

LOWER KEY STAGE 2 WORKING TOGETHER MEETING

16-09-26



For where two or three meet in my
name, I shall be there with them.
Matthew 18: 20



Let us pray ...

Dear Lord,

We come before you today with grateful hearts,
thankful for the precious gift of our children.

We ask that you watch over and protect them, and
guide them as they grow and navigate this world.

May they come to know and love you, and may they
always feel your presence in their lives.

Amen



Our Lady and All Saints MAC

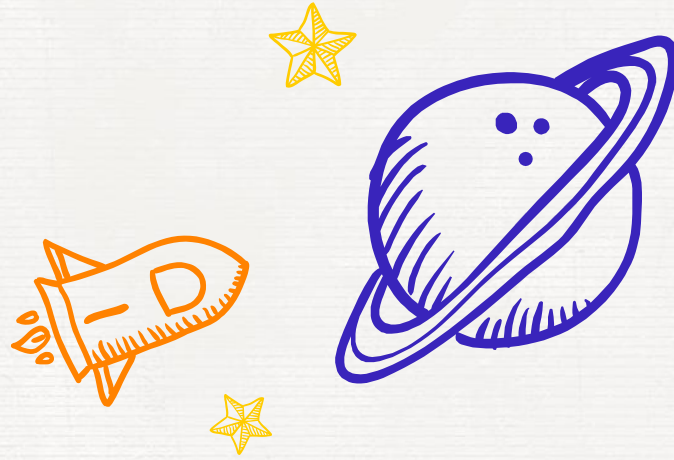




LOWER KEY STAGE 2 STAFF



- x Mr Brennan – 4B Class teacher & Phase Leader
- x Mrs Kendrew / Miss Cottrell – 3/4KC Class teachers
- x Mrs Day – 4D Class teacher



Our Curriculum – Cycle B





Catholic Social Teaching

- ❖ What are the drivers that underpin our curriculum?
- x **Human Dignity** – We believe everyone is special; we are beautifully made in the image and likeness of God.
- x **Common Good** – We believe in thinking of everyone; we are called to work for the good of each and of all.
- x **Participation** – We believe in taking part – people have a right and a duty to take part in shaping a more just and human society.
- x **Subsidiarity** – We believe everyone should have a say; we are called to empower communities, to let everyone have a say.



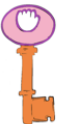
Catholic Social Teaching

- X Stewardship of Creation** – We believe in caring for God's gifts; we are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet.
- X Solidarity** – We believe in showing we care; God created us as one global family called to support our brothers and sisters.
- X Option for the Poor** – We believe in putting people in most need first; to choose to consider the needs of the poorest and most vulnerable people first.
- X Distributive Justice** – We believe in fair allocation of resources; everyone should have access to their fair share of resources.
- X Being Peacemakers** – We believe that peace comes from justice and love; we can be God's instruments of peace through seeking justice.



Catholic Social Teaching

CATHOLIC SOCIAL TEACHING ~ The Gospel On The Streets ~

Human Dignity	Common Good	Participation	Subsidiarity	Stewardship of Creation	Solidarity	Option for the Poor	Distributive Justice	Promoting Peace
Luc the Deer	Chikondi the Giraffe	Patariki the Penguin	Sid the Sheep	Sofia the Sloth	Shristi the Sun Bear	Poppy the Popokotea	DJ the Dolphin	Daisy the Dove
								
We are beautifully made in the image and likeness of God.	We are called to work for the good of each and of all.	We all have the right and duty to participate fully in society.	We are called to empower communities, to let everyone have a say.	We are guardians of God's creation, living sustainably and enhancing the well-being of our planet.	God created us as one global family, called to support our brothers and sisters.	The needs of the poor and vulnerable should be put first.	Everyone should have access to their fair share of resources.	We can be God's instruments of peace through seeking justice.
								

~ God has a plan for creation, a plan to build his kingdom of peace, love and justice. ~



Religious Education

Discerning Disciples is the new Religious Education curriculum for Catholic schools in the Archdiocese of Birmingham, introduced from September 2026. Rooted in the Religious Education Directory *To Know You More Clearly*, it helps children deepen their knowledge and understanding of the Catholic faith while growing in their relationship with God. Through Scripture, prayer, discussion and reflection, children are encouraged not only to **understand** their faith, but to **discern** its meaning and **respond** by living out the Gospel in their everyday lives.



Religious Education

- ❖ Children also have daily opportunities for living out our school mission statement –To Live as Jesus Taught Us.
- ❖ Children participate in liturgy through class and whole school masses.
- ❖ They also have the opportunity of leading Prayer as Liturgical Leaders.



Maths



- x 'Power Maths' – a curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in maths.
- x Continues to be linked with 'White Rose Maths'.
- x Built around a child-centred lesson design that models and embeds a growth mindset approach to maths.
- x Focuses on helping all children to build a deep understanding of maths concepts.



Maths



- x Children to follow through the different parts of the lesson:
- x Recap
- x Discover – Pair work
- x Share – Whole class teacher led
- x Think together – Whole class teacher led (I do – We do – You do)
- x Practice – Independent thinking
- x Reflect – Pair work
- x [Power-Up to be used at some point in the day to reinforce concepts.]



Maths



Year 3 Planner

Created in
partnership
with



Pearson

Year 3 progression: there has been very little change to the progression of units vs the first edition, although two of the three Multiplication & Division units now fall in Term A. You can see the new progression of lessons within the units by looking at the progression file for Lower KS2.

Resources to have ready: in the Autumn term you are mostly going to need base 10 apparatus.

Week	Term		
	Autumn	Spring	Summer
1	Unit 1: Place value within 1,000 (13 lessons)	Unit 6: Multiplication and division (3) (13 lessons)	Unit 11: Fractions (2) (8 lessons)
2			Unit 12: Money (5 lessons)
3			
4	Unit 2: Addition and subtraction (1) (10 lessons)	Unit 7: Length and perimeter (11 lessons)	Unit 13: Time (12 lessons)
5			
6			
7	Unit 3: Addition and subtraction (2) (13 lessons)	Unit 8: Fractions (1) (10 lessons)	Unit 14: Angles and properties of shapes (9 lessons)
8			
9			
10	Unit 4: Multiplication and division (1) (5 lessons)	Unit 9: Mass (7 lessons)	Unit 15: Statistics (7 lessons)
11			
12			
	Unit 5: Multiplication and division (2) (13 lessons)	Unit 10: Capacity (6 lessons)	





Maths



Year 4 Planner

Created in
partnership
with



Year 4 progression: there has been very little change to the progression of units vs the first edition, but note that Area rather than Perimeter is now the Measure unit included in Term A. You can see the new progression of lessons within the units by looking at the progression file for Lower KS2.

Resources to have ready: in the Autumn term you are mostly going to need place value counters and grids.

Week	Term		
	Autumn	Spring	Summer
1	Unit 1: Place value – 4-digit numbers (1) (8 lessons)	Unit 6: Multiplication and division (2) (16 lessons)	Unit 11: Decimals (2) (7 lessons)
2			
3	Unit 2: Place value – 4-digit numbers (2) (8 lessons)	Unit 7: Perimeter (6 lessons)	Unit 12: Money (6 lessons)
4			
5	Unit 3: Addition and subtraction (16 lessons)	Unit 8: Fractions (1) (9 lessons)	Unit 13: Time (5 lessons)
6			Unit 14: Geometry – angles and 2D shapes (8 lessons)
7			
8		Unit 9: Fractions (2) (8 lessons)	Unit 15: Statistics (6 lessons)
9	Unit 4: Area (5 lessons)		
10	Unit 5: Multiplication and division (1) (12 lessons)	Unit 10: Decimals (1) (12 lessons)	Unit 16: Position and direction (6 lessons)
11			
12			





Maths



- x In Lower Key Stage 2, there is great emphasis on the children's grasp of the times tables.
- x The fluent recall of the multiplication tables supports maths learning and understanding – multiplication tables are building blocks to further maths learning.
- x In the Summer Term of Year 4 (in June), the children will participate in a Multiplication Time Tables Check.
- x The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in maths.



Maths

- ❖ As a school, we therefore provide plenty of opportunities for the children to practise their times tables.
- ❖ We subscribe to TTRS (Times Tables Rock Stars), a carefully sequenced programme of times tables practice.

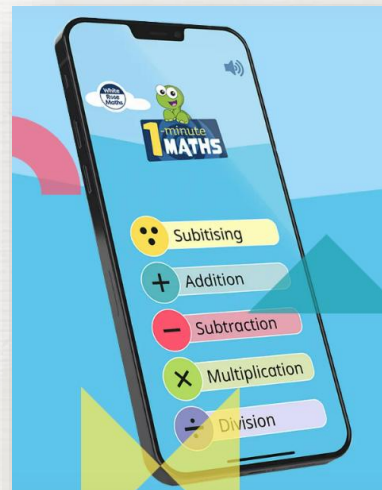


- ❖ We also encourage further practice through the website:
<https://www.timestables.co.uk/multiplication-tables-check/>



Maths

- ❖ Further opportunities for maths fluency can be accessed through the app – 1-Minute Maths by White Rose Maths.
- ❖ This is a free app that helps practice skills in addition, subtraction, multiplication and division, helping the children to build greater number confidence and fluency.





English



- ❖ At OLC, we use the Literary Curriculum which engages the children in high quality books.
- ❖ These texts offer opportunities for empathy and enquiry, where children see their cultures, families and relationships reflected, as a means of developing the spoken language through debate, drama and discussion, using the issues raised through, and within, the texts.
- ❖ As a result, we aim for our writing opportunities to be meaningful and to feel authentic – children have real reasons to write, whether to explain, persuade, inform or instruct.
- ❖ Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality.



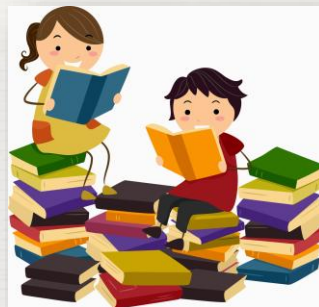
English



- ❖ At Our Lady of Compassion School, we are passionate about ensuring all children have great opportunities become confident and enthusiastic readers and writers.
- ❖ We believe that this is important in supporting the children to be able to independently access their learning, to move from learning to read, to reading to learn.
- ❖ Our reading journey strives to establish readers who are competent in both word reading and comprehension.
- ❖ Once the children have cracked the phonics code, become established and fluent readers (for the vast majority, by the end of Year 2), they move on to independent reading which is a critical part of children's learning and growth, where children further enhance and embed the pleasure and power of reading.



English



- ❖ The children are usually given two books – one to read independently and one to engage in shared reading with their parents.
- ❖ Children will continue to be heard read regularly in class to ascertain their progress.
- ❖ Children have the opportunity to access books from the class libraries or the LKS2 Reading Corner – these are areas that we have established to further instill and enhance the children's love of reading.
- ❖ Spelling and grammar are a priority in our school this year.



English



- ❖ **Spelling Ninja** is a structured and progressive approach to teaching spelling, aligned with the National Curriculum. Children are explicitly taught spelling rules, patterns and strategies, with regular opportunities to practice, retrieve and apply their learning. The program helps children understand how words are constructed, develop their vocabulary and become increasingly confident and independent spellers.



English



Common exception words for Year 2



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents



English



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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



Science



- ❖ **Developing Experts** is a structured and progressive science curriculum that develops children's scientific knowledge, vocabulary and enquiry skills. Through engaging lessons, practical investigations and real-world examples, children build their understanding of key scientific concepts while learning to **question, investigate, observe and explain**. The curriculum also makes links to STEM careers, helping children understand how science is used in the world around them.



Science



- x Scientific Enquiry
- x Rocks
- x Animals, including Humans (Skeletons)
- x Living Things and Their Habitats
- x States of Matter
- x Living Things and Their Habitats – Conservation



Humanities – Geography & History



x ❖ OLC now subscribes to Primary History and Primary Geography (Pearson).

❖ This year, the children will cover the following History units:

§ Prehistoric Britain

§ Shang Dynasty

§ Ancient Greece

§ Roman Britain

§ Anglo Saxons

§ Vikings

Primary
History

Primary
Geography



Physical Education

- ❖ At OLC, children follow the GetSet4PE scheme of work.
- ❖ Get Set 4 PE is a progressive and inclusive PE curriculum that develops children's physical skills, confidence and enjoyment of being active. Pupils experience a broad range of activities, including games, gymnastics, dance, athletics, fitness and outdoor activities, with skills and knowledge building progressively from EYFS to Year 6. It also promotes teamwork, resilience, healthy lifestyles and a lifelong positive attitude towards physical activity.





Physical Education



- ❖ Children are allocated to a 'house' as follows:
 - ST ANNE
 - ST GABRIEL
 - ST RAPHAEL
 - ST JOSEPH
- ❖ Children come to school in their PE kit on PE days.



Music



- ❖ Children in LKS2 engage in Guitar lessons led by Solihull Music Service.
- ❖ This takes place on Tuesday afternoons and is delivered on a termly rota basis as follows:
 - Autumn Term – 3B
 - Spring Term – 3/4KC
 - Summer Term – 4D
- ❖ Children now follow the scheme Kapow.



Modern Foreign Languages



- ❖ The School of Signs provides a structured and progressive British Sign Language (BSL) curriculum for primary-aged children. Through engaging lessons, children gradually build their BSL vocabulary and communication skills across a range of everyday topics. The curriculum also develops children's understanding of **Deaf awareness, inclusion and Deaf culture**, encouraging them to become confident, respectful and inclusive communicators.



PSHE – Life to the Full Plus

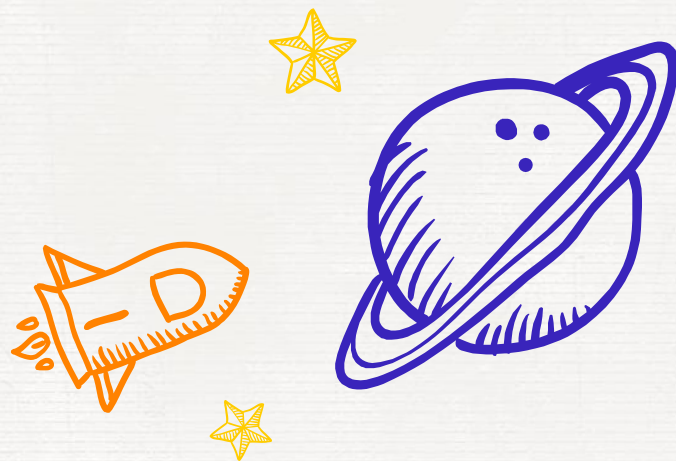
- X Fully integrated with the Life to the Full RHE programme.
- X Covers EYFS to Year 6 with age-appropriate content.
- X Uses a spiral curriculum approach – revisiting and deepening topics across key stages.
- X Includes Classroom Shorts – engaging 3–8 minute videos to reinforce learning.
- X Offers live-action dramas to explore real-life scenarios around change, responsibility, money, and ambition.
- X Topics include:
 - Transitions
 - Rights and Responsibilities
 - Careers
 - Money



MEMORABLE MOMENTS



- ❖ Children will have the opportunity to engage in three memorable moments across the school year.
- ❖ One of these will be a school trip – the other two may involve a special occasion in school.
- ❖ Further details of these will be sent across the school year – we will send information well in advance of the school trip to ensure that there is sufficient time for payments.



Further Information



Internet Safety – Internet Matters

- x What Is Internet Matters?
- x Internet Matters is a **UK-based not-for-profit organisation** founded in 2014 by major internet providers (BT, Sky, TalkTalk, Virgin Media). It offers **free, expert advice** to help parents, carers, and educators keep children safe online.



Internet Safety – Internet Matters

How It Helps Parents of Primary School Children:

- ✗ Practical Tools & Resources
- ✗ Age-specific safety guides for children aged 6–10.
- ✗ Parental control tutorials for devices, apps, and games.
- ✗ Online safety checklists for back-to-school readiness.
- ✗ Advice hubs covering topics like screen time, gaming, social media, and AI chatbots.



Internet Safety – Internet Matters

My Family's Digital Toolkit:

- ✗ A personalised resource pack tailored to your child's age and online habits.
- ✗ Helps parents set boundaries and stay informed about emerging digital risks.

Conversation Starters:

- ✗ Tips to help parents talk to children about online safety in age-appropriate ways.
- ✗ Guidance on how to respond to issues like cyberbullying or inappropriate content.



Internet Safety – Internet Matters

Why It Matters

- x Children's online experiences are constantly evolving. Internet Matters helps parents:
- x Stay up to date with **new technologies** and risks.
- x Build **media literacy** and resilience in children.
- x Create a **safe and balanced digital environment** at home.



Weekly Learning Plans

- X** Weekly Learning Plans are uploaded to the website on a weekly basis – these will provide you with information about your child's learning and can be found by following this link:

<https://www.olc.solihull.sch.uk/page/?title=OLC+Curriculum+%2D+Weekly+Plans+%282026%2D2027%29&pid=41>

OLC WEEKLY LEARNING PLAN

[Picture]

Message from your teachers:
Hello, and welcome to your learning for this week!
Below you will find your learning for the coming week.
Have a great week,
God Bless!

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Day, Mrs Kendrew and Miss Cottrell	Year group:	Year 4	Date:	14.09.26
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R.E.	Knowledge Statement:		Knowledge Statement:	Knowledge Statement:	
	What if everyone in the world looked, spoke, or dressed the same, how might that change the way we treat each other?		I wonder how someone might feel if they were always left out because they were different. What could we do to help them feel valued?	What if you saw someone being treated unfairly, how could you show them that they are important to God?	
Maths 	LO: Partition 4-digit numbers pages 24-27	LO: Partition 4-digit numbers flexibly Pages 28-31	LO: 1, 10, 100, 1000 more or less Pages 32-35	LO: 1000s, 100s, 10s, and 1s Pages 36-39	LO: Number line to 10,000 Pages 44-47

Early Morning Challenges

- x Early morning challenges are implemented to support the children extend and embed their learning.
- x This is an invaluable time when the children are given an opportunity to work on times tables booklets, spellings, handwriting, mini comprehensions, follow-up activities linked to previous lessons...
- x Children also have time to prepare class prayers.



Homework



- x Children in LKS2 are given homework to practice and embed their learning.
- x Children are expected to engage in the following:
 - READING – Children are sent home reading books in line with their reading ability; they are given the opportunity to practice their word reading skills and reading comprehension.
 - SPELLINGS – Weekly spellings are available on the learning plans on the school website for the children to practice at home. During the week, children will also complete activities using these spellings in class.



Homework

- MATHS – Children are assigned a maths activity on a weekly basis; this year, children will be working on new homework books aligned to what they are learning in class. They will also be expected to participate in timetables challenges set on TTRS.
- MINI-PROJECTS – Children will be set a mini-project to work at over a half-term (6 mini-projects will be set over the school year); 3 of the projects will have a history focus to support the children in embedding their prior learning.



School Dinners and Tuck

- ❖ Once children move to LKS2, that is, once they move to Year 3, the children are not eligible for Universal Free School Meals anymore, unless you are eligible for Free School Meals (you are able to check if you are eligible by following this link: <https://www.solihull.gov.uk/Schools-and-learning/Free-school-meals>)
- ❖ School dinners are paid for through ParentPay.
- ❖ Children in LKS2 and UKS2 are also able to have Tuck in their first playtime – there is a variety of choice between toast and fruit...
- ❖ Tuck is payable on ParentPay.



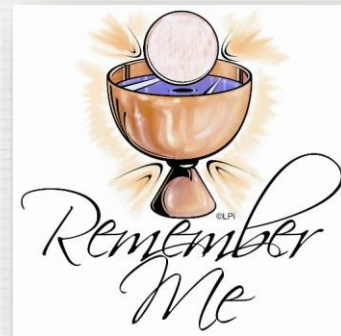
Attendance



- ❖ Children are expected to be in school daily and on time to enable them to take full advantage of the educational opportunities available – 8.55am to 3.25pm.
- ❖ Parents have a legal duty under the Education Act 1996 (section 444) to make sure that children of compulsory school age attend school on a regular and full-time basis.
- ❖ School is unable to authorise holidays in term-time unless in exceptional circumstances; permitting unauthorised absence from school is an offence.



Reconciliation and Holy Communion



- ❖ Children in Year 3 are fortunate to be part of the Holy Communion programme led by our parish, the Friary.
- ❖ Here, the children are taught by a team of dedicated Catechists on a Saturday morning on a monthly basis.
- ❖ Mr and Mrs Wood from our parish lead the Holy Communion programme – we are extremely blessed by their hard work and that of all the Catechists, and their commitment to supporting the preparation of our children.

Reconciliation and Holy Communion



- ❖ The children focus on the sacraments that they will receive this year. They also look at the mass in great detail and the importance of prayer.
- ❖ In addition, the children are prepared for the sacrament of reconciliation.
- ❖ Your support for this programme is hugely appreciated – regular attendance at mass on a Sunday helps your child to further prepare for this important sacrament.
- ❖ The catechists are just a small part of your child's sacramental journey. It is important to support the children by sharing in the sessions and following up the activities in their special books where possible.



Reconciliation and Holy Communion

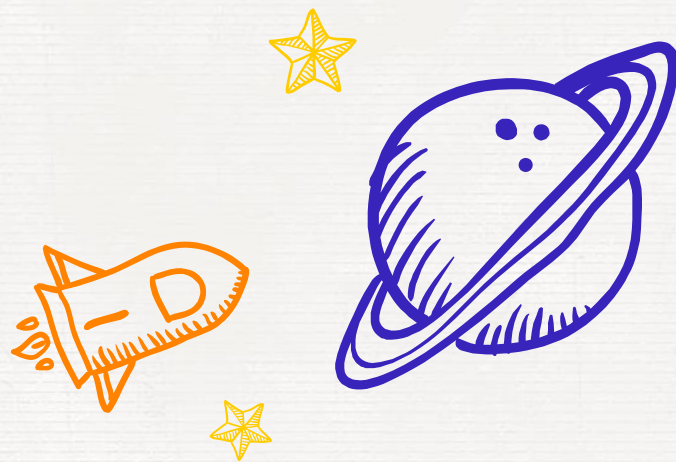


- ❖ We hope that you have found this useful and that your child will have a successful and happy year in Year 3 / Year 4. In case of any queries, please follow the points of call as follow:
- ❖ CLASS TEACHERS – Mr Brennan / Mrs Kendrew / Miss Cottrell / Mrs Day
- ❖ Phase Leader – Mr Brennan
- ❖ DEPUTY HEADTEACHER – Mrs Vella
- ❖ HEAD TEACHER – Mr Emery

And finally,

- x We appreciate that car parking around the school at the start and end of the school day is becoming increasingly difficult..
- x Please be aware of families also trying to get to school and work.
- x Please do not park directly in areas specifically designated as no-parking.
- x Please respect the local community and the speed limit in the area.
- x A word of appreciation for Jo, our crossing guard!





Thank you – any questions?

