also supports logic in terms of where the best position is to place the disc and to think strategically ahead. Board games with dice, scrabble and chess also support the development of your child's maths skills.

- Develop memory skills

Children now have little need to memorise things such as phone numbers. Try to encourage your child to memorise your phone number/their own phone number/car number plate/postcode to help develop their memory skills. This can be turned in to a game:

- * The second number is three more than 5. What is the number?
- * What is the sum of all of the digits added together?
- * Write the number so that digits are descending/ascending.

Encouraging your child to know their date of birth, family birthdays and ages helps them to understand time:

- * Who is older/younger?
- * By how many years is ____ older/younger than ____?
- * How old will you be in two years?
- * How old were you three years ago?

- Practise reading the time

As the world becomes increasingly digital, many children are growing up less exposed to reading analogue clocks. Reading analogue clocks is part of the maths curriculum so opportunities to read them at home will benefit your child.

- * What time is it now?
- * What time will it be in 20 minutes?
- * I'm going to give you 25 minutes to finish that. What time will it be when you finish?
- * We need to be at _____ at 12:30pm. What time should we leave?
- * The film starts at 3:45pm and is 1 hour 40 minutes long. What time will it finish?
- * Write quarter to four in the afternoon as it would be written using the digital clock.

- Use fractions in daily life

There are many opportunities to use fractions in real-life:

- * If your family are sharing a pizza or cake, what fraction is everyone going to receive?
- * By pouring water in to a glass/jug, what fraction of the glass/jug has been filled?
- * See a window split into four coloured panels? Ask your child, "What fraction of the window is coloured blue."
- * Colour in flagstones in your garden using chalk and ask, "What fraction of the flagstones are red?"

When practising fractions in this way, it is important that the separate parts of the fraction are the same.

- Multiplication tables practice

It's essential for children to learn their multiplication tables to access all areas of maths so that they can make conceptual links between the different areas:

regular multiplication tables practice will help with this.

Children also need to know the division facts for multiplication tables so ask, "What is $42 \div 7$?" as well as, "What is 6×7 ?" Can your child say the multiplication table backwards?

It is an expectation in the national curriculum that, by the end of year 4, children can recall multiplication and division facts for multiplication tables up to 12×12 .

All KS2 children have a log-in for Times Tables Rockstars:

<https://trockstars.com/>

- Involve them with problem solving

Opportunities arise in day-to-day life at home where you could involve your child in problem solving.

Encourage your child to help you work out which is the best deal: buy one get one free or three for two. If an item is reduced by 30%, what is the sale price? Which internet provider is offering the best value?

Opportunities to use maths skills in real-life will support their learning and understanding of those skills.

- Use open questions

Explaining why a certain method is more efficient than an alternative method to solve a problem, or being able to explain how an answer is calculated mentally, are just some of the elements that help children to develop their reasoning skills in maths. It also supports their use of mathematical language.

* Why did you use that method?

* How did you calculate that answer?

* How do you know the answer is correct?

* Show me another way that you could have solved that problem.

* What did you already need to know to help you to answer that question?

Questioning supports your child's use of mathematical language.

Maths Vocabulary

Year 3

Red words are non-statutory but desirable.

Number and Calculation

hundreds	and so on up to	integer(s)
one hundred and one	one thousand	decimal(s)
one hundred and two	multiple(s)	remainder
one hundred and three	inverse operations	

Fractions

fifths	tenths numerator	unit fraction non-unit
sixths sevenths eighths	denominator order	fraction
ninths		

Measurement

millimetre	am/pm	midnight
perimeter	duration	analogue clock
Roman numerals to XII	noon	digital clock

Statistics

interpret	category(ies)	reflection
data		

Geometry

orientation degree(s)	horizontal vertical	acute obtuse reflex
right angle	quadrilateral polygon	reflection
perpendicular parallel	polyhedron polyhedra	

Maths Vocabulary

Year 4

Red words are non-statutory but desirable.

Number and Calculation

thousands	100(C) negative	distributive
round	operation	associative
rounding	factor	derive
Roman numerals to	factor pairs	remainder

Statistics

label	graph
-------	-------

Fractions

hundredth(s) decimal	equivalent(s) decimal	places proportion
----------------------	-----------------------	-------------------

Measurement

convert	area	24-hour clock
conversion rectilinear	dimensions kilometre	

Geometry

orientation degree(s)	decagon polyhedron	coordinates quadrant
right angle	polyhedra acute	plot
perpendicular parallel	obtuse isosceles	grid translate
horizontal vertical	scalene equilateral	translation
quadrilateral classify	parallelogram	axis/axes
polygon pentagon	rhombus trapezium	scale
hexagon heptagon	protractor regular	
octagon nonagon	irregular reflex	

The Zones of Regulation

Northburn Primary School recognises that children who are aware of their own emotions and behaviour are better at self-regulating and are able to deploy coping skills. This self-regulation allows pupils to learn and practise social, emotional and learning skills and, as a direct result, children become more motivated and determined to succeed in their own learning.

What are The Zones of Regulation?

The Zones of Regulation are used to label the different ways we feel and states of alertness we experience. The Zones provide children with strategies to become more aware of their emotions, improve control of their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. Once these strategies have been successfully developed and strengthened, they turn into essential life skills and help children to become motivated and determined to succeed.

Categorised into colours, the Zones help children recognise how they are feeling, and understand how to control their emotions and improve their ability to problem solve conflicts.

Blue: sad, tired, sick, or bored.

Green: happy, focused, content, or ready to learn.

Yellow: frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red: anger, rage, explosive behaviour, or devastation.

Through discussion, your child will become familiar with the Zones and enable them to identify their feelings, recognise their level of alertness and control their behaviour. This essentially provides children with a toolkit that allows them to independently regulate their own emotions and behaviour, as well as develop skills such as identifying the impact of their behaviour on those around them.

Different emotions (which can sometimes be categorised into more than one Zone) maybe experienced at different points throughout the day by your child. All emotions in the Zones are natural and we endeavour to support your child in self-regulation. In using the Zones of Regulation framework, your child will learn to recognise and manage how they are feeling and how it affects those around them.

The Zones of Regulation framework dovetails with Northburn Primary School's *Rewards and Behaviour Policy*.

Blue	Yellow	Green	Red
<p>sad tired sick</p>	<p>frustrated worried silly excited</p>	<p>happy clam focused</p>	<p>mad angry afraid</p>
<p>Tools: close my eyes stretch and stand children will be asked to come up with their own ideas as the year progresses</p>	<p>Tools: count back from five in my head breathe deeply children will be asked to come up with their own ideas as the year progresses</p>	<p>Tools: focus drink water children will be asked to come up with their own ideas as the year progresses</p>	<p>Tools: move around to a different space stretch and stand children will be asked to come up with their own ideas as the year progresses</p>

Challenge Award

Our World

- Help a charity (e.g. take part in a school charity event, sponsored event, Children's Cancer Run).
- Celebrate and find out about a festival of another religion or culture.
- Play or sing a song from another culture or tell a story from another culture.
- Make a project about a different community.
- Do something positive to help the environment (e.g. rubbish collection, recycling, upcycling project).

Great Outdoors

- Forest School – use a saw to make fire wood.
- Make a calendar - photograph the same place each month for a year.
- Walking challenge - (river, beach, lake, hill, valley, castle, forest).
- Try a new outdoor activity (e.g. compass reading, archery, night line, climbing, hiking).
- Gardening challenge - grow a plant from seed and nurture it.

Staying Healthy

- Commit to an after school or lunchtime club (ask group leader to confirm attendance).
- Do at least two exercise activities per week and keep a chart of them.
- Prepare a healthy meal including fruit and vegetables (starter, main course and / or dessert).
- Keep a healthy food diary of the fruit and vegetables you eat for one week.
- Zones of Regulation - devise a sequence of actions to move into the green zone.

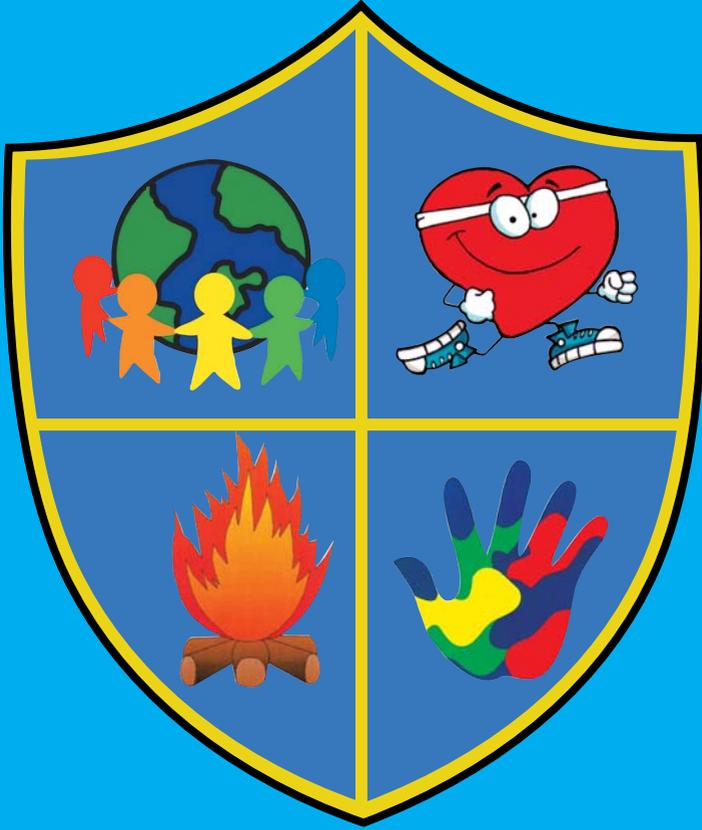
Creativity

- Learn a new skill (e.g. knitting, sewing, baking, circus skills).
- Learn to play a musical instrument.
- Create a collage using a variety of materials.
- Use digital technology to raise awareness of an important issue.
- Compose and perform a song.

School Awards

- Be awarded a Headteacher's certificate.
- Be awarded a reading certificate.
- Be awarded a TTRS certificate.
- Be awarded a certificate for sporting or musical achievement.

L.K.S.2 CHALLENGE AWARD



NORTHBURN
PRIMARY SCHOOL

