



St Luke's Curriculum Evening

St. Elizabeth Class

As God's family, we learn, love and laugh.

Together:

Love one another, forgive one another,
work together, play together,
worship together, be happy together.

A warm welcome from
Miss Williams

Our School Rules and Behaviour Policy

 **Ready** **Respectful** **Safe**

Our behaviour policy reminds us that we all need to work together to follow our school rules at all times. Each week, we have a particular focus that our class will be working together to achieve. When a member of our class is displaying this positive behaviour, their name is put onto our 'Raise the Praise' board. The aim is for all of our class team to be on the board by the end of the week.



Dojo (House) Points



Each child has been sorted in a house

Matthew

Mark

Luke

John

Dojo points are awarded for good behaviour, displaying good values and good work. They can be awarded by any member of staff and are added electronically next to the child's online character.

Points are collected and counted on Thursday afternoon. Members of the winning house will be invited to wear their own clothes on the Friday. Parents of these children will be informed via School Spider on the Thursday afternoon.



Our school day:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am – 9am	SPaG Starter (PaG Focus) Maths Starter Editing / Purple Pen X2 Daily Readers	SPaG Starter (PaG Focus) Maths Starter Editing / Purple Pen X2 Daily Readers	SPaG Starter (PaG Focus) Maths Starter Editing / Purple Pen X2 Daily Readers	SPaG Starter (PaG Focus) Maths Starter Editing / Purple Pen X2 Daily Readers	SPaG Starter (PaG Focus) Maths Starter Editing / Purple Pen X2 Daily Readers
9:15	Fast Prayer and Liturgy Assembly	Fast and Liturgy	Fast and Liturgy	Fast and Liturgy Homework out	Fast and Liturgy
9:30am – 9:50am	Spelling	Spelling	Spelling	Guided reading	Guided reading
9:50am – 10:40am	English	English	English	English	English
10:45am – 11:00am	BREAK	BREAK	BREAK	BREAK	BREAK
10:45am – 11:00am	Maths	Maths	Maths	Maths	Maths
12:00pm – 12:15pm	Class Novel	Class Novel	Class Novel	Class Novel	Class Novel
12:15pm – 1:15pm	LUNCH	LUNCH	LUNCH	1:00 - LUNCH	LUNCH
1:15pm – 1:40pm	Handwriting	Handwriting	Handwriting	1:00 – 1:45 Music 1:45 – 2:30 French 2:30 – 3:15 PE	Handwriting
1:40pm – 2:15pm	The Vine and Branches	Geography (Week 1) History (Week 2)	My Happy Mind 1:30 – 2:00		The Vine and Branches
2:15pm – 2:40pm	BREAK/Daily Mile	BREAK/Daily Mile	BREAK/Daily Mile		BREAK/Daily Mile
2:30pm – 4:00pm	Computing	Science	Personal Development 2:00 – 2:45 Lynx practice – 2:00 – 2:45		Art / DT
3:00pm – 3:15pm	Newsround X2 Daily Readers	Newsround X2 Daily Readers	Newsround X2 Daily Readers		Newsround X2 Daily Readers
3:15pm	Hometime	Hometime	Hometime	Hometime	Hometime
		Staff Meeting			

Mixed-age planning

- Although in some subjects (English, Geography, History etc.), both year groups study the same text / topic, the skills and outcomes for each year group are different and directly link to the National Curriculum expectations for that age.
- We have written our curriculum to ensure it meets the National Curriculum requirements in every year group, regardless of whether it is a mixed-age class or not.
- Teachers make specific reference in lessons to what is expected from each year group.
- We follow a 2-year cycle to ensure skills are embedded, but learning is not repeated.



Reading

Children will read/be heard read/be read to in a variety of ways in school:

- Whole Class Reading lessons
- Independent Reading
- Reading for pleasure
- Within lessons (guided reading)



There are also reading expectations at home:

- Children are expected to read for 15 minutes each evening
- It is still important to listen to children read, regardless of age: discuss the book with them and ask them questions
- It is also important that children are read to at home; find a good book, curl up together and share some stories
- Visit your local library and find books linked to our topics



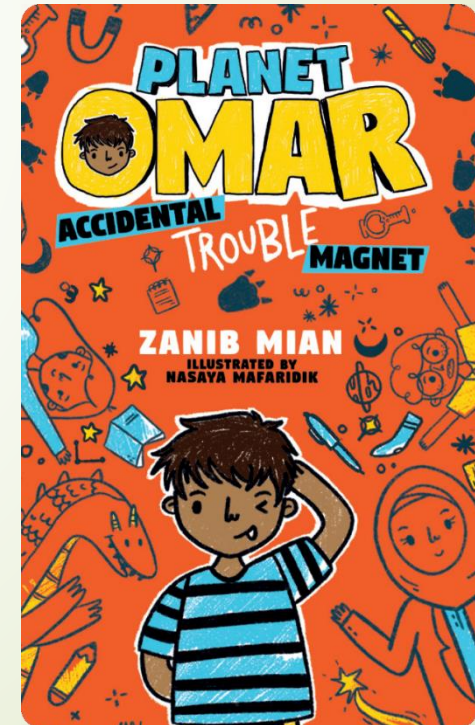
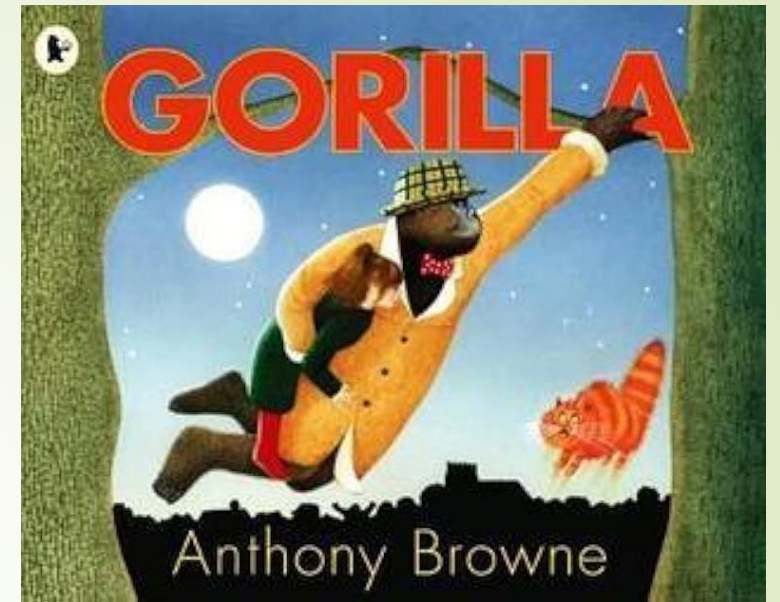
Autumn 1 texts

English lesson: Gorilla – Anthony Browne

Class novel: Planet Omar Accidental Trouble Magnet – Zanib Mian

Whole Class Reading
Weekly range of texts.

**A copy of our class novel overview can be found on the Reading page of our school website.*



English

The National Curriculum now places a stronger emphasis on vocabulary development, grammar, punctuation and spelling.

Our English lessons are underpinned by a high quality text and include regular opportunities to develop skills and knowledge of grammatical features, appropriate to each year group.

Throughout each unit, children work towards a 'final piece' of writing, focusing on including different grammatical features that we refer to as 'Mastery Keys'.

In some lessons, children in the different year groups may be expected to do the same or a similar task, but the grammar and punctuation they are taught and expected to use are specific to their year group.



Mastery Keys

Mastery Keys (Year 3)

Group related ideas into paragraphs.

Build a varied and rich vocabulary.

Use prepositions to express time, place and cause.

Introduce inverted commas to punctuate direct speech.

Mastery Keys (Year 4)

Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases.

Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs).

Use commas after fronted adverbials.

Use inverted commas for direct speech (recap).



English texts for this year:

Autumn 1: Gorilla

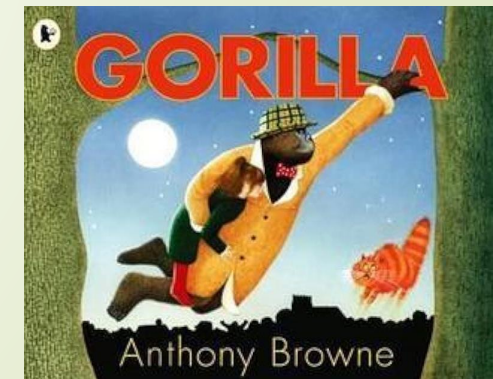
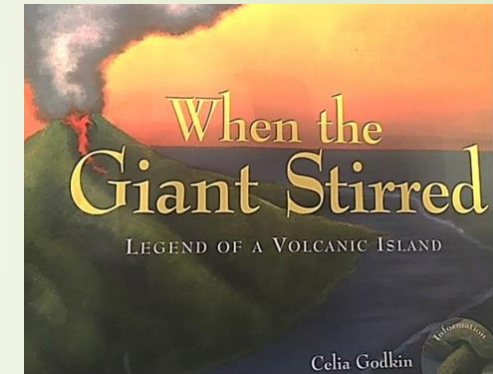
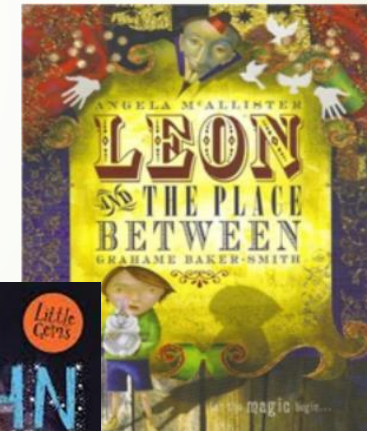
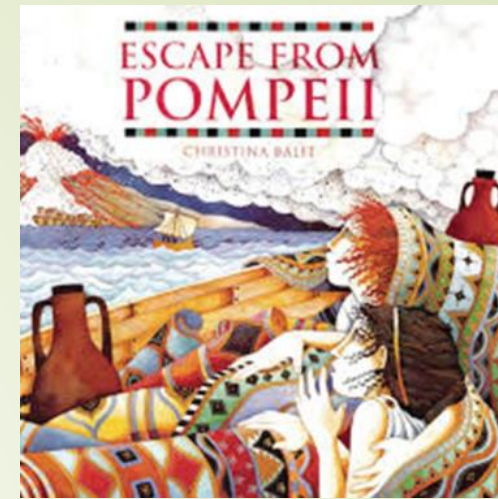
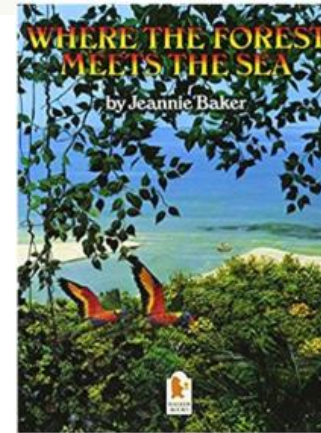
Autumn 2: Leon and the Place Inbetween

Spring 1: Escape from Pompeii

Spring 2: When the Giant Stirred

Summer 1: Where the Forest Meets the Sea /
Rainforests in 30 seconds

Summer 2: Blue John

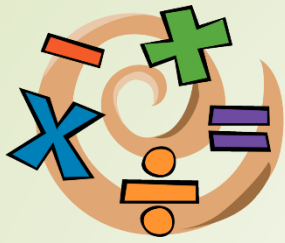


Spelling Spelling Shed



- 3 Sessions per week
- Embeds and builds upon key phonics rules from KS1 (recognising sounds, alternative spellings, digraphs, syllables)
- Focus on exploring and investigating words (etymology and morphology) and spelling rules
- Weekly spelling homework





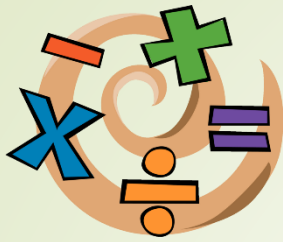
Maths

Maths lessons follow a Mastery approach, using Power Maths (White Rose) and other supporting schemes and resources. The children are encouraged to explore, investigate and develop their fluency, reasoning and problem solving skills.

All children have access to manipulatives during their lessons.

Unit themes are matched within mixed-age classes, but lessons and objectives are specific to each year group.





Maths

Place Value

Y3

Place value within 1,000

In this unit we will ...

- ⚡ Count in 100s
- ⚡ Partition a number in 100s, 10s and 1s
- ⚡ Find 100, 10 and 1 more or less
- ⚡ Compare and order numbers up to 1,000
- ⚡ Count in 50s

In Year 2 we used place value grids to organise our work. What number does this show?

T	O

Y4

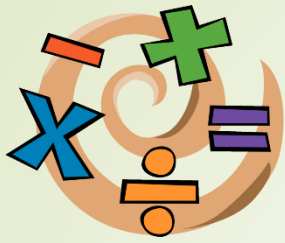
Place value – 4-digit numbers 1

In this unit we will ...

- ⚡ Count in 1,000s
- ⚡ Represent 4-digit numbers
- ⚡ Partition 4-digit numbers
- ⚡ Use number lines
- ⚡ Say a number 1, 10, 100 or 1,000 more or less than any 4-digit number

What number is represented here? Use it to find 100 more.

H	T	O



Structure of a maths lesson

Discover (Journaling)

Share

Think Together

Practice

Reflect

Challenge



Vines and Branches

Autumn 1: Creation & Covenant

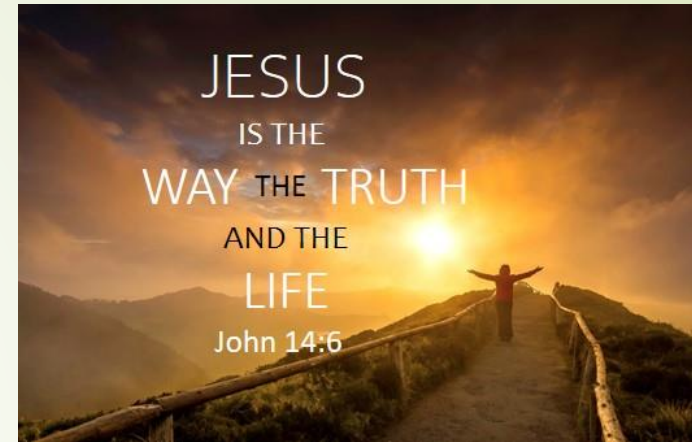
Autumn 2: Prophecy & Promise

Spring 1: Galilee to Jerusalem

Spring 2: Desert to Garden

Summer 1: Ends of the Earth

Summer 2: Dialogue & Encounter



Science and the Foundation subjects

Within Science and some of our foundation subjects, mixed-age classes study the same topic.

Within mixed-age classes, although the knowledge (substantive knowledge) that the children will be learning is the same, they are required to use skills (disciplinary) appropriate to their year group.



Science Topics

Autumn 1: States of matter

Autumn 2: Animals including humans

Spring 1: Living things and their habitats

Spring 2: Sound

Summer 1: Electricity

Summer 2: Scientist and scientific investigation focus

Disciplinary skills:

Year 3

Making Predictions:

Make predictions and begin to give reasons for their thoughts linking them to the previous knowledge.

Making Observations:

Make decisions about what to observe during an investigation so that they are answering an investigative question.

Year 4

Making Predictions:

Make predictions and give a reason using simple scientific vocabulary using what they have found out from previous tests.

Making Observations:

Make systematic and careful observations ensuring that they are recording the data appropriately.

Make observations at time intervals over a set time period
Record observations clearly choosing the most appropriate method for doing so.



History

Autumn: Shang Dynasty of Ancient China - How important was Fu Hao and how did they lead the army?

Spring: Anglo-Saxons and the Vikings -

Was Alfred the Great great?

Summer: Who was William the Conqueror and what did he do?

Disciplinary skills:

Year 3

Concluding:

Begin to make links between the children's lives today and the legacy of the historical period they are studying.

Cause and Consequence:

Identify possible reasons for and results of people's actions

To identify an event and suggest why it came about.

Year 4

Concluding:

Reach conclusions that are substantiated by historical evidence.

Construct an answer using evidence to explain findings.

Cause and Consequence:

Identify the consequences of events and the actions of people.

Identify possible reasons for changes.



Geography

Autumn: What are rivers and how are they formed?

Spring: Why are rainforests important to us?

Summer: Where does our food come from?

Disciplinary skills:

Year 3

Locate

Use the 4 points on a compass and be introduced to the 8 points (NE, SE, NW, SW).

Use a globe or atlas to locate countries and the lines of latitude.

Year 4

Locate

Use 4-figure grid references

Use locational language and 8 points on a compass.

Locating some key human features in countries studied.



Art

Autumn: Drawing - observational drawings

Spring: Painting and Mixed Media
- Still life

Summer: Sculpture and 3D -
Interactive installations?

Disciplinary skills:

Year 3

Follow basic contours and outlines of shapes from observation producing a recognisable image.

Shade in the direction of the outline using different pressures for effect.

Year 4

Sketch from an observation ensuring that contour of the shape are clearly defined.

Blend tones to create texture and depth in an observational drawing.



Design and Technology

Autumn: Structures

Constructing a castle

Spring: Mechanisms

Pneumatic toys

Summer – Cooking and
Nutrition - Eating
Seasonally

Disciplinary skills:

Design a castle with key features which satisfy a given purpose.

Form a strong and stable structure
Score and cut along the lines of a 2D shape to make a net for a 3D shape.

Use glue to join and assemble geometric shapes.

Evaluate work by answering questions.





PE

PE is taught to each year group by a specialist PE Coach.

Our PE day is: **Thursday**

Children are expected to come into school dressed in their PE Kits.

- Long hair to be tied back
- Appropriate footwear to be worn
- All jewellery to be removed (new piercings can be covered with plasters)



Music

This year, music will be taught to all year groups by specialists from 'AmaSing'.

These lessons will take place on a Thursday and children are split into their year groups.



Personal Development

We will be providing a range of personal development sessions to all students.

RHE topics:

Autumn: Created and Loved by God

Spring: Created to Love Others

Summer: Created to Live in Community



Residential

Information regarding this year's residential will be sent via School Spider.

Dates: 16th – 18th March 2026

Place: Barnstondale Centre

More information will follow in due course.



Homework

- **Maths and spelling homework** goes out every Thursday to be returned by Tuesday (marked weekly)
- **Curriculum project** is set half-termly. You will have 3 weeks to complete this before we present them to the rest of the class
- **Reading** – children will read in school 3 times a week as whole class, and once a week with an adult. Reading records will be updated. Please bring reading books and records daily.





How can you help at home?

- Enjoying books together
- Encourage your child to use TTRS/NumBots/SPaG.com
- Help your child with their homework if they need it. Encourage your child to present homework to a high standard.
- Visit your local library (when possible) and read books around our topics
- Allow some access to the internet for research & educational sites
- Encourage your child to be independent and take responsibility for their belongings



School website

On our school website you can find:

- Long term overview for our class
- Endpoints / progression maps for each subject
- A copy of this presentation
- Our class page- updated half termly with more information about what we will be studying each half term



Communications



- Newsletters are emailed home every week and can be found on the school website (hard copies can be requested at the school office).
- Follow us on Twitter (@stlukesfrodsham)
- Most messages will now be sent via School Spider so please ensure that you have **notifications turned on**. Sometimes, they will be sent as an email, too.
- Brief messages can be passed at the school gate, or an email can be sent to the school office, however, if a telephone call / meeting is required, please contact the school office for this to be arranged at a mutually convenient time outside of teaching hours.



Any questions?



Twitter Page

@stlukesfrodsham



Facebook Page

St. Luke's Catholic Primary School Frodsham

