

Years 3, 4, 5

Information for Parents



Autumn 2026

Our Vision



Our **vision** is to be an outstanding, happy and inclusive school **that cultivates our relationship with God by embodying the conduct and teachings of the Prophet** (Peace Be Upon Him).

A place where children indulge their intellectual curiosity, develop a love for learning, and build the foundation from which they can grow to become ethical, responsible and inspirational members of society.

‘Education is more than what you know, it is who you can become...’

Our Mission



We will facilitate the well-being and growth of every child's mind, body and character through:

- **Nurturing children** within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core **curriculum** that fosters **curiosity and outstanding academic achievement**;
- Facilitating **experiential teaching**, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to **think, question and reflect independently**;
- Developing confident, respectful and **effective communicators who can express themselves and make informed choices**;
- Encouraging **positive relationships**;
- Listening deeply and accepting **every child as a gift from God**.

This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

We **SHINE** by demonstrating our values:



Service

To serve Allah (swt)
and His creation

Gratitude
To be thankful



Excellence

To strive for the best

Respect

To treat people and the
environment with care



Integrity

To speak the truth
and do the right thing

Compassion
To be kind



DOJO Points

Whenever a pupil demonstrates a school **v a l u e** in their learning or their behaviour, they are awarded ONE Dojo Point.

Individual and instant acknowledgement



Collaboration

For every 10 Dojo points, a child receives a **SHINE** token.

This token is dropped into their House tube.

Children work together and help the school and wider community



Cumulative Rewards

100 Dojo Points – A Bronze badge

200 Dojo Points – A Silver Badge

300 Dojo Points – A Gold Badge

Children are aspirational and work towards continually perfecting their akhlaq



Pupil of the Week

Each week a pupil who demonstrates a deep understanding of our **v a l u e s** earns a :

'You SHINE - pupil of the Week Certificate' and also a **SHINE** token.

Sharing good learning behaviours with parents and carers.



Our team and provision

Curriculum Leaders
Mr Syed & Mrs Saad

Faith Advisor
Mrs Ismail

SENDCo
Mrs Mahir

Safeguarding
Mr Syed, Mrs Saad,
Mrs Jessa (maternity)

Year 3 Team

Ar Raoof – Mr Abedin (Computing Lead)
Ash Shakoor – Mrs Al Hilli (RE Lead)

Year 4 Team

As Saboor – Mrs Siad/ Mrs Mahir
Al Wadood – Mrs Shah (Art & DT Lead)/
Mrs Haider

Year 5 Team

Al Ghafoor – Miss Hussein (PSHE Lead)
Al Adl – Miss Hassan (Humanities Lead)

KS2 Support Staff

Mrs Karim, Mrs Souillah , Mrs Naveed, Mrs ElHafedi, Mrs
Outschoorn, Mrs Shinwari, Ms Ali, Ms Abinoor, Miss Fazel, Mrs
Jaze, Mrs Anaz, Ms Jones

Attendance and Punctuality

- Absence causes difficulty as learning is scaffolded
- The classroom dynamics has moved on
- It's a little like starting a new job
- DfE research shows that children away from school more than 5% of the time find it more difficult to meet their potential at school leaving age
- How do we feel when we are late for a lecture or in our job?

Attendance and Punctuality

Hujjat Primary School Term Dates 2026 - 2027

August 2026						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2026						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2026						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2026						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2026						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2027						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2027						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2027						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2027						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2027						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2027						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2027						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Term Dates

Thurs 3rd Sept 2026 - Fri 23rd Oct 2026

Mon 2nd Nov 2026 - Fri 18th Dec 2026

Tues 5th Jan 2027 - Fri 12th Feb 2027

Mon 22nd Feb 2027 - Fri 26th Mar 2027

Mon 12th April 2027 - Fri 28th May 2027

Mon 7th Jun 2027 - Thurs 22nd Jul 2027

Holidays

Half Term: Mon 26th Oct 2026 - Fri 30th Oct 2026

Winter: Mon 21st Dec 2026 - Fri 1st Jan 2027

Half Term: Mon 15th Feb 2027 - Fri 19th Feb 2027

Spring: Mon 29th Mar 2027 - Fri 9th Apr 2027

Half Term: Mon 31st May 2027 - Fri 4th Jun 2027

Summer: Mon 26th Jul 2027 - TBC September 2027

Bank Holidays

May Bank Holiday - Mon 3rd May 2026

Islamic Holidays

*Eid ul Fitr - Wed 10th and Thurs 11th Mar 2027

*Eid ul Adha - Mon 17th May 2027

**Ashura - Mon 14th OR Tues 15th Jun 2027

* Subject to moon sighting

** School will confirm as soon as date becomes available

Staff Training Days

Tues 1st Sept 2026

Wed 2nd Sept 2026

Mon 4th Jan 2027

Fri 12th Mar 2027



HUJJAT PRIMARY SCHOOL

Home Learning and Google Classroom



All pupils will have access to home learning via Google Classroom

LKS2 – Home learning will be uploaded every 2 weeks onto Google Classroom under the 'Classwork' tab.

UKS2 – Home learning will be uploaded every week onto Google Classroom under the 'Classwork' tab.

**Homework will include English, Maths, Topic and Spellings.
Homework can be submitted through Google Classroom,
Yellow book or as Project.**

Timetables and learning



English, mathematics, foundation subjects* and collective worship are taught daily

Daily Reading lessons include phonics for Year 1 and Guided Reading in Years 2 – 6

There are weekly assemblies, handwriting lessons, library, arithmetic, spellings, comprehension sessions and interventions

***Foundation subjects: RE, PSHE, PE & Sports, Computing, History, Geography, Science, Art & Design, Design Technology and MFL (Arabic)**

2026-2027

Year 5

Class name: Al-Ghafoor

Class Teacher PPA: Tuesday PM



HUJJAT PRIMARY SCHOOL

HUGLEY PRIMARY SCHOOL																									
Start 08:20 KS2 PG	Register 08:20 – 08:40 08:40 – 09:10 (30 mins)		Session 1 09:10 – 10:10 (60 mins)		Session 2 10:10 – 10:45 (45 mins)		Break 10:45 – 11:00 KS2 PG (15 mins)		Session 3 11:00 – 11:50 (50 mins)		Session 4 11:50 – 12:15 (25 mins)		Lunch 12:15 – 13:15 Hall/KS2 PG (60 mins)		Salah 13:15 – 13:30 Hall (15 mins)		Register 13:30 (5 mins)		Session 5 13:35 – 14:30 (55 mins)		Session 6 14:30 – 15:10 (40 mins)		Dismissal 15:15 KS2 PG		
MONDAY	Handwriting	Guided Reading		Assembly at 9.30		English		BREAK		Maths		Library		LUNCH		SALAH				Computing		PE (14:15 – 15:00)		Home time	
TUESDAY	Spellings	Guided Reading	English		RE	BREAK		Maths		PSHE		LUNCH		SALAH				PE		Arabic		Home time			
																		PPA							
WEDNESDAY	Catch-Up	Guided Reading		English		Art		BREAK		Art		Maths		LUNCH		SALAH				Science		Home time			
THURSDAY	Catch-Up	Guided Reading		English			BREAK		Maths		Music		LUNCH		SALAH				History			Home time			
FRIDAY	Arithmetic	English		Achievement Assembly		Guided Reading (Cracking Comprehension)		BREAK		Maths (biweekly investigation) Arithmetic		Catch Up		LUNCH		SALAH				PE (CPD) / Catch-Up		Jummah Joy		Home time	

Guided Reading



All pupils will have access to an online guided reading record. This will be posted in the same assignment as the homework on Google Classroom. **Refer to home learning document*

All children should be reading daily for at least 20 minutes.

The reading record will contain your child's current reading targets.
KS2 – A reading record will be uploaded every 2 weeks.

Please leave comments about your child's reading and how they are progressing with their reading targets.

Educational Trips and Visits



Each Year Group will have at least ONE educational trip each term.

Parents are requested to let class teachers know if they would like to support the school through assemblies and workshops based on their skills, expertise and knowledge

There are themed events organised throughout the year such as: STEAM Week, Book Fairs, Fairs etc.

Parents are requested to contribute via Arbor, without which trips and events may not be possible or postponed.

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can skim and scan to identify key ideas in a text.
- Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.
- Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.
- Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.

ELIZA EXPLORER



- Can identify and discuss where figurative language creates images.
- Can distinguish between fact and opinion.
- Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.
- Can discuss how a text may affect the reader and refer back to the text to back up a point of view.
- Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.
- Can justify preferences in terms of authors' styles and themes.
- Can discuss the difference between literal and figurative language and the effects on imagery.
- Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
- Can identify why a long-established novel, poem or play may have retained its lasting appeal.

Hujjat R.E.A.Ders -Year 5

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.
- Is beginning to identify differences between some different fiction genres.
- Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.
- Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

DAWUD DETECTIVE



- Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Can clarify the meaning of unknown words from the way they are used in context.
- Can identify the point of view from which a story is told.
- Can discuss how an author builds a character through dialogue, action and description.
- Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
- Can infer and deduce meaning based on evidence drawn from different points in the text.
- Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.

Hujjat R.E.A.Ders -Year 5



Big Cat Book Bands



Band	Colour	Date achieved?
1A	Pink (light)	
1B	Pink (dark)	
2	Red	
3	Yellow	
4	Blue	
5	Green	
6	Orange	
7	Turquoise	
8	Purple	
9	Gold	
10	White	
10 +	White (plus)	
11	Lime	
11 +	Lime (plus)	
12	Copper	
13	Topaz	
14	Ruby	
15	Emerald	
16	Sapphire	
17	Diamond	
18	Pearl	

In Reception, children start from Pink-Red bands and then proceed through the other colours as they progress through the school.

We endeavour for all children to be fluent readers who are able to read books at Emerald-Pearl Level by the end of Year 5/ 6

Daily guided reading sessions, ensure all children become fluent readers with good comprehension skills

We develop and build on the skills:

**R: retrieval
E: exploring
A: analysing
D: deduction (and inference)**

The Librarian

from *A Career in Witchcraft* by Kaye Umansky

Mr Smike wasn't fond of children. Noisy, ill-mannered little brats with their shrill little voices and grubby little hands. The less he had to do with them, the better. Normally, he would be over in the reference section of the main library, but Miss Jaunty, the children's librarian, had rung in sick and there was nobody else to fill in.

He cast a jaundiced eye over the place. Picture books, hah! Cushions, jigsaw puzzles, mobiles, posters, murals, double hah! This wasn't a proper library. It didn't have QUIET notices all over the place. There wasn't even a box marked FINES. Great hordes of schoolchildren had been in and out all day, putting their unwashed fingers all over the books. The place had been chocka-block with chattering mums pushing buggies full of snotty-nosed toddlers who waddled around the place getting underfoot. They treated the place like a hotel. It wasn't his kind of library at all.

Oh well. Thankfully, it was nearly closing time. With a bit of luck, the Jaunty creature would be back tomorrow dispensing books and smiles and organising poetry competitions and storytelling sessions and whatever else the silly woman did to keep the little monsters happy.

Briskly, he gathered up his papers, slipped them into his briefcase and clipped his pen into his breast pocket. He would finish the list of overdue books at home. It would be something to look forward to after supper. Then, if there was time, he would write another of his complaining letters to the local paper. (Mr Smike wrote a lot of complaining letters to newspapers. It was a kind of hobby. He wrote letters about the state of the drains, the surliness of dustmen, the laziness of the unemployed and the trouble with Youth today. If the paper didn't publish them, he wrote and complained about that.)



Cracking Comprehensions

- 1 Mr Smike "wasn't fond of children" (paragraph 1). Find and copy two phrases in the text that show this.
- 2 What does the word "hah!" (paragraph 2) tell you about Mr Smike's attitude towards picture books?
- 3 "... the Jaunty creature would be back tomorrow dispensing books". Which of the following words is closest in meaning to the word "dispensing" in this sentence? Tick one.
handing out ☐ medicating ☐ sharing ☐ withholding ☐
- 4 "With a bit of luck, the Jaunty creature would be back tomorrow." (paragraph 3). What does the underlined phrase tell us about Mr Smike's view of his colleague?
- 5 The author tells us that Mr Smike does not like children. Find two other ways she makes him seem an unpleasant character.
- 6 List two things Mr Smike would expect to find in a 'proper' library.
- 7 Using information from the text, tick one box in each row to show whether each statement from the text is a fact or one of Mr Smike's opinions.

	Fact	Opinion
Miss Jaunty had rung in sick.		
This was not a proper library.		
Thankfully, it was nearly closing time.		
Mr Smike wrote a lot of complaining letters to the newspaper.		

- 8 Match the paragraph number to its summary statement.

paragraph 1	How Miss Jaunty encourages people into the library
paragraph 2	How the children's library is used by the community
paragraph 3	What Mr Smike likes to do after work
paragraph 4	Why Mr Smike is in the children's library
- 9 How does Mr Smike's mood change between the beginning and end of this extract?
Give one idea from each place in the text, using evidence from the text to support your answer.

2g
2 marks
☐

2d
1 mark
☐

2a
1 mark
☐

2g
1 mark
☐

2d
2 marks
☐

2b
1 mark
☐

2b
1 mark
☐

2c
1 mark
☐

2h
2 marks
☐

Ninja maths

Year 4 – Summer 1 – Week 1



Last Score:

Today's
Score:

Score
Change
(+1, -1)



1	$400 + 150 =$	
2	$2000 + 1000 =$	
3	$6000 - 300 =$	
4	$\frac{\quad}{\quad} = \frac{1}{5} + \frac{1}{5}$	
5	$800 + 150 =$	
6	$6 \times 1 =$	
7	$\frac{\quad}{\quad} = \frac{2}{5} - \frac{1}{5}$	
8	$9000 - 900 =$	
9	$1500 + 1000 =$	
10	$9 \times 9 =$	
11	$5 \times 13 =$	
12	$\frac{\quad}{\quad} = \frac{1}{5} + \frac{3}{5}$	
13	$5500 + 1500 =$	
14	$5 \times 14 =$	

Question	Answer
15	$110 \div 2 =$
16	$4 \times 0 =$
17	$1 \times 2 \times 3 =$
18	$7 \times 11 =$
19	$1250 + 1250 =$
20	$\frac{\quad}{\quad} = 220 \div 2$
21	$5250 + 1250 =$
22	$8 \times 11 =$
23	$1111 + 1111 =$
24	$2 \times 3 \times 4 =$
25	$8 \times 2 =$
26	$2121 + 1212 =$
27	$\frac{1}{2}$ of 100 =
28	$\frac{1}{2}$ of 50 =

Add and Subtract Numbers Mentally

Maths Investigations

Identify if any mistakes have been made and work out the correct answers.



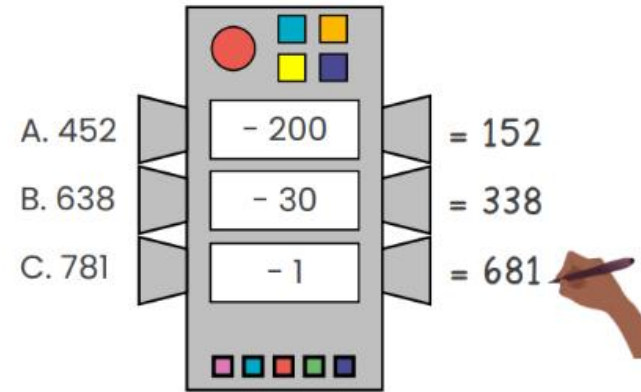
1. Solve the calculation mentally.



$$345 + 7 = 353$$



2. Solve each calculation mentally to complete the function machine's outputs.



3. Solve the calculations mentally.

A. $491 + 300 =$ 791

B. $672 - 50 =$ 622

C. $159 + 40 =$ 119



4. Match each calculation to the correct answer.

- | | | |
|------------------|--|-----|
| A. $218 + 40 =$ | | 564 |
| B. $560 + 4 =$ | | 874 |
| C. $574 + 300 =$ | | 258 |
| D. $111 + 90 =$ | | 201 |



Year 3-4 Timestables Practice

ONE

$1 \times 1 = 1$
 $1 \times 2 = 2$
 $1 \times 3 = 3$
 $1 \times 4 = 4$
 $1 \times 5 = 5$
 $1 \times 6 = 6$
 $1 \times 7 = 7$
 $1 \times 8 = 8$
 $1 \times 9 = 9$
 $1 \times 10 = 10$
 $1 \times 11 = 11$
 $1 \times 12 = 12$

TWO

$2 \times 1 = 2$
 $2 \times 2 = 4$
 $2 \times 3 = 6$
 $2 \times 4 = 8$
 $2 \times 5 = 10$
 $2 \times 6 = 12$
 $2 \times 7 = 14$
 $2 \times 8 = 16$
 $2 \times 9 = 18$
 $2 \times 10 = 20$
 $2 \times 11 = 22$
 $2 \times 12 = 24$

THREE

$3 \times 1 = 3$
 $3 \times 2 = 6$
 $3 \times 3 = 9$
 $3 \times 4 = 12$
 $3 \times 5 = 15$
 $3 \times 6 = 18$
 $3 \times 7 = 21$
 $3 \times 8 = 24$
 $3 \times 9 = 27$
 $3 \times 10 = 30$
 $3 \times 11 = 33$
 $3 \times 12 = 36$

FOUR

$4 \times 1 = 4$
 $4 \times 2 = 8$
 $4 \times 3 = 12$
 $4 \times 4 = 16$
 $4 \times 5 = 20$
 $4 \times 6 = 24$
 $4 \times 7 = 28$
 $4 \times 8 = 32$
 $4 \times 9 = 36$
 $4 \times 10 = 40$
 $4 \times 11 = 44$
 $4 \times 12 = 48$

FIVE

$5 \times 1 = 5$
 $5 \times 2 = 10$
 $5 \times 3 = 15$
 $5 \times 4 = 20$
 $5 \times 5 = 25$
 $5 \times 6 = 30$
 $5 \times 7 = 35$
 $5 \times 8 = 40$
 $5 \times 9 = 45$
 $5 \times 10 = 50$
 $5 \times 11 = 55$
 $5 \times 12 = 60$

SIX

$6 \times 1 = 6$
 $6 \times 2 = 12$
 $6 \times 3 = 18$
 $6 \times 4 = 24$
 $6 \times 5 = 30$
 $6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 10 = 60$
 $6 \times 11 = 66$
 $6 \times 12 = 72$

SEVEN

$7 \times 1 = 7$
 $7 \times 2 = 14$
 $7 \times 3 = 21$
 $7 \times 4 = 28$
 $7 \times 5 = 35$
 $7 \times 6 = 42$
 $7 \times 7 = 49$
 $7 \times 8 = 56$
 $7 \times 9 = 63$
 $7 \times 10 = 70$
 $7 \times 11 = 77$
 $7 \times 12 = 84$

EIGHT

$8 \times 1 = 8$
 $8 \times 2 = 16$
 $8 \times 3 = 24$
 $8 \times 4 = 32$
 $8 \times 5 = 40$
 $8 \times 6 = 48$
 $8 \times 7 = 56$
 $8 \times 8 = 64$
 $8 \times 9 = 72$
 $8 \times 10 = 80$
 $8 \times 11 = 88$
 $8 \times 12 = 96$

NINE

$9 \times 1 = 9$
 $9 \times 2 = 18$
 $9 \times 3 = 27$
 $9 \times 4 = 36$
 $9 \times 5 = 45$
 $9 \times 6 = 54$
 $9 \times 7 = 63$
 $9 \times 8 = 72$
 $9 \times 9 = 81$
 $9 \times 10 = 90$
 $9 \times 11 = 99$
 $9 \times 12 = 108$

TEN

$10 \times 1 = 10$
 $10 \times 2 = 20$
 $10 \times 3 = 30$
 $10 \times 4 = 40$
 $10 \times 5 = 50$
 $10 \times 6 = 60$
 $10 \times 7 = 70$
 $10 \times 8 = 80$
 $10 \times 9 = 90$
 $10 \times 10 = 100$
 $10 \times 11 = 110$
 $10 \times 12 = 120$

ELEVEN

$11 \times 1 = 11$
 $11 \times 2 = 22$
 $11 \times 3 = 33$
 $11 \times 4 = 44$
 $11 \times 5 = 55$
 $11 \times 6 = 66$
 $11 \times 7 = 77$
 $11 \times 8 = 88$
 $11 \times 9 = 99$
 $11 \times 10 = 110$
 $11 \times 11 = 121$
 $11 \times 12 = 132$

TWELVE

$12 \times 1 = 12$
 $12 \times 2 = 24$
 $12 \times 3 = 36$
 $12 \times 4 = 48$
 $12 \times 5 = 60$
 $12 \times 6 = 72$
 $12 \times 7 = 84$
 $12 \times 8 = 96$
 $12 \times 9 = 108$
 $12 \times 10 = 120$
 $12 \times 11 = 132$
 $12 \times 12 = 144$

Timestables
Rockstars logins for
all children in Year
3 and 4

Fluency in
timestables 1-12.
An online test in Y4
which is 6 seconds
per question
(25 questions)

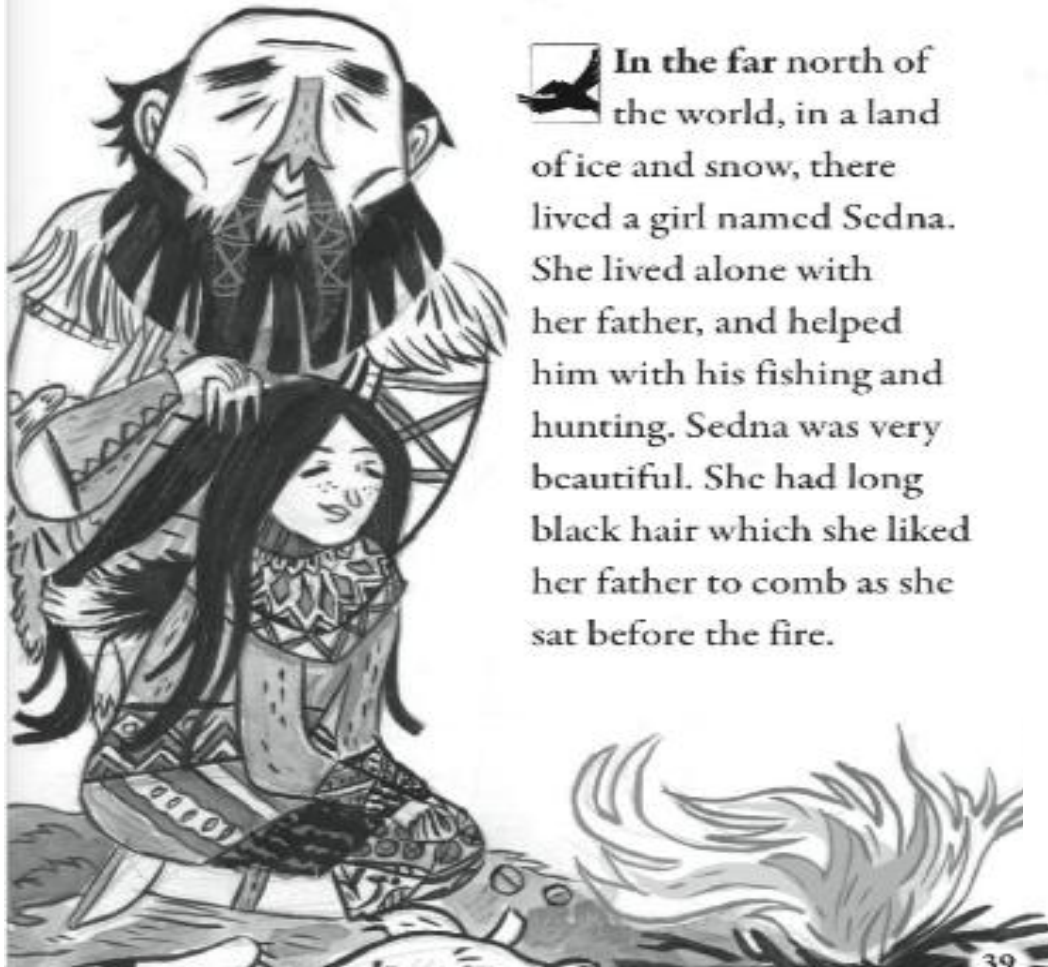


[Maths Frame](#)

Sedna

A myth from the Arctic

Chapter 1



 In the far north of the world, in a land of ice and snow, there lived a girl named Sedna. She lived alone with her father, and helped him with his fishing and hunting. Sedna was very beautiful. She had long black hair which she liked her father to comb as she sat before the fire.

One clear, cold morning, Sedna was cleaning the fish her father had caught. Her father sat nearby, sharpening his harpoon.

As Sedna turned to hang the fish out to dry, she saw a figure walking across the snow.

‘Look,’ she said. ‘We have a visitor.’

Her father looked up. ‘I don’t think I know this man,’ he said.

The figure was dressed in a robe of thick fur. A large hood hung over his face. There was something odd about the way he held his body. His shoulders were hunched and his head bent forward. There was a croak in his voice when he spoke.

Setting
description
Technical
vocabulary

Speech

Figurative
language

Character
description

Writing exemplification KS2

One freezing, dark night in a creepy, small village. Parents were scared because they knew...
...STARJICK was coming! The snow was as deep as the sea. Every winter a bony, kidnapping beast named Starjick ^{comes to the village} kidnaps lots of children.
In the morning Ivar's brother was gone. Ivar felt so worried! Ivar opened the ~~cupboard~~ cupboard and grabbed a loaf of bread to start his adventure.

Children experiment with writing using different features, e.g. suspense, figurative language (similes and metaphors). This may not always be successful.

Careful consideration is given to vocabulary, using the Year 3 word list to broaden vocabulary. Descriptions reflect this.

Five hundred years after dinosaurs were extinct, there lived a hardworking person, who was known as Wee-Long. Wee-Long was a helpful and caring person, but unfortunately Wee-Ting (his boss) was the opposite. This meant he was selfish and bossy.

Wee-Ting owned a gigantic house but sadly Wee-Long had to work for his horrible boss. This horrible man lived in a big city in China. The city was always busy and most of the time it was colourful except when darkness came. When the darkness came it was as dark as charcoal.

One magical day, a message arrived from the massive palace. Once Wee-Ting found out there was a book contest he shouted "Get me my best author to write me the best book in the world!" He started to laugh loudly. "But that's cheating," whispered a quiet, quiet voice in the distance. "I do not

Description may be literal.

Links between sentences are there but may lack pronouns.

Last night there was a loud noise. I woke up outside my window. I was all alone. I felt terrified and alone. The thunder was clapping and all of the trees were dancing. I could hear the wolves howling outside. I could feel the house shaking every minute.
I woke up early in the morning to find my dad wasn't in the house and my mum told me that I had to take a cake to my grandma who was ill. My mum told me not to go through the forest but I wanted to get back home to see my dad.

Creating setting and plot descriptions in narratives

Writing exemplification KS2

Expressing time, place and cause using connectives

Monday
This morning I woke up and I had my English
breakfast as I had fried bacon and I perfectly
cooked sausages. After my break I went out to
try out for the school. I had Marge & I really
strutted my stuff and really impressed
the judges. I think I made it. I'm not sure
because I tripped a bit on the first note.
This afternoon I sat on the couch and watch
some Pointless and Eastenders. After that I got
into my nice, snug bed since I was tired
and it was 21:30 pm.

The Year 3 and 4 conjunctions
are used in the child's writing
with a good level of
consistency.

After that, the coach took off and in an instant
we were at the fabulous place, Cadbury World. As soon
as we arrived, I exploded with happiness. Meanwhile, we
were waiting for the tickets to be ordered. Then we
walked into a room, the first thing we saw was
where chocolate originated. He saw a man dressed as
a pirate, he told us how ^{the history of chocolate} chocolate was made. While
we were watching the chocolate being made, we also
tasted some. It was lovely! Soon, we went on a slow
ride which wasn't scary at all.

There may be
some errors/
incorrect use.

Spellings in Year 3 and Year 4

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

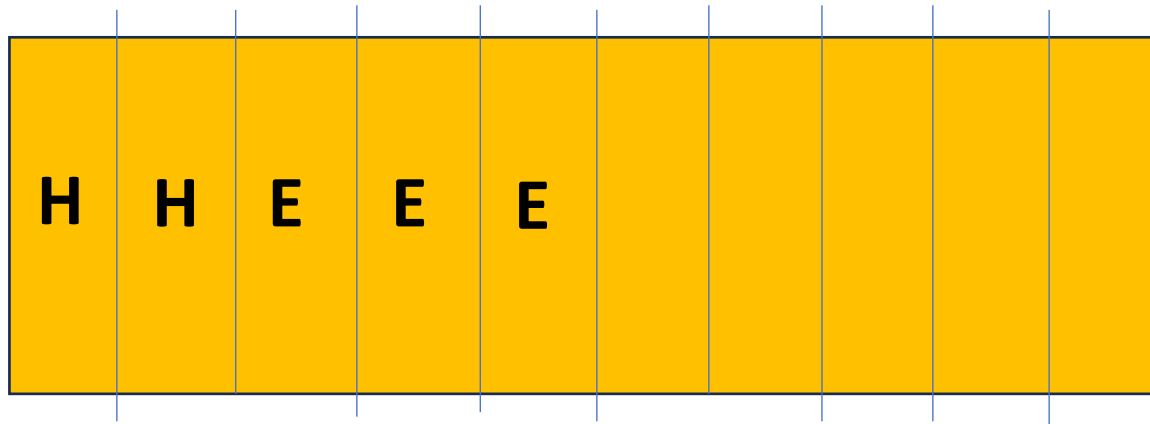
accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	



Maths – KS2

Solve problems involving fractions.

30. A cake is divided into 10 slices. Harry takes 2 slices and Emily takes 3. Write what fraction of the cake is left.



5/10 or 1/2

31. Lucy has $\frac{1}{4}$ of £400. Jack has $\frac{3}{4}$ of £200. Who has the most money?

4 parts of 400
Each part = 100

4 parts of 200
Each part = 50
50+50+50 = 150

$$7\,549 =$$

$$7\,000 + \boxed{} + 40 + 9$$

$$7000 + 500 + 40 + 9$$

$$456 - 385 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 456 \\ -385 \\ \hline 71 \end{array}$$

There are two boxes.

The mass of the first box is

$$1\frac{1}{4} \text{ kilograms.}$$

The mass of the second box is

$$1.4 \text{ kilograms.}$$

What is the difference in mass of the two boxes?

Give your answer in kilograms.

Show your method.

$$\begin{array}{r} 1.40 \\ -1.25 \\ \hline 0.15\text{kg} \end{array}$$

Look at this expression.

$$y + 4$$

- (a) Tick or mark the value for y that gives a prime number value for $y + 4$

$$y = 8$$

$$y = 9$$

$$y = 10$$

- (b) Tick or mark the value for y that gives a square number value for $y + 4$

$$y = 5$$

$$y = 6$$

$$y = 7$$

Understanding of prime numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59,

61, 67, 71, 73, 79, 83, 89, and 97.

$$8+4=12 \text{ No}$$

$$9+4=13 \text{ Yes}$$

$$10+4=14 \text{ No}$$

Understanding of square numbers

1, 4, 9, 16, 25, 36, 49, 64, 81, and 100

$$5+4=9 \text{ Yes}$$

$$6+4=10 \text{ No}$$

$$7+4=11 \text{ No}$$

Curriculum Maps and Curriculum Newsletters



AT HPS we ensure all the subjects are taught in line with DfE guidelines

Curriculum Maps are accessible on the school website

Curriculum Newsletters are shared every half term so we can share pupils' learning

End of Term Newsletters are shared termly to showcase achievements and highlights of learning

<https://hujjatprimary.org/curriculum-year-groups>

Statutory Assessments



Year 1 – Phonics Screening Check PSC

Year 2 – Phonics Retake

Optional End of Key Stage Assessments

Reading, Writing and Mathematics

more info to be shared

Year 4 – Multiplication Timetables Check MTC –

more info to be shared

Year 6 – Statutory End of Key Stage Assessments

Reading, Writing, GPS and Mathematics

Boosters



These start from Autumn 1

There are groups for catch up maths and reading and writing for Year 3

There are groups for catch up and stretch for maths, reading and writing for Years 4, 5 and 6

Reading/ Writing – comprehension and writing

Maths – arithmetic, and reasoning/ problem solving

There are separate sessions for all pupils for GPS for Year 6

Next Steps:

Please read the Parent Handbook

Encourage your child to speak with you daily about their learning

Support your child with their home learning

Practise spellings, timestables and arithmetic weekly

For any queries, please speak with your child's class teacher, then phase leaders, then SLT