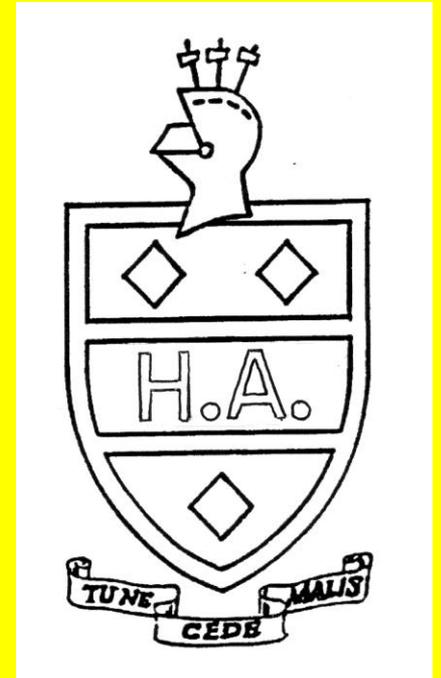


Parental Information Evening

Highnam Academy
Key Stage Two



Welcome

Outline:

1. English Curriculum - Miss Coldrick
2. Maths Curriculum - Mr Tibbles
3. Reading at Highnam
Science Curriculum - Miss Thomas
4. Other Subjects - Miss Read
5. Testing Arrangements - Mrs Ruxton
6. Working Together - Mr Dean

Changes to the English Curriculum

- Reading for pleasure

'Schools should set ambitious expectations for reading at home'

National Curriculum 2014

- Spoken Language - Recitation and debate
- More focus on the teaching of:
 - Spelling
 - Vocabulary
 - Grammar
 - Punctuation

Changes to the English Curriculum

The writing process:

- Planning
- Drafting and Writing
- Evaluating and Editing
- Proof-Reading
- Reading Aloud and Sharing

What you can do to support your child at home

Reading

- Decoding
- Retrieval and recall
- Inference
- Structure and organisation
- Language
- Purpose and viewpoint
- Making links

What you can do to support your child at home

- Support with homework
- Visits to the library
- Word games (hangman, countdown, messages on the fridge)
- Writing for a purpose - invites, letters, emails, lists)
- Websites:

www.ictgames.com

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

www.atschool.co.uk/

<http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm>

Maths Curriculum

- Ted the talking sheepdog gets all the sheep in the pen for his farmer. He comes back and says 'All 40 accounted for.'
- Farmer says, 'But I've only got 36!'
- Ted the sheepdog replies, 'I know, but I rounded them up.'

In maths, children learn...

- Number (+ - x ÷)
- Geometry (shapes)
- Measure (weight, distance, time)
- Statistics (data, charts, graphs)
- Algebra (year 6)

- Solving maths problems

Changes to the National Curriculum – Year 3

In number...

- Count from 0 in multiples of 4, 8, 50 and 100
- Compare and order numbers to 1000
- Times tables – 2,3,4,5,8 and 10
- Recognise and use a wide range of fractions

In measure....

- Analogue clock – tell the time
- Roman numerals

Changes to the National Curriculum – Year 4

In number...

- Count in multiples of 6,7,9,25 and 1000
- Count backwards from 0 (negative numbers)
- Times tables – up to 12 x 12
- Increasingly complex fractions

In measure....

- Convert time- analogue clock / digital clock
- Roman numerals to 100 (I to C)

Changes to the National Curriculum – Year 5

In number...

- Read and compare numbers to 1,000,000
- Round numbers to nearest 10, 100, 1000, 10000 and 1,000,000
- Count forwards or backwards in steps of 10, up to 1 million
- Add and subtract numbers with more than four digits
- Use cube, square and prime numbers

In measure....

- Roman numerals to 1000 (I to M)

Changes to the National Curriculum – Year 6

In number...

- Calculate decimal fraction equivalents
- Add subtract multiply and divide fractions
- Use written division methods where answer has 2 decimal places
- Solve problems using % for comparison, using scale factors and using ratio and proportion

In measure....

- Convert imperial to metric units
- Areas of parallelograms and triangles
- Use formulae to found area/volume of shapes

In Algebra.....

- Express mathematical problems algebraically

In statistics

- Calculate and interpret the mean as an average

Changes for everyone...

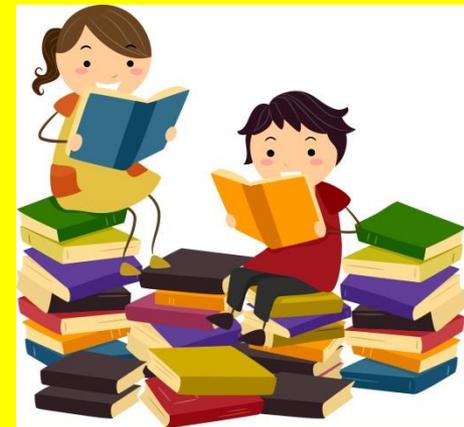
- Lots of new content, mainly from secondary school curriculum
- Calculators not used for tests
- Levels will not be used in future, but we will report on children's progress
- Greater emphasis on calculations, problem solving, multi step problems, money and time
- Practise is the key – keeping mental maths 'on the boil'

What can you, as parents/carers, do to help in maths...

- [MOST IMPORTANTLY](#) - Learn number facts and times tables
- Read analogue and digital clock times
- Whilst shopping, look, discuss prices, change and weights of food
- In the car, talk about distances and lengths in metres/miles
- Read bus/train timetables
- Play games with dice, money, cards, darts etc
- Have a shape of the week or number fact of the week
- Use Mymaths and Sumdog accessible through website

A love of Reading at Highnam

- New colour book bands
- Two parts to assessing children's reading
- Questioning and help at home:
 - Read for meaning
 - Understand, describe and retrieve
 - Deduce, infer and interpret
 - Structure and organisation of text
 - Writer's use of language
 - Writer's purpose and viewpoint
 - Social, cultural and historical contexts



Identify and comment on the structure and organisation of texts...



- Why is the text arranged in this way?
- How does the beginning passage make the reader want to read on?
- How does the form of the poem suit the ideas it expresses?
- Why has the writer used a repetitive structure?
- Is the use of direct speech here effective? Why/ Why not?
- Non-Fiction: what is the purpose of writing in boxes/ bold type/ italic etc?
- N-F: How have the different parts of the text been made clear?
- Why is there a heading/subheading or why is there a contents/index/glossary?
- What kind of text is this, how do you know?

Explain and comment on the writer's use of language

- Find an example of a technical word...read the sentence, what do you think it means based on how it's used in the sentence?
- Are there examples of persuasive language?
- What effect has the author created? How?
- What does...mean?
- Which bullet points are fact and which are opinion, how do you know?
- What does ...tell you about how the speaker is feeling?

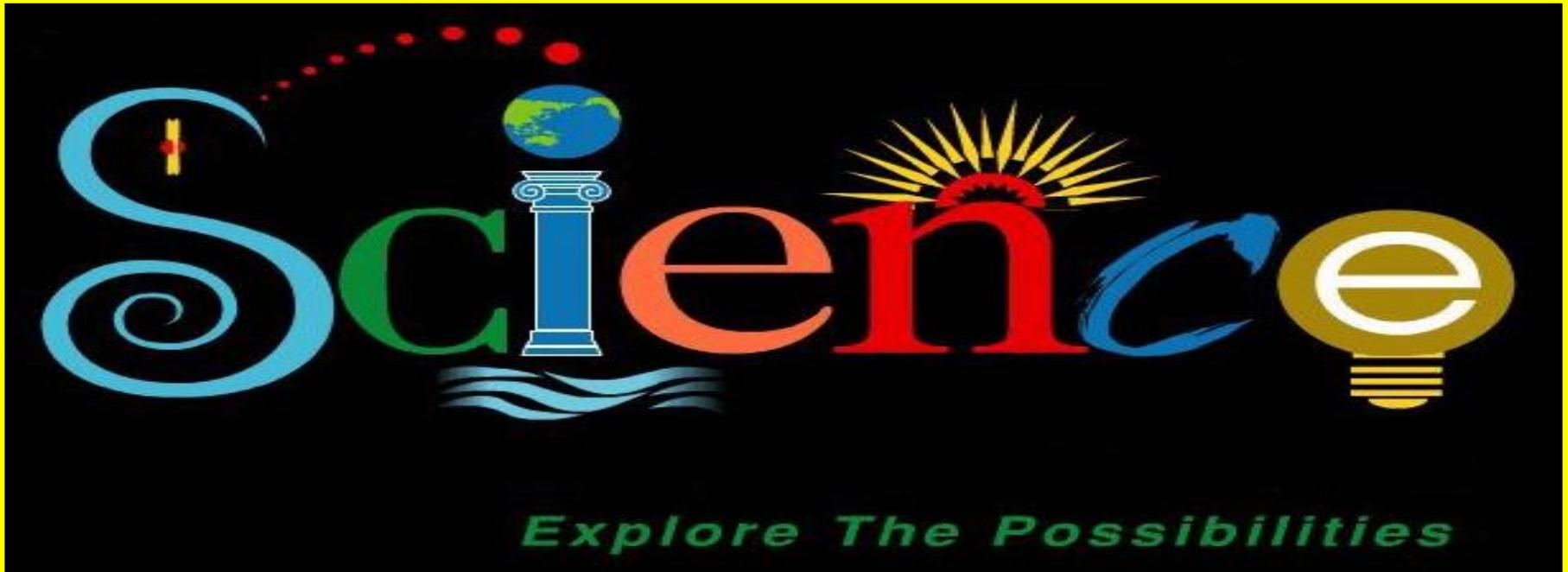
Identify and comment on the writers' purposes and viewpoints and overall effect of the text on the reader:

- Which was the most exciting part of the story? Explain why.
- What did you learn about...from...?
- Why is the story called?
- Why did s/he explain...in this way?
- How effective is (e.g. the comparison of animals with human beings) in getting across the writer's viewpoint?
- Why does the author begin with...? How does this make you want to read on?
- Non-Fiction: What makes this text successful?
- N-F: How could information be presented better?
- What do you think the author thinks of this topic?
- Can you think of another text similar to this one? What are the similarities and differences?



Relate texts to their social, cultural and historical contexts and literary traditions

- How would you describe this story? (e.g. a traditional tale...)
- Have you read any other poems/stories by...?
- Have you noticed any things in common, such as themes or language?
- Where do you think the poem/ story is set? What makes you think that? What difference does it make to how we read the story/poem?
- What happened during...? Does that help you understand the writer's (second) paragraph? How?

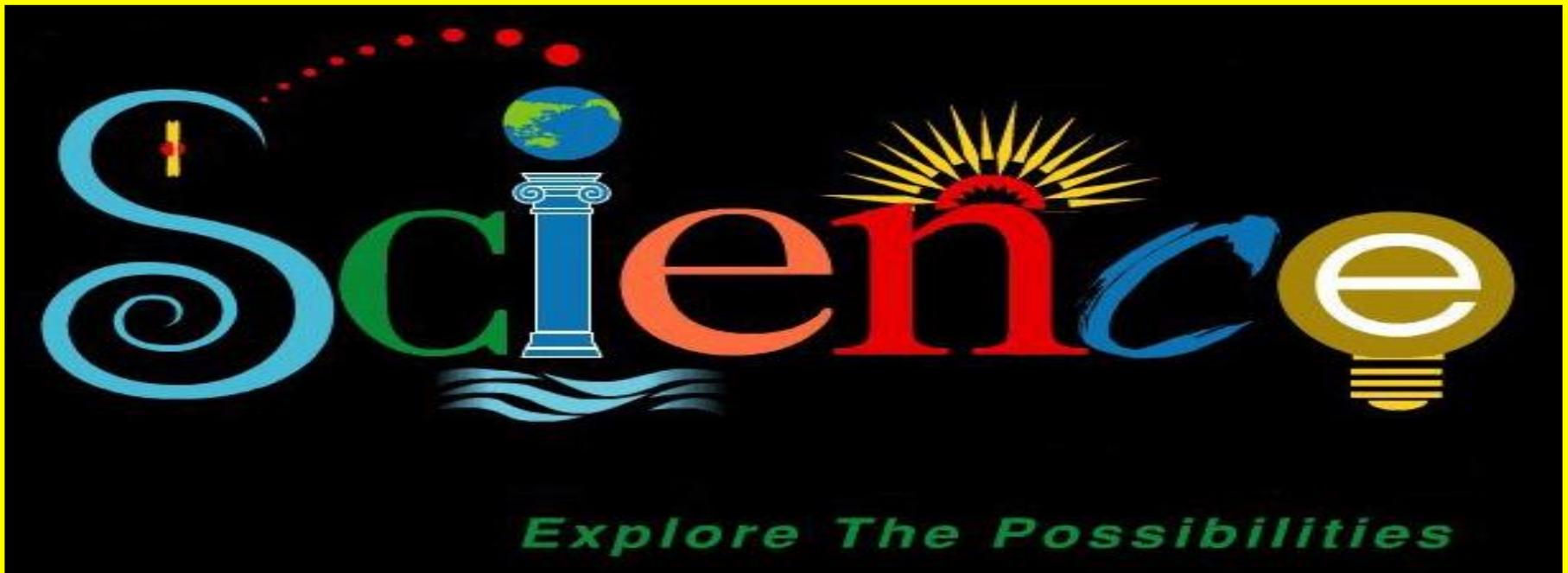


- What changes are happening to our curriculum?
- SATs - 2016
- What do we do and how?

Science topics

Biology Chemistry Physics

YEAR GROUP		AUTUMN	SPRING	SUMMER
Y5 / 6	A	Stunning South America	Groovy Greeks Circle of Life	Mysterious Mayans Going Live
	B	Rampaging Raiders	Down Under Material Investigation	Mission Control The Apprentice
Y3 / 4	A	Beyond the Pond Blast to the past	Horrible Humans Passport to Europe	Remarkable Romans
	B	Rule Britannia	Lights, Camera, Action! Creative Construction	Fascinating Pharaohs & Mystical mummies



- What can parents do to help?
- Encourage your child to ask questions about the world around them.
- Create awe and wonder... how do you think was...made?
- Look at amazing inventors...
- Visit science museums and other free exhibits
- Online resources/ Books...

New topics!

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Testing Arrangements

End of Key Stage 2 SATs

- This is the last year of testing based on the old curriculum.
- Current Year 5 will be tested on the new curriculum.
- For children working at Levels 3-5.
- Level 4 is the national expectation at the end of KS2.

Maths

- Paper 1
- Paper 2
- Mental Arithmetic
(no calculators allowed in any tests)

English

- Reading Comprehension
- Spelling, Punctuation and Grammar (SPAG)

Writing and Speaking and Listening are teacher assessed.

Level 6

Some children deemed to be working towards the top of Level 5, may also be entered for Level 6 Tests in English and/or Maths.