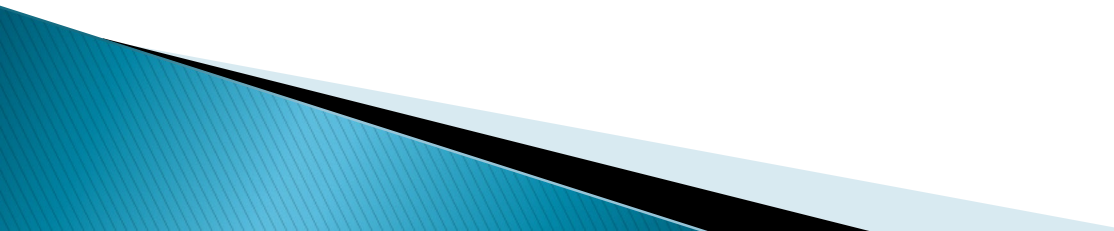


# Key Stage 2 Curriculum Information Evening

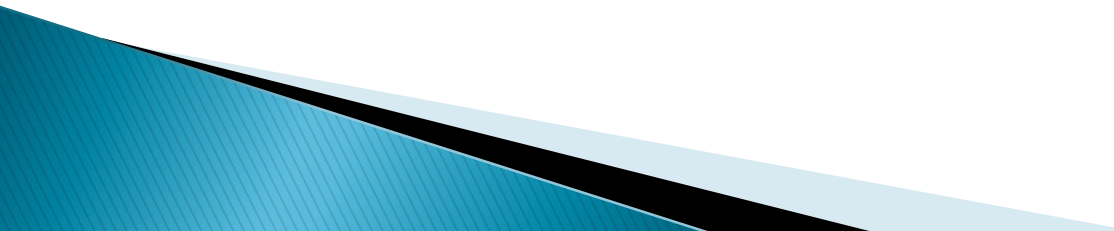
Please make sure you have picked up an information pack  
from the back of the hall.

# Introductions

- ▶ Mrs Frankish (Deputy Headteacher)
  - ▶ Mr Watters (Assistant Headteacher)
  - ▶ Mrs Roff (Associate Assistant Headteacher)
  - ▶ Mrs Cave (Pastoral Leader: Key Stage 2)
- 

# Aims of the evening

To update you on:

- ▶ the curriculum content
  - ▶ teaching and learning in Years 5 and 6
  - ▶ curriculum terminology and teaching methods used
  - ▶ our expectations of homework
  - ▶ use of home-school planners
  - ▶ weekly expectations.
- 

**English**

# Reading

- ▶ Free choice reading material for all
- ▶ Library access once per week
- ▶ Novel based teaching linked to other curriculum areas
- ▶ Focusing on four skills: retrieval, inference, deduction and authorial intent
- ▶ This culminates in one 60 minute reading comprehension paper in May of Year 6 (50 marks)

*The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.  
-- Dr. Seuss*

# Retrieval, inference, deduction and authorial intent

We like to ask the children to identify the question type based on the four categories.

**Retrieval** – the answer is literally there on the page. Find it!



**Inference** – infer meaning by reading between the lines



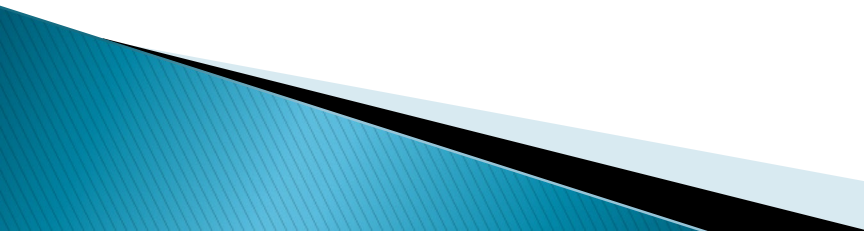
**Deduction** – deduce understanding based on evidence from the text.



**Authorial Intent** – why did the author chose certain words/phrases. How is a text written to add to the meaning?



# Reading

- ▶ Have a go at identifying the question TYPES on the marathon comprehension you've got on your tables
  - ▶ Spend a few minutes discussing:
    - which is the easiest question type to answer?
    - what do you notice about the variety of question types? Are they equally divided between the four categories?
    - Is there a fifth type of question which has crept in to this comprehension which I haven't mentioned?
- 

# How to support at home:

- When your child chooses a book, look at the cover together. Ask your child what they can infer from the front cover – what can you tell about the genre of book and what the characters/plot might be.
- Encourage your child to relate to the characters. E.g. How do you think the character is feeling at this point? Why might they be feeling this way? How would you feel if you were in their situation?
- Reading Records are checked weekly!



# SPaG

- ▶ Spellings are issued weekly in every year group. Understanding of spelling rules (and exceptions) is gathered from reading widely.
- ▶ Recognising punctuation marks and using the correct terminology is vital.
- ▶ Once the pupils can recognise and use punctuation, they learn to apply it in their own written work independently.
- ▶ Word classes are also hugely important: do you know your nouns from your pronouns?! How many types of noun can you name?

With a partner... name it,  
explain it:

•

,

?

“ ”

!

■

( )

:

;

# With a partner... name it, explain it:

•

full stop

,

comma  
apostrophe

?

question  
mark

“ ”

inverted  
commas

!

exclamation  
mark

—

dash  
hyphen

⋮

colon

( )

brackets

;

semi-colon

Which **punctuation mark** should be used in the place indicated by the arrow?

“Why did you do that?” he asked Harry was surprised by his classmate’s actions.



Tick **one**.

exclamation mark

full stop

question mark

comma

**Stuck with SPAG? Refer to pages 166–172 in the pupil planner for support!**

Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well behaved and helpful group of

year six children.

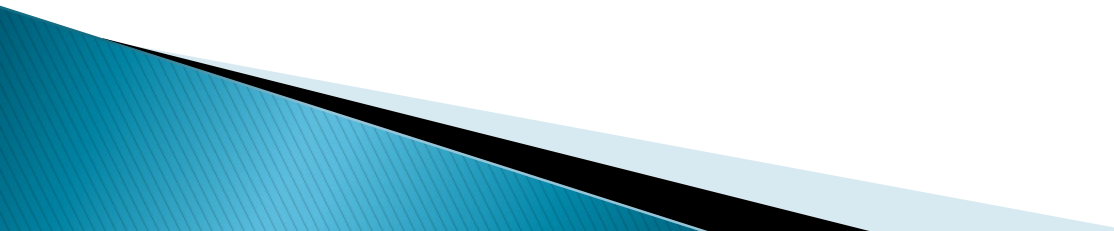
Insert a **colon** in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills he could do a perfect aerial jump and execute a complete 180 degree turn.

# Tell me everything:

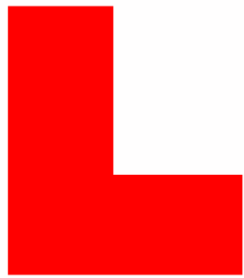
Mrs Roff, who was teaching English, quickly wrote the date on the board.

Mrs Roff, who was teaching English, quickly wrote the date on the board.

- ▶ Proper nouns
  - ▶ Relative pronoun
  - ▶ Relative clause
  - ▶ Verb in past progressive tense
  - ▶ Adverb
  - ▶ Verb in past simple tense
  - ▶ Determiner (definite article)
  - ▶ Common nouns
  - ▶ Preposition
- 

# Handwriting

*All children should be able to maintain legible joined handwriting when writing at speed.*





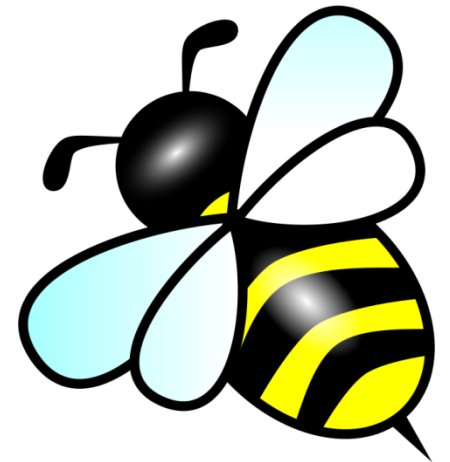
# Maths

# Make maths visual and real



# Power of vocabulary!

- ▶ Learning vocabulary is an essential element of becoming a confident mathematician.
- ▶ We use 'Buzzwords' in every lesson.
- ▶ Reading problems is the main barrier pupils face.



17

These two shapes have the **same** perimeter.

regular hexagon



square

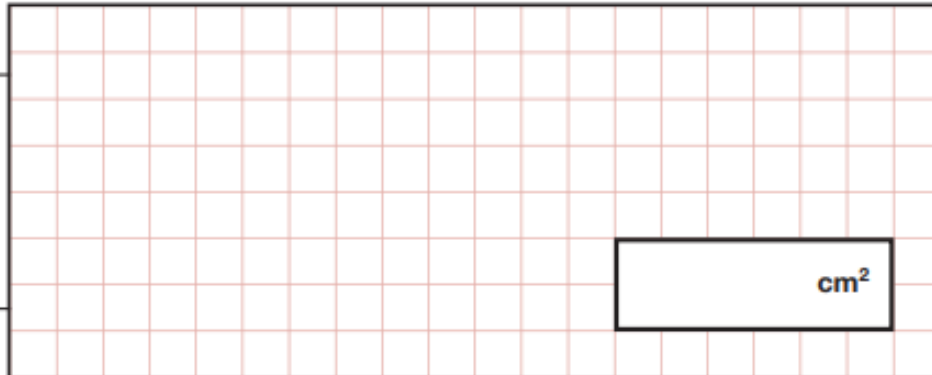


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

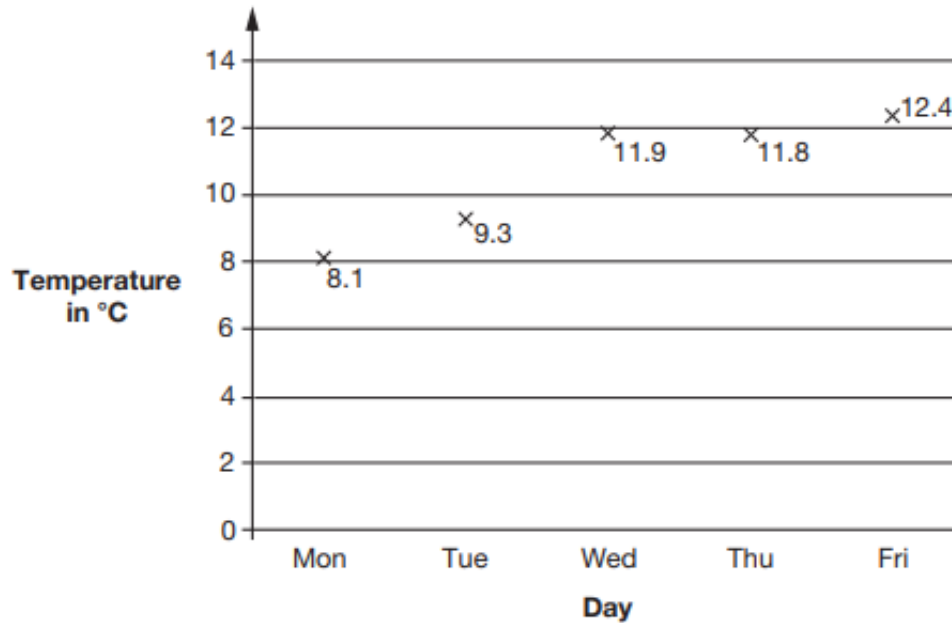
Show  
your  
method



          
2 marks

1. **THINK:** what do I already know?
2. What do I need to find out?
3. What is the first step?

This graph shows the maximum temperature for five days.



For what fraction of the five days was the maximum temperature below 10 °C?

1 mark

What was the **mean** maximum temperature, to one decimal place?

What pupils need to know before they even start...

Reading a graph

Maximum

Temperature

Where's the line?

Reading decimal numbers

Units of measurement

Writing a fraction

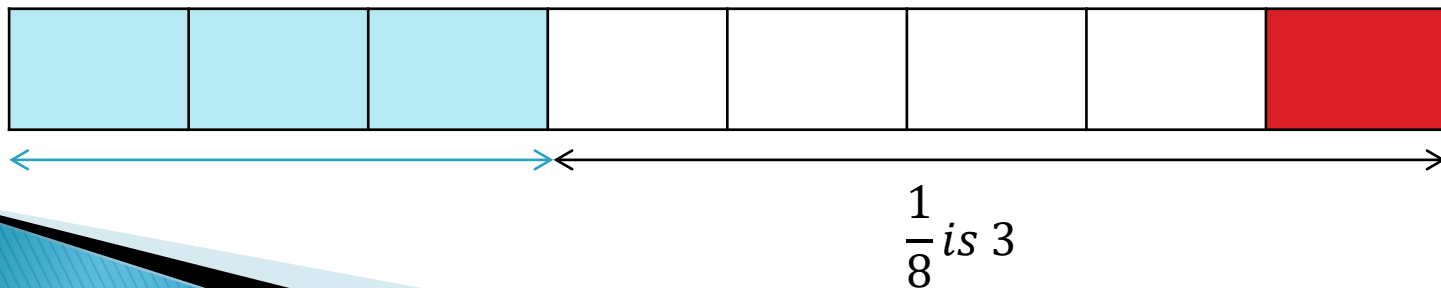
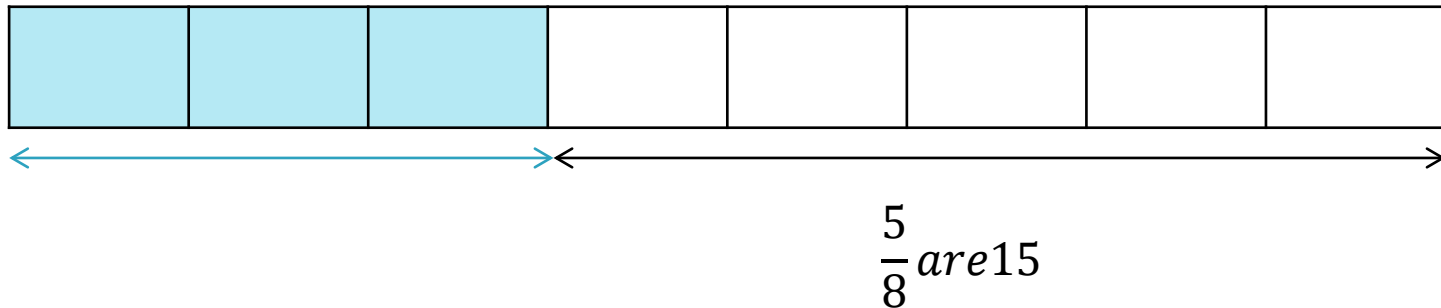
What is the mean?

Rounding to 1 dp

ALL FOR 2 MARKS!

# Bar model

In a class, 15 of the children are girls.  $\frac{3}{8}$  of the class are boys. Altogether, how many children are in the class?



# Multi-step problems

Six footballs cost the same as three cricket balls.

Two cricket balls cost £4.20

How much does **one** football cost?

**How could I represent this problem using bar models?**

# Now, a real challenge...

The school site covers  $8000\text{m}^2$ . The buildings take up  $\frac{3}{5}$  of the area of the school site. Hard play areas occupy  $\frac{1}{4}$  of what is left and the rest is footpaths and grass. The area of grass is seven times the area of footpaths.

**How many square metres of the site is covered by grass?**





# Multiplication and division facts



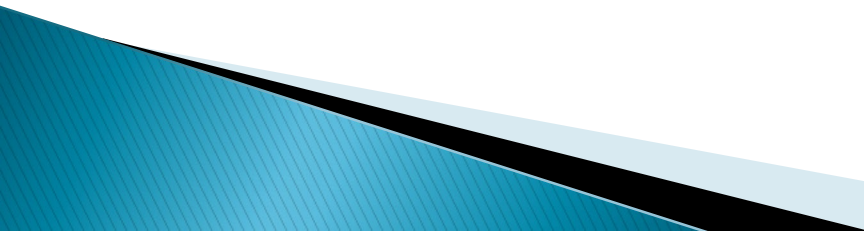
We know that for many pupils this is a barrier to more rapid maths progress.

Like reading and spellings, this should be an area that becomes part of weekly practise at home.

It is massively important!

The curriculum tells us that by the end of year 4, pupils should:  
*recall multiplication and division facts for multiplication tables up to  $12 \times 12$*

# Arithmetic

- ▶ Pupils will sit an arithmetic paper in May of Year 6. This paper is completed in 30 minutes and is worth 40 marks.
  - ▶ Pupils must be fluent in their use of all four operations with large and decimal numbers.
  - ▶ It is hugely important that pupils work with pace **and** accuracy and develop their mental skills to answer initial questions quickly.
  - ▶ Confidence in these written methods will assist pupils in their problem solving.
- 

## REASONING CHAINS

*Because I know...*

$$7 \times 8 = 56$$

$$70 \times 80 =$$

$$800 \times 70 =$$

$$0.8 \times 0.7 =$$

$$5600 \div 70 =$$

$$3478 \times 54 =$$

$$22\% \text{ of } 640 =$$

$$3248 = 56 \times$$

$$4368 \div 56 =$$

$$457,628 + \text{ } = 234,821 + 672,901$$

$$4999 + 3005 =$$

$$\frac{3}{5} \div 3 =$$

# How we teach these methods

Please refer to the 'Methods' sheet on your table.

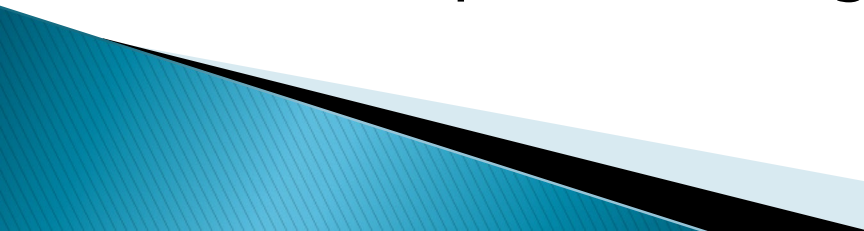
Worked examples of calculations shown.

**Pages 173–176 in the pupil planner are also useful!**



# Intervention at HMS

At Hexham Middle, we are committed to ensuring that every pupil achieves their full potential. Early intervention is key and we aim to:

- ▶ Provide quality first teaching where teachers regularly assess pupils' progress
  - ▶ Ensure that every pupil can make the best possible progress
  - ▶ Empower pupils to feel confident and secure with their learning in maths and English
  - ▶ Support pupils who may just need that extra little boost to allow them to fulfil their potential
  - ▶ Provide RAPID intervention
  - ▶ Provide pre-teaching sessions.
- 

# Timetable

4 hours of English  
incl. a library visit

2 hours of History  
and 2 hours of  
geography

2 hours of PE

4 hours of Maths

Half-year DT/FT

**The Key Stage 2 Week  
at HMS**

3 hours of science

2 hours of French

A weekly hour of:  
Art and Music

1 hour of PSHE and  
1 hour of RE

1 hour of computing

Our curriculum is broad and balanced and we maintain this as much as possible throughout the whole school year.

# KS2 Weekly Expectations

Hexham Middle School



## EXPECTATIONS AT KEY STAGE 2

### Daily:

- Read for 20 minutes and log this in your Reading Record
- Practise your spellings
- Read online using Reading Plus (if you have been given a login for this)
- Take your planner home for an adult to see (and remember to bring it back the next day!)

### Weekly:

- Ask an adult to sign your Reading Record
- Change your reading book if you need to
- Complete your spelling score tracker in your planner (p. 37) and stick in your new spellings to practise
- Complete your homework
- Use Times Tables Rockstars at least 3 times per week. (Can be done in school rather than at home during lunch times.)
- Get your planner signed by an adult (preferably at the end of the week)
- Check your bag for letters that need to be given to someone at home

### Occasionally:

- Complete some additional revision or practice using online or CGP resources
- Record your latest arithmetic score in your planner (p.38)

### Online support:



# Homework

Key Stage 2	Subject	Key Stage 3
At least one piece or project every 2 weeks	Science	Once per week
n/a	History/Geography	Weeks 1, 3 and 5 half-termly
A series of pieces or one substantial project per half term.	Explore	n/a
At least once per half term	French	Weeks 2 and 6 half-termly
At least once per half term	Religious Education	Week 4 half-termly
At least once per half term	Design Technology (Y5, 7 and 8)	A series of pieces or one substantial project per half term.
At least once per half term. Cookery ingredients will be required fortnightly	Food Technology (Y6, 7 and 8)	A series of pieces or one substantial project per half term. Cookery ingredients will be required fortnightly
At least once per half term	Art	A series of pieces or one substantial project per half term.
At least once per half term	Music	A series of pieces or one substantial project per half term.



# Supporting Learning



## My useful information

It is important to keep your log-in details for each resource safe and secure. Keep this reminder in your own planner and/or somewhere safe at home. Do not give your details to friends and do not let someone else use your accounts.



# HANDY FOR THE FRIDGE!

*"I couldn't  
log on!!"*

# My Maths – demo



## Log in to MyMaths

Use your school username and password to log in and access MyMaths

School username

School password



Log in

Assessment Manager

Help

Log out

Search...

Search

My portal

Username

Password

Log in



# Home-school planner

- ▶ Equipment list p3
- ▶ Uniform guidance p4-5
- ▶ Steps to success at HMS p7
- ▶ Behaviour policy p8
- ▶ Online safety information and contract p10-13
- ▶ Home-school agreement p14
- ▶ Assessment pages p18-33
- ▶ Spelling and arithmetic log p37-38
- ▶ Homework pages (recording)
- ▶ Guidance and support pages (blue and green)

# Physical and emotional wellbeing

- ▶ Top tips on pages 184–185 in the pupil planner



# CGP

As a school, we have used CGP resources for a few years now.

There are MANY other great resources out there but we find that CGP have always provided a range of support and challenge materials for our pupils.


Order forms for resources at special school prices are available.

We would encourage all pupils to place an order. If you are unsure what to order, please speak to a teacher.



# Extra curricular opportunities

We place a huge emphasis on developing a love and appreciation of our subjects by planning events such as:

- STEM Days
  - Author visits and workshops
  - Theatre visits
  - Handwriting and reading competitions
  - Taking part in the Kids' Lit Quiz
  - UK Maths Challenge Days
  - Visits out of school to inspire writing
  - Residential visits to consolidate learning
  - A wide selection of clubs within the school day including access to the school's library for quiet study time.
- 

# Website tour

- ▶ Examples of resources on our school website.

*Thank you for attending; we look forward to seeing you at future events in school.*

