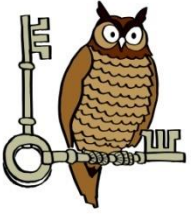


Short Heath Junior School

Welcome to Our
Curriculum Evening!

Autumn 2019



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Our aims for this evening:

- 🌀 To share our new curriculum
- 🌀 To suggest ways that you could support your child
- 🌀 To familiarise you with the routines and timetables

It's also a chance to have a chat, ask questions and share information and ideas!



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English

Curriculum Information





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How English is taught in each area of the school

Key Stage 2

- Daily English lessons including specific grammar sessions
- Reading comprehension
- Spelling and handwriting sessions
- Reading, writing and communication across the curriculum and for a real purpose
- Tests to verify teacher assessments
- End of Key stage SATs tests for Reading and EGPS (English Grammar, Punctuation and Spelling)
- Writing is assessed by class teachers and moderated separately



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How each aspect of English is taught

Reading

- Shared Reading (whole class reading)
- Individual reading (additional support in school for those who need it)
- Reading for pleasure (individual reading of books of own choice)
- Comprehension
- Reading across the curriculum/for a real purpose



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Reading

In reading, all children are provided with a home reading book appropriate to their ability. They are expected to read every night and bring their reading book and reading record into school every day, so that any 1:1 reading in school can be recorded into the reading record. This is a key link between children, parents and school.

We will change reading books on a regular basis if the home reading diary has been completed.



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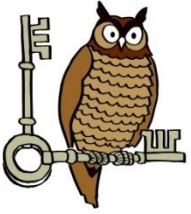
Reading

- Why Should Pupils Read Twenty Minutes Every Night? **LET'S FIGURE IT OUT---MATHEMATICALLY**
- Pupil A reads 20 minutes five nights every week; Pupil B reads only 4 minutes a night...or not at all
- Step 1: Multiply minutes a night X 5 times each week. Pupil A reads 20 minutes X 5 times each week = 100 mins/week Pupil B reads 4 minutes X 5 times a week = 20 minutes
- Step 2: Multiply a week X 4 weeks each month. Pupil A reads 400 minutes a month. Pupil B reads 80 minutes a month.



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- Step 3: Multiply minutes a month X 9 months/school year. Pupil A reads 3,600 minutes a school year. Pupil B reads 720 minutes a school year. Pupil A practices reading the equivalent of **ten** whole school days a year. Pupil B gets the equivalent of only **two** school days of reading practice.
- By the end of Year 6, if Pupil A and Pupil B maintain these same reading habits, Pupil A will have read the equivalent of **60** whole school days. Pupil B will have read the equivalent of only **12** school days.
- **One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance! Please remember to read EVERY NIGHT with your child.**

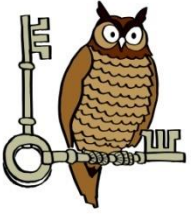


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Maths

Curriculum Information





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Mathematics

- @ Separate lesson every day
- @ Links to theme where possible
- @ New curriculum – expectations have changed
- @ Lots of concrete resources

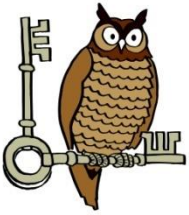




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Key areas of the curriculum

- Number
- Calculation
- Measures
- Shape/Geometry/Position
- Data/Statistics



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What went in 2014:

- Calculators
- Informal written methods
- Probability

What is there less of?

- Less emphasis on estimation
- Less work on place value
- Less work on data handling now called Statistics



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What is there more of?

- More challenging objectives, especially in number.
- Formal written methods introduced earlier.
- More work on fractions.

What's NEW?

- Roman numerals up to 1000
- Times tables up to 12 x 12
- Equivalence between metric and imperial measures
- Long division and algebra in Year 6



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What's NEW?

Singapore Maths style teaching

- Using the bar model

Concrete, Pictorial and Abstract

- Models and images



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Models, images and practical apparatus

All of these play an important part in supporting pupils' conceptual understanding and reasoning skills.

Flexibility with different representations is an important element of fluency.

For example, using place value counters.



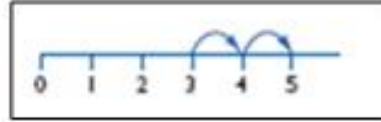


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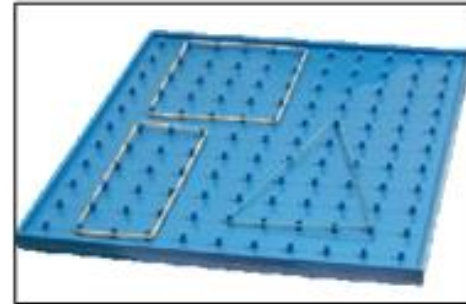
Numicon



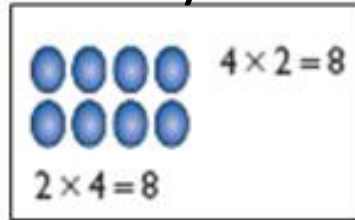
number line



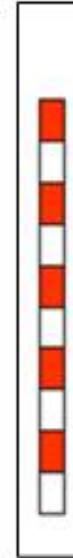
geoboard



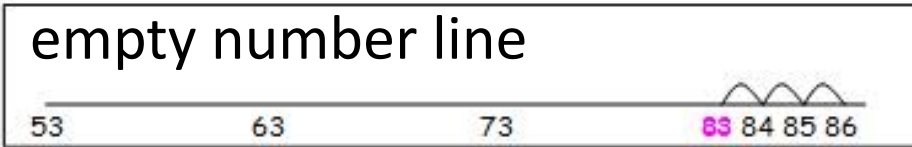
array



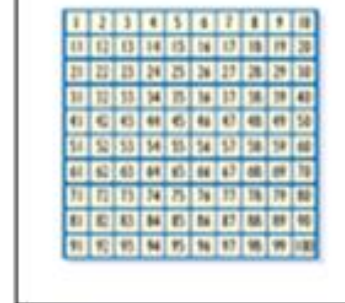
counting stick or metre rule



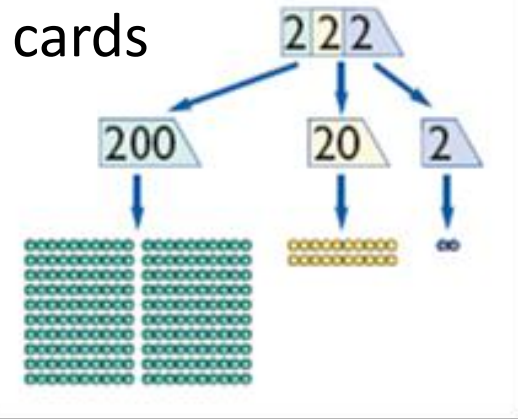
empty number line



hundred square

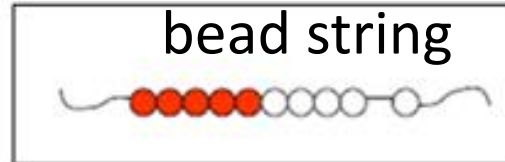


place value



Dienes blocks
base ten blocks

bead string



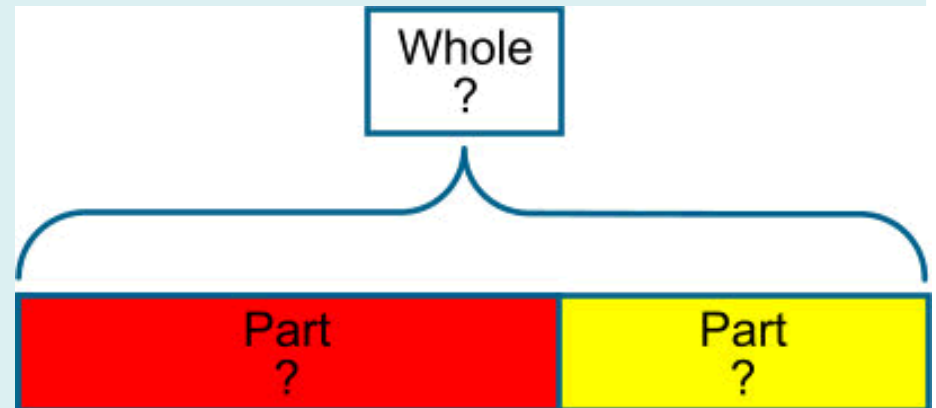
Resources
to help
build
concepts



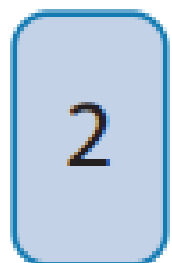
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The bar model

- The bar model is not a method for solving problems, but is a way of revealing the mathematical structure within a problem.
- It supports the transformation of real-life problems into a mathematical form and can bridge the gap between concrete mathematical experiences and abstract representations.
- It can be used to represent problems involving the four operations, ratio and proportion.
- This diagram shows the image for addition and subtraction.

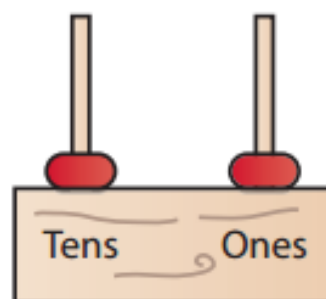
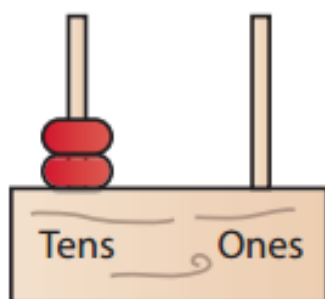
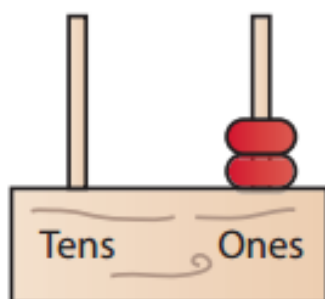


Write all the 2-digit numbers greater than 40 using these digits.



How do you know you have them all? Prove it.

If you put 2 beads onto a tens/ones abacus you can make the numbers 2, 20 and 11.



Do the same with 3 beads. How many different numbers can you make?

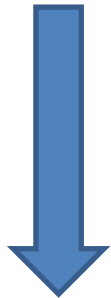
How many different numbers can you make using 4 beads?



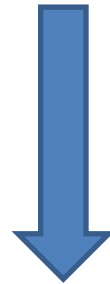
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'Curriculum Drivers'

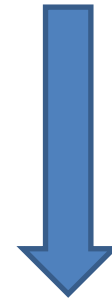
Communication To listen and communicate To show confidence To feel valued To appreciate and value each other	Collaboration To learn from each other To support each other To challenge ourselves To challenge each other	Global Citizenship To develop independence To push new boundaries To take safe risks To show resilience	Respect To understand ourselves To make the right decision To have a sense of belonging in my community To have high expectations of ourselves	Responsibility To act with integrity and honesty To care for our environment To develop a healthy lifestyle To commit to life-long learning
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Learning Journey



Year Group theme



Child-focused



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Year 3

Rainforest



Year 5

Stars and Stripes



Year 4

Let Battle

Commence!



Year 6

STRANDED!





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Family Learning Project

Projects are set at the beginning of each term and relate to the 'Learning Journey' that the children are currently experiencing. Families are given the title of the Learning Journey and some ideas and suggestions, but are very much encouraged to be creative and imaginative. The projects may combine many different skills and cover different curriculum areas such as art, writing, research and design. Projects will be set at the start of a term and handed in during the second half term ready for a class sharing event.



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S

SAFE

Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.



M

MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.



A

ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



R

RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.



T

TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

**THINK
U
KNOW**
CO.UK

You can report online abuse to the police at www.thinkuknow.co.uk





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Our Advice to you

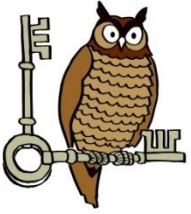
- Know what your children are doing online
- Ask them to teach you to use any applications
- Keep the computer in a family room - this means you can keep more control of what they do (i.e. Webcams)
- Learn how to check web history and engage with technology



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Our Advice to you

- Help your children to understand that they should never give out personal details to online friends - personal information includes:
 - their messenger id
 - email address
 - mobile number and any pictures of themselves,
- If your child receives spam / junk email & texts, remind them never to believe them, reply to them or use them.
- Help them to understand the risks of what could happen if they send a picture of themselves to someone



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How can you get involved?

@ Homework

@ Reading books

@ Parent workshops

@ KIT Parent consultations

@ Parent Council



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Where can I find out more information?

- Speak to a member of staff
- Website: Over the coming months lots of information relating to the new curriculum will be posted on there.
- <http://www.short-heath.walsall.sch.uk>
- Department of Education website
- www.gov.uk/browse/education/school-life



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**Thank you for taking the time to
attend today.**

We hope you found the information
useful. Please complete the
feedback form as we would really
welcome your comments so it can
inform future sessions.



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Please have a wander
around our fabulous
CLASSROOMS...