

Welcome to our KS2 Information Evening



Hand In Hand Fulfilling Our Potential

-For your children to achieve their full potential we need to work as partners with you in your child's education.

General Information

-Please label clothes and equipment.

-Develop Independence.

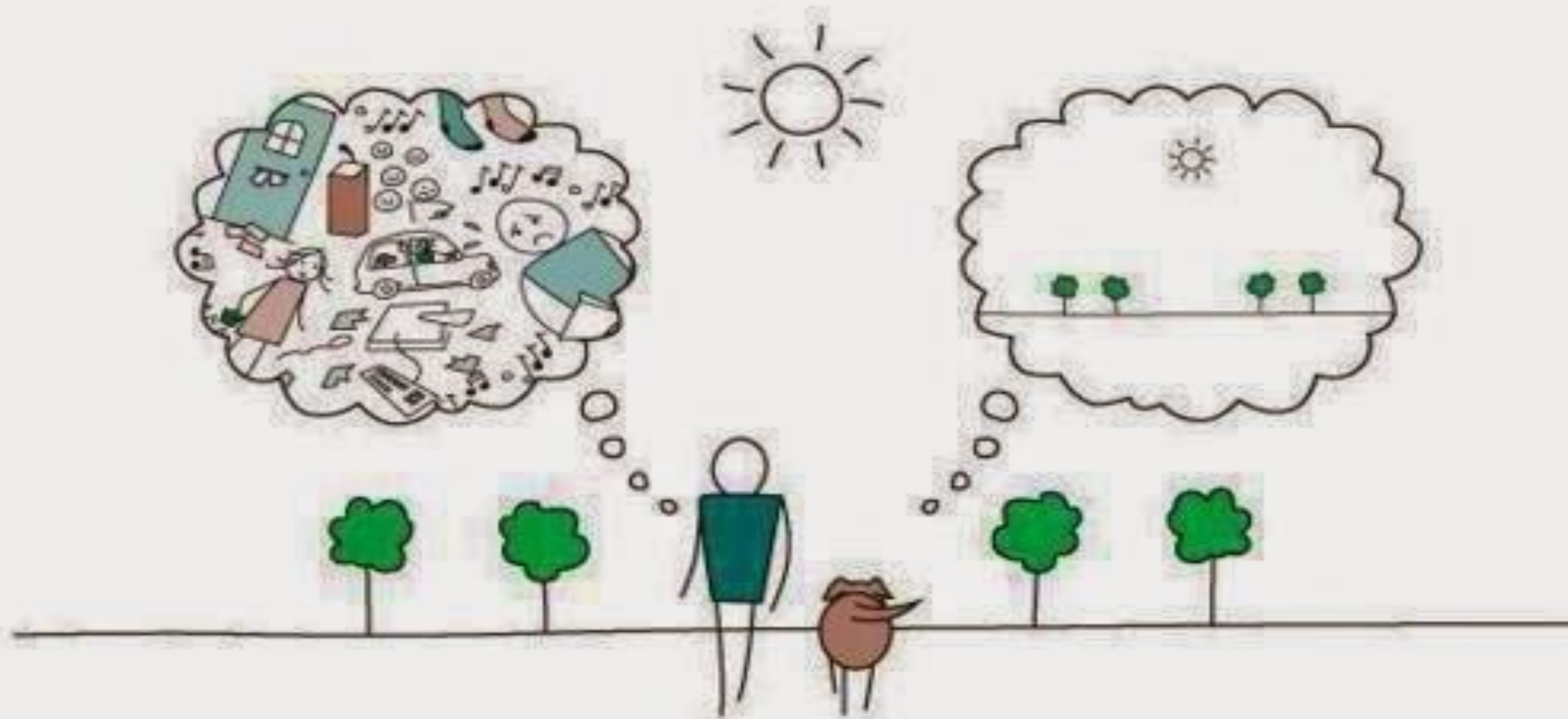
-Right attitude, behaviour, respect, positivity, mental health.

-Before, after school.

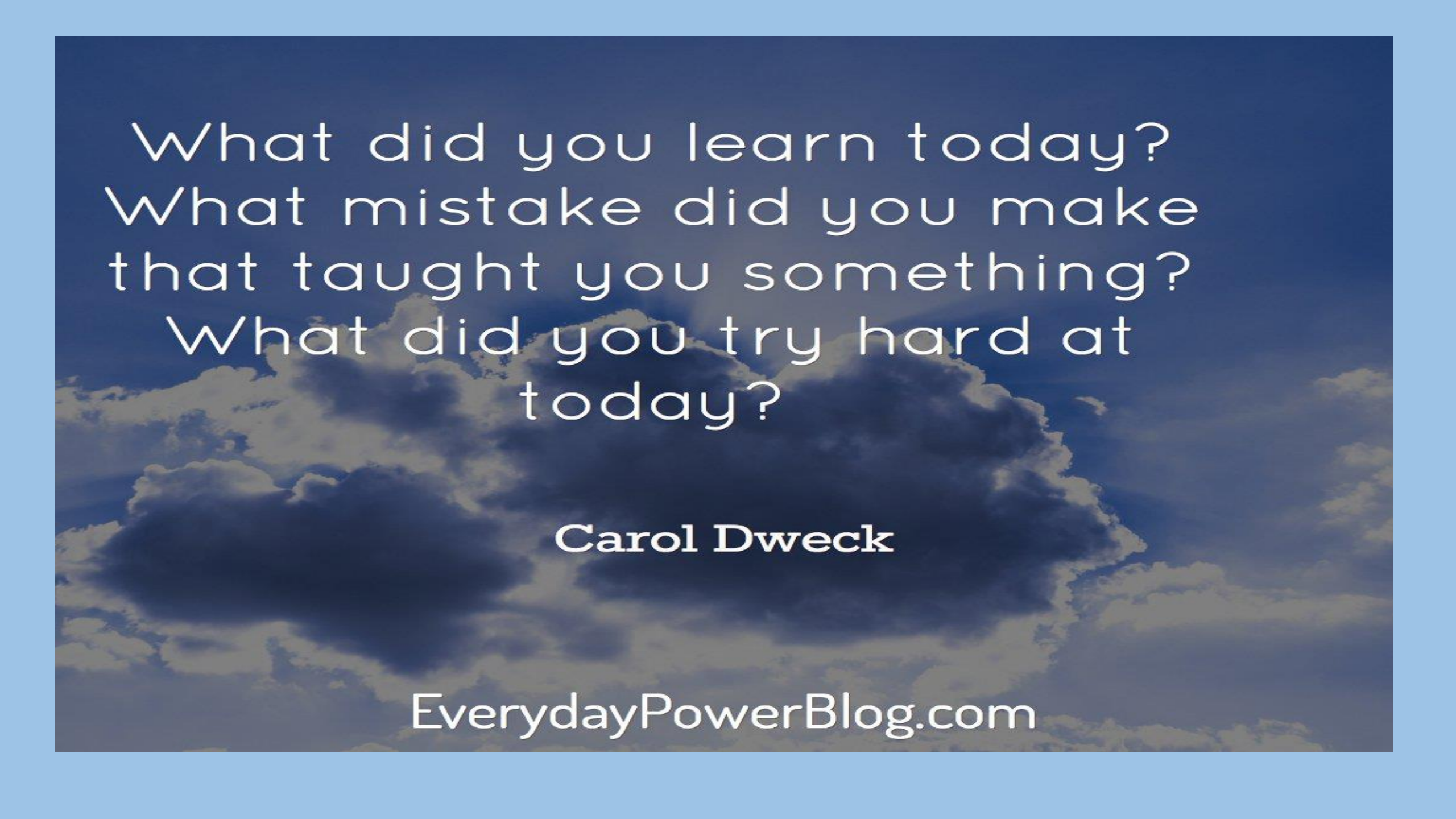
2014 Curriculum

-Children expected to do more.

-Developer a deeper understanding-basics must be strong.



Mind Full, or Mindful?



What did you learn today?
What mistake did you make
that taught you something?
What did you try hard at
today?

Carol Dweck

EverydayPowerBlog.com

...our studies show that teaching people to have a "growth mind-set," which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and in life.

Carol S. Dweck

English

The aims of English are to:

1. Develop speaking and listening skills.

To enable children to speak clearly and audibly in ways which take account of their listeners.

To encourage children to listen with concentration in order to be able to identify the main points of what they have heard.

To enable children to adapt their speech to a wide range of circumstances and demands.

To develop children's abilities to reflect on their own and others' contributions and the language used.

2. Instil an interest in reading for both purpose and enjoyment, to use the knowledge gained from reading to develop their understanding of language, its structure and presentation through a range of genre.

To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.

To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.

3. Acquire the skills necessary to communicate clearly and precisely through the written word; using the conventions of English grammar, punctuation and accurate spelling.
To foster the enjoyment of writing, and a recognition of its value.
To enable children to write with accuracy and meaning in narrative and nonfiction.
To increase the children's ability to use planning, drafting and editing to improve their work.

4. Encourage children to consider carefully the appropriate medium of presenting work.
To develop a neat cursive script

5. Provide opportunities where children can apply key skills to enhance their understanding of English concepts.

6. Use appropriate English language vocabulary to communicate ideas.

7. Develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness and open mindedness.

English- Talk, talk, talk!!!!

Reading

- Read more, read wider, ask why.
- Talk about vocabulary.
- Reading between the lines.
- Read books together that the children cannot access on their own(huge impact).

Grammar

- much larger part of the English curriculum.
- GPS (SPaG)

Spelling

- key words, Y3/4 & Y5/6 lists.
- using a thesaurus, dictionary, spelling log.

Handwriting

-cursive script.

-letterjoin.

-impact in Y6

Writing

-if they can't say it, they can't write it.

Vocabulary, grammar and spelling come together here.

‘Enjoyment of reading has a greater impact on a child’s educational achievement than their parents’ socio-economic status.’

OECD Reading for Change 2002, 2009

‘Overall, young people who enjoy reading very much are nearly five times as likely to read at the expected level for their age compared with young people who do not enjoy reading at all.’

Children’s and Young People’s Reading Today, 2012

Maths (taken from our policy)

- a) To promote a culture where children are not afraid to tackle problems and encourage all children to be involved in maths.

- b) To develop the confidence of children within the different areas of the maths curriculum.

- c) To allow and encourage the children to develop mathematical thinking, including using logical and sequential methods.

- d) To bring mathematics into the real world, using concrete objects and relate the topics taught to real life problems.

Maths

A MISTAKE is only
a MISTAKE if you
DON'T LEARN
from it.

ILYKETOQUOTE.COM

BIG
CHANGES



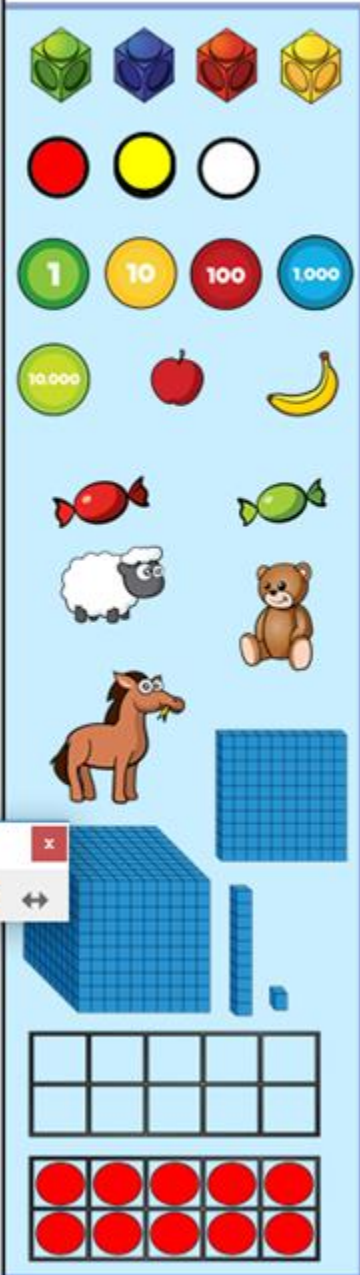
START
WITH SMALL
STEPS.

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Maths

- Maths is important!
- Homework – Little and often! This is very much the key.
- Times Tables (Tested from 2020)
- Counting!
- Mathletics/Times Table Rockstars.

Place Value Grid



Using a 4-digit place value grid and 5 counters, how many different numbers can we make?

How can we be sure we get them all?

Thousands	Hundreds	Tens	Ones
			
			
			

Fluency

1 Round these populations to the nearest 100,000

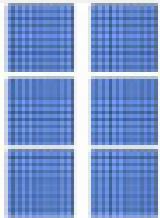
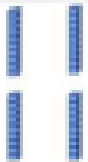

City	Population	Rounded to the nearest 100,000
Leeds	720,492	
Durham	87,599	
Sheffield	512,827	
Birmingham	992,000	

2 Round 450,985 to the nearest

- 10
- 100
- 1,000
- 10,000
- 100,000

3 At a festival, 218,712 people attend across the weekend.
Tickets come in batches of 100,000

How many batches should the organisers buy?
Explain why this goes against the rounding rule.

Hundreds	Tens	Ones
		

Steph



The place value grid shows 467


Do you agree?

Explain your reasoning.

What do you notice about the number shown?

True or false?

Sophie



If I count in thousands from zero I will always have an even answer.

1

Use sandcastles (+1) and holes (-1) to calculate.

 = +1  = -1

Here is an example.

$-2 + 5 =$  

Two sandcastles will fill two holes.
There are three sandcastles left to make positive three.

Use this method to solve:

- $3 - 6$
- $-7 + 8$
- $5 - 9$

SEND and Extra support

- We closely monitor the progress of all children and offer support, if needed, both in class and through intervention groups e.g. Lexia, Rising Stars.
- Teachers will inform parents if there are any areas of concern and strategies will be put in place to help your child.
- If it is felt that your child continues to need extra support, they may be placed onto the SEN register and a SEN Support Plan (previously an IEP) put in place. This would happen following on from discussions with our SENco (Mrs Ayres) and yourselves.
- If you have any concerns about your child's progress then please speak to their class teacher who will always be happy to help!

Homework

Homework Policy

- Weekly expectations
- Feedback from parents

Tools to help your children learn

- Reading (minimum requirement 4 times weekly).
- Book Bingo
- Spellings
- Tables (End of Y4 expectation children should know all tables).

Read, spell, tables!

Homework

Online Resources

- BBC

Tools to help your children learn

- Mathletics (30 – 40 mins per week Y3&4) (1hour Y5&6)
- Times Tables Rock Star
- Letter Join (login **crooks** and password **barn**)

Read, spell, tables!

Homework Contract

Week beg	Reading- please initial. (4HPmax)	Please initial below when completed.	Week beg	Reading- please initial. (4HPmax)	Please initial below when completed.
Mon		1 hour of Mathletics (2HP)	Mon		1 hour of Mathletics (2HP)
Tues			Tues		
Wed			Wed		
Thurs		Learn Spellings (2HP)	Thurs		Learn Spellings (2HP)
Fri			Fri		
Sat		Learn Tables (2HP)	Sat		Learn Tables (2HP)
Sun			Sun		
Week beg	Reading- please initial. (4HPmax)	Please initial below when completed.	Week beg	Reading- please initial. (4HPmax)	Please initial below when completed.
Mon		1 hour of Mathletics (2HP)	Mon		1 hour of Mathletics (2HP)
Tues			Tues		
Wed			Wed		
Thurs		Learn Spellings (2HP)	Thurs		Learn Spellings (2HP)
Fri			Fri		
Sat		Learn Tables (2HP)	Sat		Learn Tables (2HP)
Sun			Sun		
Any comments			Any comments		

Website

The school website contains lots of useful information. Let's take a minute to explore this now.

<http://www.crooksbarprimary.org.uk/>

E-Safety

“Children will always do things that their parents don’t know about but this is happening in different ways than it may have in the past.”

<http://www.crooksbarprimary.org.uk/e-safety/>

<https://www.internetmatters.org/>

- It is difficult to always know what your child is doing online- you can't watch everything.
- Have open and honest discussions about using the World Wide Web safely and responsibly.

Age Restrictions for Social Media Platforms

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret



13

LinkedIn



14

Whatsapp



16

Vine
Tinder




17

Path



18

YouTube
Foursquare
WeChat
Keek
Flickr
Kik



18
(13 with
parents'
permission)

Year 6 Assessments

- remain the same format as last year (at the moment).
- Teacher assessments- science and writing only this year- expected (EXS) or working towards(WTS)/has not met (HNM), greater depth (GDS) can be given in writing only.
- tests are much harder than old SATs- reading, maths, GPS.
- children receive a number as a result- between 80 and 120 in KS2t- 100 is classed as the expected level, this year more than 110 was classed as being at greater depth.

<https://www.youtube.com/watch?v=nF1n1g4CePI>

Year 6 Assessments

GPS

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524070/2016_ks2_EnglishGPS_paper1_questions_PDFA.pdf

Reading

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523734/2016_ks2_Englishreading_readingbooklet_26012016_PDFA.pdf booklet

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523735/2016_ks2_Englishreading_readinganswerbooklet_04012016_PDFA.pdf questions

Year 6 Assessments

Maths

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524052/2016_ks2_mathematics_paper1_arithmetic_PDFA.pdf_arithmetic

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524058/2016_ks2_mathematics_paper2_reasoning_PDFA.pdf_reasoning_1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/524062/2016_ks2_mathematics_paper3_reasoning_PDFA.pdf_reasoning_2