St Giles CE Primary School

Curriculum Information Year 3 & 4 Spring Term 2 2023

A Message From Mrs Holanda

We are half way through the year and the children have all been working so hard. This is a short term and we've got lots of exciting learning to pack in. You can find out about what we will be doing below.

Reading

At St Giles Primary School we love reading and value it as one of the most important skills we will ever learn. With this in mind, please ensure that children read at home at least 3 times per week and this is recorded in their reading records. Remember that any written text counts as reading. This could be a magazine, a storybook, a comic, a fact book or even a website! The children can choose books within their coloured book band from the library to bring home, and can change this when they finish their current book. If your child has not brought a book home to read, please remind them to choose one from school.

In school, all children read with an adult as part of their group guided reading session at least once a week. Some children will read with an adult more often than this. You will know when your child has read with an adult because we stamp reading records with a message that says 'I have read with my teacher today.'

PE

PE lessons take place on Tuesdays and Wednesdays. Children should come to school in PE uniform on Wednesday and bring swimming kit on Tuesdays. Just a reminder that earrings must be removed for PE. We recommend that children bring a small box to put their earrings into during lessons.

Spellings

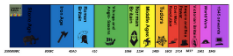
Spelling Shed also resets every Friday with the words for the following week so the children can start learning their new words ahead of the test on Friday morning. Spellings should be practised, either on Spelling Shed or on paper, at least three times a week at home.

Multiplication facts

Years 3 and 4 are a crucial time for learning multiplication facts (times tables). In order to be well prepared for Year 5 and beyond, all children should know all multiplication facts up to 12 x 12 fluently by the end of Year 4 and the 2,5,10,3,4 and 8 times tables by the end of Year 3. Fluent recall means they should be able to answer any multiplication question within 3 seconds. TT Rockstars is a useful way for the children to practise at home, but it is also very helpful to ask them questions at random times, or count in 3s, 4s, 7s etc. on the way to or from school. There is a multiplication check every Friday when the children can earn certificates for progressing through the levels.

How else can parents/carers help?

You are an invaluable support towards your child's progress and we are grateful for the time and interest you invest in their learning. Please take an interest in their learning. Ask questions about what they have learned; the knowledge organiser on the following pages shows the key learning and vocabulary for this topic. It will be very helpful for you to use these words with them and ask the children about the core knowledge as they learn it.

Year 3 & 4 – Autumn Term 2 at St Giles Primary School	
	**As readers** we will be introduced to Shakespeare, including the witches' spell from Macbeth and a retelling of Romeo and Juliet.
	**As writers,** we will write and perform our own version of a witches' spell poem, and write playscripts.
	**As mathematicians** we will be developing our understanding of area and perimeter, fractions and mass and capacity.
	**As Scientists**, we will learn about animal classification and habitats, learning about how scientists classify animals into species, families and groups.
	**As Historians** we will travel back in time to find out what happened when the Romans invaded Britain and how they left their mark on Britain as we know it today.
	**In Computing** we will learn about how to create a branching database.
	**In RE** we will look at the concept of prayer in different religions, including Christianity, Hinduism and Islam. We will compare and contrast ideas about prayer in these different religions.
	**As Musicians** we will continue to develop our understanding of musical vocabulary and notation through learning 'the Friendship Song'.
	**As Artists** we will learn about printing and create animal-inspired prints.
	**In French,** we will learn the names of 10 different animals in French.

	In PSHE, we will learn about how to recognise and manage our emotions. We will also be using the Zones of Emotional Regulation to help us recognise how our emotions impact our and others' behaviour. Further information about this is included below.

Information About The ZONES of Regulation™

_____ will be participating in The Zones of Regulation™ curriculum (or "The Zones" for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help him/her gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations. You can support the student during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Help the student gain awareness of his or her Zones and feelings by pointing out your observations.
- Validate what Zone your students are in and help them brainstorm expected ways to self-regulate so their behavior is expected for the context.
- Share with the student how his or her behavior is affecting the Zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her Zone with you.
- Show interest in learning about the student's triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- Ask the student to frequently share his or her Zones Folder with you and talk about what he or she has learned.
- Make sure to positively reinforce students for recognizing their Zone and managing their behaviors while in it, rather than only pointing out when students are demonstrating unexpected behaviors while in a Zone.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the "bad" or "naughty" Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors[1]: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors[1]: Behaviors that give people **uncomfortable thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? and Is this a Big or Little Problem?[1]: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking[2]: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking[2]: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.