

Welcome to Owls Class!



BRAILES CofE
PRIMARY SCHOOL

This evening's aims:

- ★ School Vision and Values
- ★ Overview of Learning this year in Owls
- ★ How to support with Maths learning
- ★ How to support with Reading and Writing
- ★ Expectations for homework
- ★ Questions



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GROW TOGETHER, SHINE BRIGHT



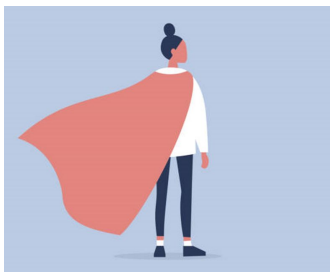
'Let your light shine.'

Matthew 5:16



Courage:

Being brave and pushing forward; keeping going when it gets tough; standing up for what is right.



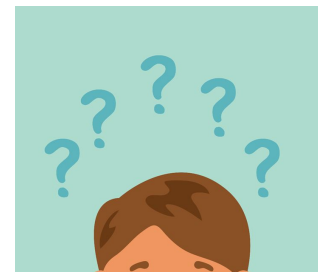
Compassion:

Being inclusive and encouraging to everyone; showing kindness and understanding to others; treating people with respect.



Curiosity:

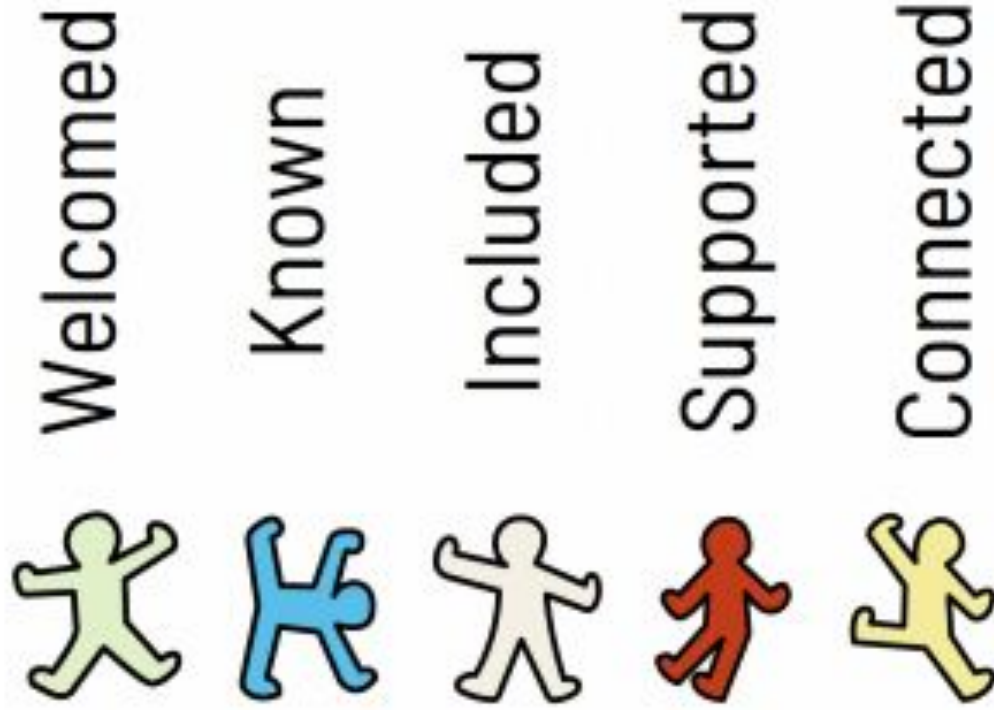
Being inquisitive and asking questions; making links and finding solutions; relishing challenge.





Belonging is the sense of being deeply connected and valued in a school community, where children, staff and families feel seen, heard and supported.

BELONGING





International Cross of Nails Schools

As an ICON School, we embrace these three themes:

- Healing the Wounds of History.
- Living with Difference and Celebrating Diversity.
- Building a Culture of Peace.

Courage:



Compassion:



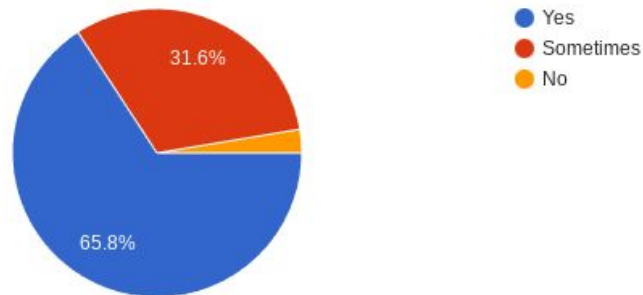
Curiosity:



Parent Voice Homework Survey - Summer 2024

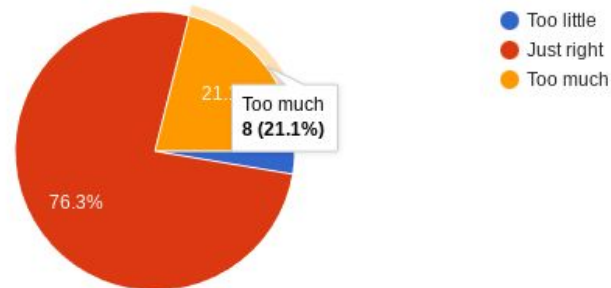
2) Do you believe homework is important in supporting learning?

38 responses



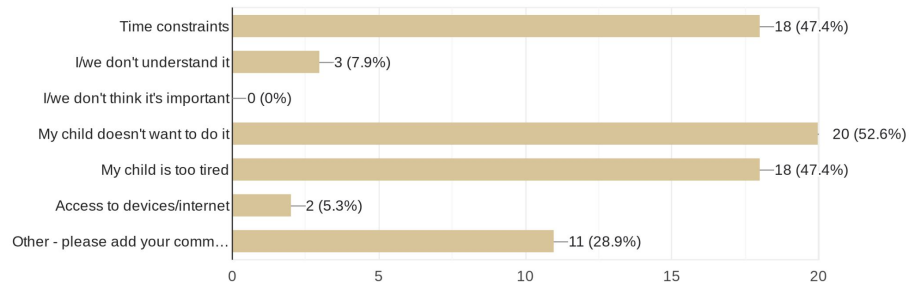
4) The amount of homework currently set is...

38 responses



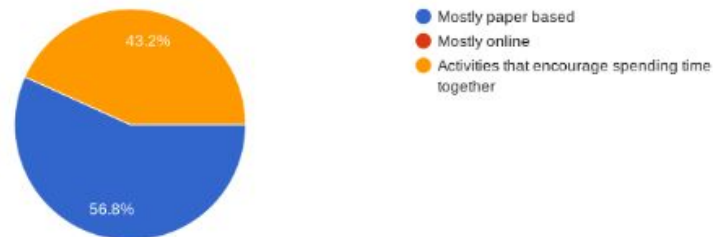
6) Do you experience any of these barriers when completing homework with your child? Tick all that apply.

38 responses



8) How would you like learning to be set?

37 responses



Key Stage Two:

As children progress through school, the expectations increase and the challenge is greater. In Key Stage 2, there are more objectives and much more content to be covered than in Key Stage 1. But this increased challenge is both good and necessary; most children are ready and we are here to enable and encourage your child every step of the way.



Topics:

Autumn:



Ancient Civilisations

Spring:



Rocks, Relics and Rumbles

Summer:



Emperors and Empires

Practice - the key to success in Years 3 and 4:

“No doubt the key to success is the pursuit of practice, and lots of it.

Practice is the art of doing something that you can already do, thus allowing that skill to become automatic or second-nature.”

Slater: 2019: HFL Education

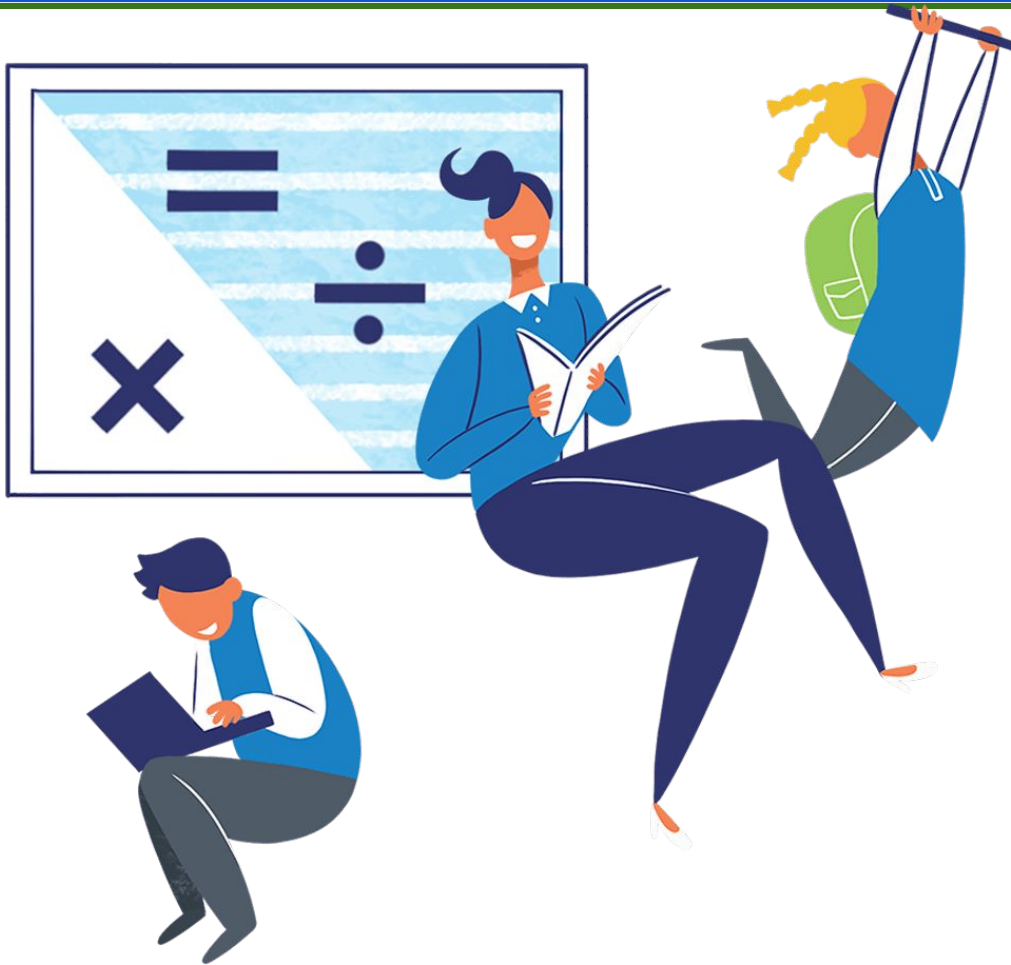


“No doubt the key to success is the pursuit of practice, and lots of it.”

- Reading
- Handwriting
- Spelling
- Instant Recall of multiplication facts



Maths



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A secure and deep understanding of fluency facts

Times tables and number bonds are the key to unlocking almost all areas of mathematics.

If children have these essential facts at their fingertips, so much more 'brain space' can be freed to tackle complex problems with comparative ease.

The government expectations
are that every child knows
their tables up to 12×12 by
the end of Year 4.



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TOTAL RECALL



Tables - division tables facts 2, 3, 4, 5, 10 and 11.

Times - division tables facts 6, 7, 8, 9 and 12.

Adapted - multiplying and dividing whole and decimal numbers by 10, 50, 100 and 1000.

Polka Dot Shapes - name and describe properties of 2D and 3D shapes; Use terminology (face, edge, vertex).

Patterns (Time) - days in a week; months in a year; seconds, hours, minutes; tell the time to 5 minutes on a 12 hour and 24 hour clock.

Half - fractions and percentages of numbers up to 100 and multiples of 10/100, e.g., 1/2 of 50, 50% of 40, 1/4 of 100.

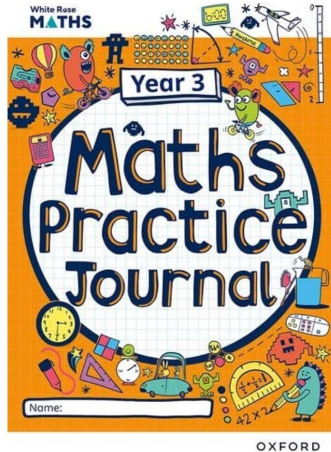
Quarter - equivalent fractions, decimals and percentages including tenths, fifths, thirds, halves and quarters, recognising equivalents with hundredths, e.g., 0.45 / 45% / 45/100.



- **Aim for instant recall.** Children who can remember their tables instantly, rather than counting in steps, are more able to use them accurately
- **Little and often is most effective.** Quick quizzes in the car, while walking to and from school, waiting in the line at the supermarket and watching siblings swim all help embed facts fast
- **Make the most of technology.** Websites like [mathsisfun.com](https://www.mathsisfun.com) and [mathsframe.co.uk](https://www.mathsframe.co.uk) have lots of games and quizzes to help your child get their daily practice



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- Children will practise their tables daily in school through a variety of methods.
- For Maths homework, 30 minutes of 'Garage' will be set each Thursday for the following Tuesday. Additional times table work will enable your child to gain fluency and be more successful.
- Fortnightly maths homework will be set in the Maths Practice Journal every other Thursday along with a link on Seesaw to the mark scheme. Please mark the homework with your child and address misconceptions.
- Work towards the next Total Recall badge.

TOTAL RECALL

Reading



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There is no more important activity for preparing your child to succeed than reading aloud together.





Supporting Readers at Home



Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



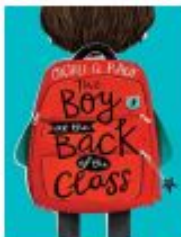
Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.

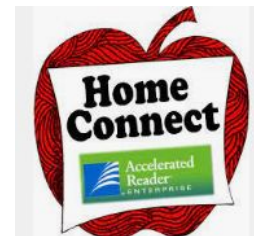
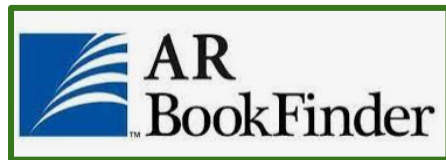


For more ideas see the OU website:
www.ourfp.org

What this looks like:

- Your child needs to read either independently, or with your support, at least five times a week - preferably every day. This will range from 10 minutes to 40 minutes dependent on your child's age and stage. Please record reading in the Reading Diaries.
- If your child is now an independent reader, take an interest in what he or she is reading. Talk about the book, ask questions and sign the diary.
- Keep reading aloud to your child all the way through Primary School. This is still incredibly important during Key Stage Two.
- Help your child to select books. We do this in school but it is more powerful if you do the same at home. Our local libraries are a fantastic resource.





Aim to read every day.



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What if my child is reluctant to read?

What can you do?

- Help to find the right sort of text - this does not have to be a story... It could be an information text, autobiography, newspaper, Haynes manual...
- Make sure the text is pitched appropriately or put the right support in place e.g. echo reading short passages
- Ask your child to read the first paragraph on each page and then you read to the end of the page... Or, they read the first page of a chapter and then you read to the end of a chapter.
- Provide an incentive... or a sanction!
- Find the right time and space



Every minute spent reading to and with your child is worth it:

*“Regularly reading to a child for the love of it provides a connection between parent and child and helps build strong family ties... Children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children’s wellbeing”
(National Literacy Trust: 2020).*



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Writing



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Spelling is tricky.

Modern English is a mixture of many different languages including Gaelic, West Germanic, Norman French, Latin and Old Norse.

Like all languages, English is alive. It is growing and changing all the time. Approximately one new word is added to the English language every two hours and around 4,000 new words are added to the English dictionary every year.

As a result, it has many different threads running through it which makes English a 'complex code'.

We teach spelling through a weekly investigation so that children explore the English language and become aware of its complexity therefore making important connections for themselves and taking responsibility for finding the correct spelling pattern in their work.



We also spend a lot of time practising handwriting. Once children have mastered this skill, it frees up valuable brain energy to other areas of writing such as spelling and composition.



Spelling Homework:

- Set on a Thursday
- Due in the following Tuesday
- The expectation is to spend at least 20 minutes completing an activity related to that week's spelling investigation

How to support:

- ➔ Encourage your child to use neat and careful handwriting (as in school).
- ➔ Check and double check that any spelling words are spelt correctly.
- ➔ Make sure that sentences start with a capital letter and end with correct punctuation.



The Mini & Junior Duke Awards

A Life-skills Journey for Children







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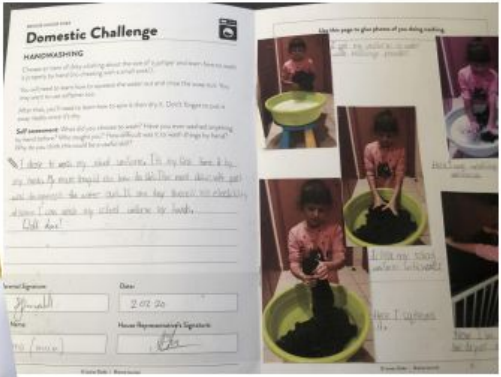


Capable
kids

What's it all about?

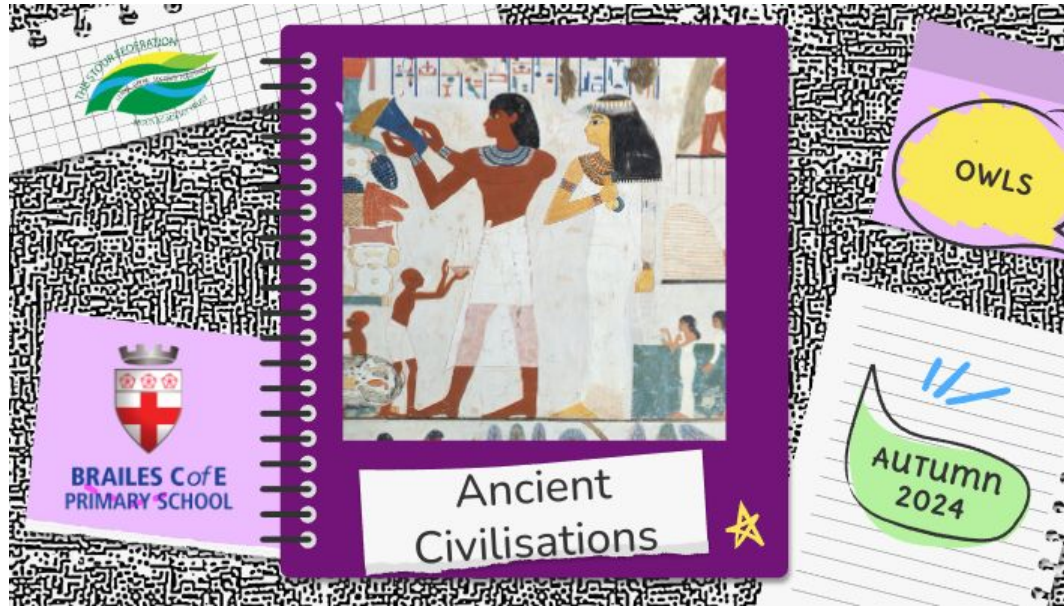
Inside the Journal

	Junior Duke Bronze	Year 3
	Junior Duke Silver	Year 4
	Junior Duke Gold	Year 5
	Junior Duke Platinum	Year 6



Curriculum Newsletters

These will be sent out by PING, Seesaw and on the school website at the start of each term.



Y3/4 Paper copies of topic knowledge organisers and optional topic home learning ideas sheet will be sent home at the start of each term.

Autumn Term 2024 - Key Dates:

- Swimming starts on Monday 16th September for all children in Owls Class
- Harvest Festival in St. George's Church on Thursday 3rd October for the whole school community
- iSing Pop Concert in St George's Church: 2pm and 6pm
- Ashmolean Museum visit on Tuesday 19th November for all children in Owls Class
- Key Stage Two Carol Service on Thursday 19th December for children and parents in Years 3, 4, 5 and 6



Home/School Agreement for all adults, children and families in our school community.



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Matthew 5:16



BELIEVE BELONG ASPIRE

Be ready: embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

Be respectful: value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies.

Be my best: be compassionate, curious and courageous; celebrate successes; learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.