



Bassingbourn
Community Primary School

**Welcome to
Year 3/4
Cassatt Class**

Meet the Team



Cassatt

Mrs. Hall
Miss Dyke



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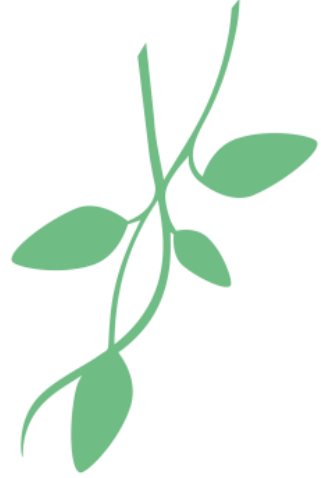
Agenda

- Behaviour Expectations
- Curriculum
- Homework
- PE/Uniform
- Y4 Multiplication Check
- Assessments
- Enrichment Opportunities
- Attendance Matters
- SEND Support
- Questions/Parent Helpers



Behaviour Expectations

- House points
- Star of the Week Awards
- Restorative conversations
- Involving parents



Behaviour Expectations



Be respectful.
Be safe.



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Curriculum

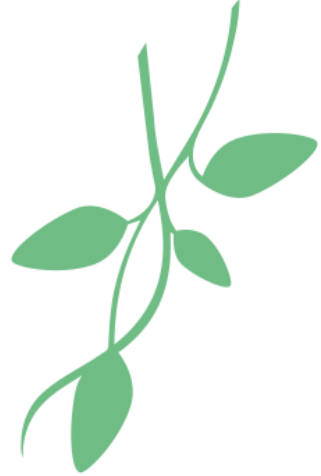
We are in the process of embedding our wider curriculum this year.

We are now using a resource called KAPOW for Science and all of our Foundation Subjects including our French lessons.

Our PE curriculum uses GetSet4Education.

Our humanities topics include:

- Autumn: How Have Children's Lives Changed?
- Spring: Where does our food come from?
- Summer: The Achievement of the Ancient Mayans



Homework

- In Year 3 and 4, we will be sending weekly spelling practice home via Spelling Shed.
- We would also like the children to use Times Tables Rockstars to ensure they have a firm knowledge of their times tables. This will support all children and support the Year 4 to get ready for the Multiplication Check in June. This also ensures readiness for the Year 5 curriculum.
- There is also a 'topic' themed homework and we ask the children to choose one to complete per half term.
- Finally, children are expected to read for 10 minutes everyday. A note of this should be made in the children's online reading record (coming soon!)



ENGLISH

Research an inspiring person and create a fact file. Include a title, headings, key facts and why the person is significant.

PSHE

Design a healthy-choice guide for children. Include ideas about food, exercise, sleep, feelings and looking after our minds and bodies.

Explain how each choice can help us stay healthy.

COMPUTING

Plan a simple Scratch project. Draw or describe the sprites, setting and instructions you would code to make something move or respond.

SCIENCE

Create a labelled diagram of the digestive system and explain the job of each main organ.

ART

Create a detailed observational drawing.

Use shading and different marks to show tone, texture and proportion.



In Years 3 and 4, children should read regularly: one Accelerated Reader book matched to their reading level and one more aspirational book to share with an adult.

Reading will be logged using the online reading record when this becomes available.

They should also practise times tables on TTRS and complete weekly tasks on Spelling Shed.

Children should choose at least one project from the menu. Completed projects will be shared during Presentation Day in the final week.

Project deadline: Monday 19th October 2026

HISTORY / GEOGRAPHY

Create a comparison showing what childhood was like in two different periods. Include evidence about school, work, toys, family life and leisure.

PE

Design a warm-up game that develops balance, coordination and movement skills.

MUSIC

Create a mountain-themed rhythm or melody.

Show changes in pitch using steps and leaps.

MATHS

Create a place-value game using numbers up to 1,000. Write clear instructions so that someone at home or in class can play it.

DESIGN TECHNOLOGY

Investigate fastenings around your home. Create a labelled collection using recycled materials or draw and evaluate each fastening.

Spellings – Y3/4 Statutory List

In addition to the weekly spellings, we would like the children to build their knowledge of the Y3/4 statutory spelling list.

The Y1/2 HFW should also be practised if these still pose a challenge to your child.

Dictations are a way to practise writing spelling words in a whole sentence and are used regularly within school . They are a great way to learn at home too. We encourage you to make them as silly as possible to engage your children!



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PE and Uniform

PE day: Tuesday morning and Thursday afternoon

- Children should arrive at school in their school uniform and then get changed into their PE kit.
- PE kit can be left at school in your child's locker.
- School logo t-shirt or in colder months **plain** navy or black tracksuit tops or jumpers.
- White socks and plain, black trainers for outdoor PE.
- Hair should be tied back, **earrings taken out**, nails short.
- When piercing ears, please wait until the holidays as the children will not be able to take part in lessons until they can remove their earrings independently.
- No smart watches – or watches that can receive messages/access the internet to be worn at any time.



Multiplication Check

The children will sit a quick-fire, online assessment of their times tables knowledge in the first couple of weeks in June. We will be practising weekly and will share more information nearer the time.



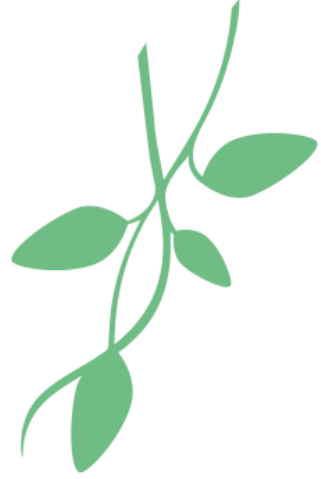
Should you wish to practise at home, please do use your child's login for Times Tables Rockstars.



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Assessments

We complete NFER assessments termly. These cover a range of multiple choice and short answer questions.



These are used to inform teacher practice and the scores are not shared with the children.



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Enrichment Opportunities



We believe learning beyond the classroom is extremely important. These includes visits, workshops and whole-school themed days.

We are in the process of finalising these for the year.



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Attendance Matters



A calendar year has 365 days; a school year has 190 days.
That leaves 175 days to spend on family time, shopping, celebrations, visits, holidays, and other appointments.

0 days absence	8 days absence	10 days absence	19 days absence	29 days absence	38 days absence
190 days of education	182 days of education	180 days of education	171 days of education	161 days of education	152 days of education
100% attendance	96% attendance	95% attendance	90% attendance	85% attendance	80% attendance
Excellent	Very Good	Worrying		Serious concern	
Best chances of success.		Reduced chance of success.		Serious impact on education.	



SEND Support

What do we mean by SEND?

- SEND stands for Special Educational Needs and/or Disabilities.
- A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.



What should I do if I think my child has special educational needs and/or a disability?

- The first person to speak to is your child's class teacher. They will be able to discuss support for your child and to signpost you to any helpful resources. You can also find information about SEND at our school in our SEND Information Report on our school website.

Support from the Inclusion Team

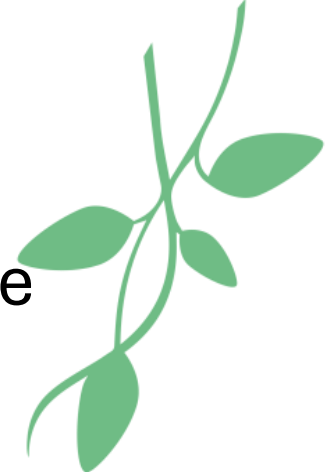
- If your child's class teacher thinks that it would be helpful to get specialist advice, they will discuss your child's needs with the inclusion team and the class teacher will follow communication up.

Inclusion@bassingbourn.cambs.sch.uk

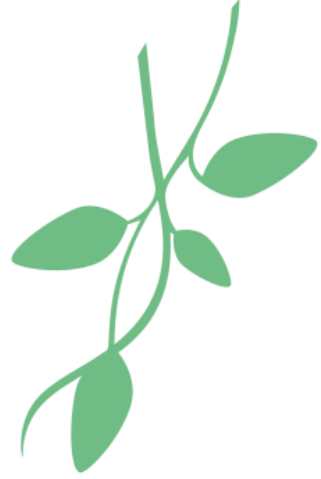


Contact

- You can make an appointment to see us through the school office.
- You can email us, but please do not email with something that needs attention **on that day** . **We do not check our emails during school hours**. You can find class email addresses on the website. If you receive no response after 48 hours, please contact the office.
- 3ct@bassingbourn.cambs.sch.uk



Volunteering



We welcome parent helpers in school.

If you would like to volunteer to help out then please talk to the office.



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Questions



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THANK YOU!
for coming