

# **Welcome to Lower KS2**

Willow Class – Mrs Wall & Mrs Udoh

Oak Class – Mrs Stock & Miss Pearson

Silver Birch Class – Mr Brown & Mrs Gandy

# The school day

- 7:30 – Morning Larks Breakfast Club opens (Children must be booked in advance)
- 8:30 – School opens – children to arrive at school and complete morning jobs
- 8:55 – Registers are taken. Any children arriving after this point are marked as late
- 11:00 - Break Time
- 12:15 - Lunch Time
- 3:15 - Home time
- 3:30 – Evening Owls – any child not collected by 3:25 will be taken to Evening Owls and will be charged. Children attending Evening Owls must be booked in advance.

# Uniform

- jumper with school logo
- optional blazer with school logo
- white shirt and tie
- black or grey trousers
- school kilt
- all children must wear sensible black shoes which cover the whole foot
- book bag/small rucksack

Year 4-6



**Please make sure everything is labelled!**

# P.E.

- PE is on a Thursday and children should come to school wearing their PE kit.
- PE uniform includes:
  - green or white t-shirt
  - black shorts
  - black, dark blue or grey long trousers
  - trainers or plimsolls



PE T-Shirt

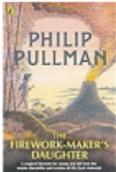


Shadow Stripe Shorts

# Food and Drink

- All children are provided with a water bottle.
- Children can bring in a healthy snack for break time which needs to be kept in their book bag/small rucksack until break time.
- School dinners must be ordered in advance on the MCAS app. School dinners cost £2.35
- Children may bring a packed lunch if they wish to.

# Our Learning

<p><b><u>English</u></b></p> <p>In English we will be writing in a variety of styles including:</p> <ul style="list-style-type: none"> <li>• Prediction</li> <li>• Persuasion</li> <li>• Explanation</li> <li>• Description</li> <li>• Narrative</li> </ul>  <p><b>Parent Top Tip!</b> Reading with your child on a daily basis will improve their vocabulary and comprehension and foster a love of books.</p>		<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Addition and Subtraction</li> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Shape</li> </ul> <p><b>Parent Top Tip!</b> Using TTRS and IXL on a regular basis will support their number knowledge.</p>		<p><b><u>Religious Education</u></b></p>  <ul style="list-style-type: none"> <li>• Family</li> <li>• Belonging</li> <li>• Islam</li> <li>• Loving</li> </ul> <p><b>Parent Top Tip!</b> Discuss with your child important religious times within your family</p>	
<p><b><u>Geography</u></b></p> <p>How are people and places affected by natural disasters?</p>  <p><b>Parent Top Tip!</b> Find out where the countries that experience volcanoes and earthquakes are in the world.</p>	<p><b><u>History</u></b></p> <p>How did life change from the Stone Age to the Bronze age?</p>  <p><b>Parent Top Tip!</b> Spend time with your child at the local library looking at books about our subjects.</p>	<p><b><u>St Joseph's and St Gregory's</u></b> <b><u>LKS2 Autumn Term Curriculum Map</u></b></p>  <p><b><u>Focus values for this term:</u></b> <i>Respect Thankfulness Hope Patience</i></p>		<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• <b>Chemistry</b> – Rocks and fossils</li> <li>• <b>Physics</b> – Light and how we see</li> </ul>   <p><b>Parent Top Tip!</b> Encourage your child to notice the different rocks when you are out and about.</p>	
<p><b><u>Music</u></b></p> <p>This term LKS2 will learn to play the Djembe drums.</p>  <p><b>Parent Top Tip!</b> With your child identify different rhythms in music in your everyday life.</p>	<p><b><u>Computing</u></b></p> <p>This term we will be looking at computing systems and networks and how to create media using sound.</p> <p><b>Parent Top Tip!</b> Encourage your children to listen to audio books.</p>	<p><b><u>PSHE</u></b></p> <p><b>Created and loved by God</b></p> <ul style="list-style-type: none"> <li>• Looking after our bodies</li> <li>• Identifying our feelings</li> <li>• How we are supported by God to do these things.</li> </ul> <p><b>Parent Top Tip!</b> Discuss the importance of exercise with your children. Encourage them to find different ways to exercise outside.</p>	<p><b><u>PE</u></b></p> <p>In PE this term we will be focusing on dance, swimming, tennis and football.</p> <p><b>Parent Top Tip!</b> Encourage your child to explore different styles of dance</p>	<p><b><u>DT / Art</u></b></p> <p>In <b>DT</b> we will be designing and making soft toys. In <b>Art</b> we will create a cave painting inspired piece of work, using charcoals.</p>   <p><b>Parent Top Tip!</b> Encourage your child to explore different drawing techniques.</p>	

# Reading

- We offer children the opportunity to read every day in school.
- In Lower Key Stage 2 the expectation is that children read each day at home for at least 20 minutes. They should read with someone who can support their understanding of what they read.
- Children will bring home library books to support in this.

# Writing

- Writing is across all aspects of the curriculum.
- Children are explicitly taught writing skills in English and they learn to apply these in all other subjects.
- Children have multiple writing opportunities to engage with every day.
- In order to support this at home, your child must access IXL and complete the tasks set.

# Maths

- Maths takes place in school every day.
- Children are exposed to a variety of learning experiences to be able to apply all the skills they learn.
- To support your child at home, please encourage them to use TTRS daily and access any tasks set on IXL.
- Please refer to the key constructs document we are sharing to support your understanding of how maths is taught in our school.

**Upper KS2 Key Representations**  
Find out more...  
Watch the Unit tutorial before planning each unit and read the Unit Narrative. Read the planning guides for suggestions of representations. Make use of PD videos on unit pages and Progression in Calculations page.

**Representations of number**  
Pupils are familiar with a range of concrete and pictorial representations of number with and without a place value chart. These are used to represent a number or calculation and should not be used as a counting tool. Pupils have also experienced representing decimal numbers using manipulatives including repositing Dienes equipment, understanding the base 10 relationship.

**Number lines**  
Number lines can be used to represent and compare, demonstrating the continuous nature of the number system. When calculating, number lines may act as a proxy of the steps of a number calculation and may begin simply if not have numbered divisions. They are also used as a representation for rounding.

**Number fact knowledge**  
Pupils have an increasing range of number facts. Pupils should know all multiplication tables and related division facts. Pupils make increasing use of number facts when considering larger integers.

**Part-whole language and representations**  
A part-whole model is used to represent the relationship between numbers in all four operations. The model is made of a whole and two or more parts.

**Using multiple equal parts represents multiplication, division and fractions of quantities.**  
There are three equal parts with a value of four. The whole is 12. Three multiplied by four is equal to 12. 12 divided into three equal parts is equal to four.

**Close links are made between this and bar model representations.**

**Equations**  
The phrase 'is equal to' is used consistently to refer to the = symbol. Equations should be presented with keywords and missing numbers in different positions.

**Deriving facts**  
Using known number bonds pupils derive more complex facts including deriving decimal bonds and facts.

**Using strategies**  
Pupils are familiar with columnar addition and subtraction, short multiplication and short division written strategies and have developed conceptual understanding through concrete and pictorial representations. These strategies can be applied to larger integers and decimals. See PD videos for further exemplification. Pupils should make use of a range of strategies, considering efficiency.

**Mental strategies**  
Pupils have experienced a range of mental strategies for all four operations, including:  
Applying number bonds to 10 and 100 to calculate how many more/less to the next multiple of ten, extending to 100 and 1000, using the 'make 10' strategy.  
Identifying numbers close to a multiple of ten or 100 (e.g. 28, 29) and using a round and adjust strategy, including for multiplication. 'If I know 20 x 4 is 80, then 19 x 4 is 76'.  
Identifying near doubles for addition, 43 and 45 can be seen as 'double 43 plus two'.  
Subtracting numbers close together in value, through counting on to find the difference.  
Once secure, these can be applied to larger integers and decimal values.

**Bar models**  
Pictorial bar models and concrete. Concrete or bar models are used to represent part-whole relationships and knowns and unknowns within problems in all four operations. See PD videos for further exemplification.

**Representing fractions**  
Pupils will have represented unit, non-unit and improper fractions in a variety of ways including area, part of a set and on a number line. Through representations they understand equivalence. They have identified non-unit fractions of quantities.

**Representing multiplicative relationships**  
Pupils have used an increasing range of models to represent multiplicative relationships and use these to describe inverse relationships and commensurability.

**Part-whole models and concrete**  
Concrete or bar models are used to represent part-whole relationships and knowns and unknowns within problems in all four operations. See PD videos for further exemplification.

**The value of each part is seven and there are six equal parts. The whole is unknown. Six groups of seven is equal to 42. The whole is 42.**

# Worship

Every day the children are invited to join in with three prayers – at the beginning of the day, before lunch and at the end of the day.

Every day, the children take part in Collective Worship.

Children also have two and a half hours of R.E. learning a week.



# Homework

- At St Joseph's and St Gregory's we define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. We believe that learning is at its best when in collaboration with home and therefore have a strong commitment to parental involvement and see homework as one way of developing the partnership between home and school.
- St Joseph's and St Gregory's is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that home lives can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.
- Therefore, we do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. We do foresee that as children move through the school the expectations of homework will change and children in older year groups will have an increased number of tasks and will need to spend longer completing the activities given to them.
- We hope the children are motivated by positive incentives and by the tasks themselves. Children are not punished if they fail to complete the work. However, discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents to identify whether there are any barriers preventing the completion of homework.
- At St Joseph's and St Gregory's we have invested in a range of online learning facilities to help to support your child's education.

# Homework

## Example

Each week we ask that the children complete the following for their homework:

1. 30 questions on IXL – a mix of Maths and English
2. 20 minutes on TTRS
3. Spelling practice
4. Daily reading

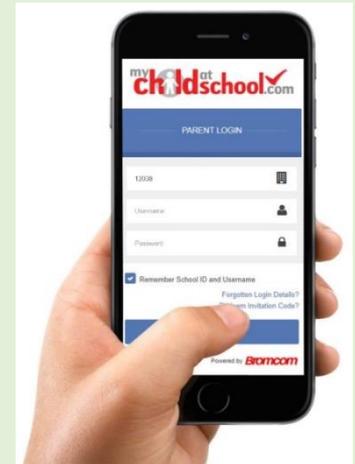


# MCAS

My Child at School is a web based portal that all the OLICAT trust schools are using to give parents access to information on their child through a webpage or App. It allows us to keep you up to date about important things in your child's school life.

When you log in you'll be able to see:

- Your child's attendance information
- Check term dates
- Order and pay for lunches
- Book parents' evenings
- Book and make payment for Morning Larks and Evening Owls
- Give permission for school trips
- Book sports clubs and extra-curricular clubs as well as a range of other useful information.



# Parents Evening

Please book parents evening appts on MCAS when they become available

12<sup>th</sup> November - 5:00 – 8:00

14<sup>th</sup> November - 3:30 – 6:00