

“A community rooted in Love,
growing in Faith and Truth.
Learning with Christ in our hearts.”

Meet the team in Milestone 2



Mrs Skwarek
Year 3 Teacher



Mrs Nunn
HLTA



Miss Halloran
Year 4 Teacher



Mrs Conway
Year 3 Teaching Assistant



Miss Hopkins
ITT Student Teacher



Mrs Brearley
Year 4 Teaching Assistant

How we organise our curriculum at Sacred Heart

The National Curriculum provides us with programmes of study for every subject; these form the backbone of our curriculum. The programmes of study provide key areas of learning to be delivered over a two-year period; we call this a Milestone phase.



Each programme of study is broken into units of knowledge and skills which we have allocated to year groups within that Milestone. These are taught discretely in subject specific lessons.



The skills and knowledge build on the previous Milestone phase and prepare your child for the next Milestone. Knowledge and skills are revisited throughout the Milestone to allow your child time to use, apply and remember the knowledge they have gained in a variety of contexts.

Please note:

As a result of lockdown, we are currently teaching a recovery curriculum in order to fill any gaps in your child's knowledge and understanding. This will be crucial as they need these foundations to build upon year on year.

Expectations in Milestone 2

Milestone 1 (Years 1 / 2) focusses on the children settling into the National Curriculum, developing their independence and independent learning skills and moving towards more formal learning by the end of Year 2.

Milestone 2 (Years 3 / 4) focusses on applying fluency in all areas and developing your child's application of skills and knowledge, to start to bring together their learning.

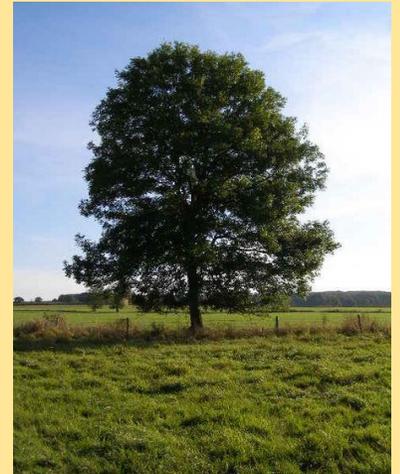


In Year 3 children:

- Become more comfortable with formal learning styles.
- Start to independently link learning from one subject to another, using their previous knowledge and skills to deepen their understanding of subjects.

In Year 4 children:

- Continue to build on the skills from Year 3.
- Start to reason their answers.
- Start to justify with links to prior knowledge, facts and the use of sources.



Throughout Milestone 2, children are expected to:

- Organise themselves and their belongings (reading book and record, PE clothes, Forest School clothes, swimming kit etc).
- Be good role models for their peers.
- Listen attentively and put 100% effort into their learning.

Discuss your child's Subject Knowledge Organiser in Science and Geography or History for the half term.

They include lots of knowledge for the unit of work and will help your child apply their skills from the previous Milestone.

Use the Jigsaw Information Sheet as a conversation starter.
Take time to read the Jigsaw and discuss your child's learning for the half term, or learning of that day, to show your child the importance of discussing their learning with others.

How you can help and support your child in Milestone 2

Practise spellings weekly.

They are sent out on a Tuesday and tested on the following Tuesday.

Read for pleasure every night.

This does not necessarily need to be with an adult, but please can reading records be signed to acknowledge they have read.

Access TTRS at least once a week.
In Year 4 your child will sit the Multiplication Test and must be fluent in all their times tables by the May in Year 4.

Top 10 ideas for using your Subject Knowledge Organiser

Regularly **quiz** your children, asking them questions about what is on their Subject Knowledge Organiser.

Ask **true / false** questions about the key words or facts.

Use the Subject Knowledge Organiser as a **conversation starter** about their learning that day.

Key Vocabulary
 Geography: the study of places, nature and climate.
 Human geography: how humans have changed the world.
 Physical geography: the natural features of the earth and climate.
 Land use: how the physical world is used to create settlements, transport links and recreational areas.
 Border: the dividing line between two places.
 Capital city: the city in a country where the government is located.
 River: a natural, flowing stream of water that usually feeds into the sea, a lake or another source of water.
 Source: the start of a river.
 Mouth: where a body of water (e.g. a stream or a small river) meets a larger body of water (e.g. a larger river or sea).

The Tale of Two Cities: London and Manchester

River Irwell
 Length: 39 miles
 Source: Bacup, Lancashire
 Mouth: Manchester Shipping Canal, Greater Manchester
 Counties it flows through: Lancashire and Greater Manchester

River Thames
 Length: 215 miles
 Source: Thames Head, Gloucestershire
 Mouth: Southend-on-Sea, Essex
 Counties it flows through: Gloucestershire, Wiltshire, Oxfordshire, Berkshire, Buckinghamshire, Surrey, London, Kent and Essex

Year 3 Vocabulary to Recap
 town, city, county, countries, compass, maps

Missing words: can your child identify the missing word?

Definitions: what do the different words mean?

Just a minute! Can your child tell you as many facts as they can from their Subject Knowledge Organiser in a minute?

Matching key vocabulary with its definition.

Order events from a timeline or scientific process, for example.

Key Vocabulary

Protein	A nutrient found in food that helps growth and repair
Carbohydrate	The main source of energy for a person's body.
Fat	Nutrients in food that builds nerve tissue.
Vitamins	Nutrients that we need for our bodies to work and be healthy.
Growth	An increase in size
Omnivore	Animals who eat both plants and meat.
Herbivore	Animals who only eat plants
Carnivore	Animals who only eat meat.
Skeleton	The bones of the body that make a structure
Spine	Lets you twist and bend and holds you upright
Vertebrate	Animals with backbones
Invertebrate	Animals without backbones
Muscle	Soft tissues in the body that contract and relax to cause movement
Joint	Areas where two or more bones are fitted together

Year 3 Science- Animals Including Humans

Living things need food to grow and to be strong and healthy. Plants can make their own food, but animals cannot. To stay **healthy**, humans need to exercise, eat a **healthy** diet and be hygienic. Animals, including humans, need food, water and air to stay alive.

Skeletal muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).

Skeletons do three important jobs: protect organs inside the body; allow movement; support the body and stop it from falling on the floor.

Labels in skeleton diagram: skull, clavicle, scapula, humerus, ribcage, vertebral column, ulna, radius, pelvis, femur, tibia, fibula.

Create Your Own! This could be a map of their street, a model of the skeletal system or something relevant to the unit of work.

Can you find something in the maps / pictures?

Forest School in Milestone 2

When will it happen?

Year 3 every Wednesday afternoon from September to February half term.

Year 4 every Wednesday afternoon from February half term to July.

How does it link with classroom learning?

Forest School builds on Science and R.E learning , giving the children an opportunity to use and apply new vocabulary, knowledge and skills.

Why do we do it?

- To support the children to become resilient independent learners.
- To teach cooperation and team building.
- To develop problem solving and curiosity in our learners.
- To promote healthy lifestyles and improve mental health and well being.

How can you help?

- ✓ Send your child to school in **warm** outdoor clothes with boots or sturdy trainers, a warm waterproof coat and if possible waterproof trousers. They will need a vest, long sleeved T-shirt, a warm sweat shirt, joggers and thick long socks.
- ✓ Ask them what they have done at Forest School.
- ✓ Look at our photographs on the school Facebook page.
- ✓ Enjoy the outdoors with your child at weekends.
- ✓ Use books, websites and YouTube channels to support your child's interest in the natural world.

Thank you for your support

Any questions please email,
year3@sacredheart.calderdale.sch.uk
class4@sacredheart.calderdale.sch.uk

We will then collate the questions and provide a response sheet with answers.

Children learn at different levels and at different rates. Some children will exceed these expectations and some will still be working towards them by the end of Year 4.

Teachers adapt the curriculum to suit individual needs.

You will be invited to meetings and receive information every term which will give more detail about themes covered throughout the school year.

Where possible and where COVID restrictions allow, these will be face to face. This will help you to support your child as they learn.

Teachers will be happy to talk to you about how you can support your child's learning. You can email to book a telephone appointment or contact the school office.

Thank you for your continued support.