

Crowmoor Primary School



Welcome to Upper Key Stage 2 (Y5 & Y6)

At Crowmoor we believe that children are always most successful when they know that parents and teachers are working together in partnership for their interest.

These are some of the things you can do to promote independence and confidence:

- Give your child responsibility, however small, and expect him or her to accept this responsibility. For example, packing their own school bag or lunch box; giving you letters/messages from school.
- Getting homework done is your child's responsibility, with your help and support.
- Help your child to become a better time manager, for example, by **expecting** them to carry out your instructions **immediately** and to complete tasks asked of them. This could include laying the table, feeding pets, watering plants, tidying up.
- Help your child to look after their own things at home, which will help them with their personal organisation at school.
- Give plenty of praise – sometimes small achievements have taken a lot of effort.
- Let your child do as much as possible for themselves, even if it is painful to watch and frustrating to wait for! They do get quicker.

We expect Upper Key Stage 2 children to enter and leave the school building independently, dealing with all their belongings personally,

rather than relying on a parent to help them. Please help them to do this by bringing them to the playground and then moving away so that they can settle quickly. However, if you ever need to talk to the teacher, please feel free to contact us to do so. Afternoons are usually better than mornings, but obviously there are times when the matter is urgent or can only be dealt with that morning.

The Upper Key Stage 2 children usually have core curriculum: guided reading, English and maths during the morning sessions. They have lunch from 12 o'clock until 1 o'clock, they return to class for the afternoon sessions. During the morning Upper Key Stage 2 have a 15-minute break. Often there is a subject break in the afternoons as children change from one area of learning to another.

How to help your child:

- Encourage your child but please do not put them under pressure. Each child is an individual and all have different strengths and areas for development. We find that pressure on children often has the opposite effect than that desired.
- Make sure they get enough sleep.
- Make sure they eat breakfast and have a good drink in the morning.
- Make sure they drink enough water and ensure they bring a refillable water bottle to school **every** day, as well as their drink for lunch.
- Encourage them to ask the teacher if they are unsure about anything.
- Allow them the freedom to develop their independence, with a responsible attitude.

Learning Objectives and Success Criteria

Your child may talk about learning objectives (L.O's) and success criteria. This is our main focus for teaching and marking that piece of work. In all their learning, children will also be encouraged to consider their own personal and school targets. Targets will be discussed at parents' evenings.

English

In Upper Key Stage 2 we provide a daily English lesson of about 1 hour. Where appropriate the content will relate to the topic area being covered with children focusing on a text genre for a period of time. We use drama or role-play to encourage children to formulate and develop their ideas before expecting them to write them down. Each unit will have a purpose for writing and an audience to write for. We will also look at aspects of grammar, punctuation and spelling; this will form the basis of regular homework.

Reading

Reading is taught through shared (whole class), guided (small group) and independent reading. We will focus on the following areas: comprehension, punctuation, expression and intonation depending on the text chosen. Of course, they are also being taught to read in many other activities.

The children are encouraged to change their books regularly and they have regular access to the library and know how to locate and exchange books. They will have two books: one which relates to their colour band/ZPD and one free choice book to encourage their love of reading. The children are expected to independently record their progress in their reading diaries.

Hints for making reading together an enjoyable experience:

- Most importantly, encourage your child to concentrate on the **meaning** of what they are reading and to make a sensible guess at an unknown word.
- Choose a time when you can be **relaxed** and give your **undivided attention**.
- **Praise** what your child can do - build confidence at every opportunity.
- Make it **enjoyable** for both of you - enjoy the book, it's not just about getting the word right. Even if you think the text is too easy, talk about the story line or characters or find words with letter patterns in them.
- Use **funny voices** to add interest and expression, where appropriate.
- Choose a time in the day when your child is receptive.
- Remember, this does not have to be reading your child's reading book; they could read newspapers, magazines, recipe books, letters, joke books, invitations, instructions for games and models, reference books, library books ...

If your child is a confident, fluent reader they still need to read aloud to help them **develop expression** and **use punctuation** correctly. They will benefit from talking about the book - forming opinions, summarising, guessing what might happen next. They should review stories read, discuss possible changes the author could have made, discuss character interaction and changes in emotions during the story. Refer to the text wherever possible, picking out key words / parts. They also need to be encouraged to read different kinds of texts.

Upper Key Stage 2 Literacy Objectives

Speaking

- tell a story using notes designed to cue techniques, such as repetition, recap and humour
- present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- use and explore different question types

Listening and Responding

- identify different question types and evaluate impact on audience
- identify some aspects of talk which vary between formal and informal occasions
- analyse the use of persuasive language

Group discussion and interaction

- plan and manage a group task over time using different levels of planning
- understand different ways to take the lead and support others in groups
- understand the process of decision making

Performing

- reflect on how working in role helps to explore complex issues
- perform a scripted scene making use of dramatic conventions
- use and recognise the impact of theatrical effects in drama

Word reading skills and strategies

- use knowledge of words, roots, derivations and spelling patterns to read unknown words

Understanding and interpreting texts

- make notes on and use evidence from across a text to explain events or ideas
- infer writers' perspectives from what is written and from what is implied
- compare different types of narrative and information texts and identify how they are structured
- explore how writers use language for comic and dramatic effects

Engaging with and responding to texts

- reflect on reading habits and preferences and plan personal reading goals
- compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts
- compare how a common theme is presented in poetry, prose and other media

Creating and shaping texts

- reflect independently and critically on own writing and edit and improve it
- experiment with different narrative forms and styles to write their own stories
- adapt non-narrative forms and styles to write fiction or factual texts, including poems
- vary pace and develop viewpoint through the use of direct and reported speech, portrayal of action, selection of detail
- create multi-layered texts, including use of hyperlinks, linked web pages

Text structure and organisation

- experiment with the order of sections and paragraphs to achieve different effects
- change the order of material within a paragraph, moving the topic sentence

Sentence structure and punctuation

- adapt sentence construction to different text types, purposes and readers
- punctuate sentences accurately, including use of speech marks and apostrophes

Word structure and spelling

- Your child's spellings will be age specific and differentiated to their ability. The spellings given will usually incorporate a specific rule.

Presentation

- adapt handwriting to specific purposes, e.g. printing, use of italics
- use a range of ICT programmes to present texts

Spelling

Good spelling is a fundamental part of a child's literacy development. The focus for spellings each week will normally be around high frequency words, a spelling pattern or may be related to a particular topic. We accept that there will be mistakes in tests, but we will be looking for consistency and improvement. We encourage the children to identify misspelt words, using a dictionary, and correct them within their own writing.

We suggest children learn their spellings using the '**Look, Say, Cover, Write, Check**' method. This encourages your child to 'see' and 'hear' the word, and to see for themselves if they have it right.

- Look at a spelling word. Which parts of the word do I know already?
- Say the spelling word.
- Cover the spelling word.
- Visualize the covered word.
- Write the word from memory.
- Check what has been written with the uncovered word and identify the error if there is one.

During their English lessons, children are given the opportunity to look for patterns in the spelling of words and to invent rules and sayings to help them improve their work. They will also be encouraged to practise spellings in school and at home.

Spelling Rules

Help your child to learn spelling rules. There will always be exceptions, but they work most of the time:

- Most question words start 'wh'.
- Add 's' for plurals except those that end in 's', 'x', 'z', 'ch' and 'sh', when you add 'es'.
- Nouns ending in 'y' change to 'ies'.
- When adding 'ing' or 'ed', double the last consonant after a short vowel sound (so drop becomes dropping or dropped).

Other ways to learn spellings:

- Find words within the word (there's a 'hen' in 'when').
- Break the word up into smaller parts (Wed + nes + day = Wednesday).
- Break the word up into sounds (th-a-nk).

- Make up a silly sentence using the letters (**big** elephants cause accidents under **small** elephants spells 'because').
- Say the word as it is written (like 'knight').
- Find a word that rhymes with it: is the spelling the same?
- Talk about the best strategy to use.
- Quick write. Write the word as quickly as possible several times.

Handwriting:

In Upper Key Stage 2 we expect all children to write consistently in a legible joined up style. We encourage the children to evaluate their own presentation in each lesson by circling P-, P or P+ on their success criteria slips.

Maths

The children follow the National Primary Curriculum. Generally, we provide a daily maths lesson of 1 hour for all pupils of primary age. In these lessons, teachers teach the whole class together for a proportion of the time with a significant focus on oral and mental calculation. Pupils are given the opportunity to explain their answers and suggest new ways of tackling problems. Here are a sample of some of the main objectives we will cover within Upper Key stage 2. Some objectives maybe more complicated than they seem and so will involve your child meeting them more than once in the year and usually again in the following year.

Use and apply mathematics

- Solve problems involving whole numbers and decimals and all four operations, choosing and using appropriate methods
- Represent a problem by identifying and recording the calculations needed to solve it; find possible solutions and confirm them in the context of the problem

- Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry
- Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false
- Explain reasoning using diagrams, graphs and text

Count, compare and order numbers, and describe relationships between them

- Count from any given number in whole number steps and decimal number steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line
- Explain what each digit represents in whole numbers and numbers with up to two/three decimal places, and partition these numbers
- Use sequences to scale numbers up or down; solve problems involving proportions of quantities and measurements, e.g. decrease quantities in a recipe designed to feed a number people
- Express a smaller whole number as a fraction of a larger one; find equivalent fractions, including equivalent improper fractions and mixed numbers; relate fractions to their decimal representations
- Understand percentage as the number of parts in every 100 and express tenths and hundredths as percentages
- Secure knowledge of number facts that can be recalled quickly and used and applied appropriately
- Use knowledge of place value and addition and subtraction of three-digit numbers to derive sums and differences, doubles and halves of decimals, e.g. 6.5 ± 2.7 , halve 5.6, double 0.34
- Recall quickly multiplication facts up to 12×12 , use to multiply pairs of multiples of 10 and 100 and derive quickly corresponding division facts
- Identify pairs of factors of whole numbers and find common multiples, e.g. for 6 and 9

- Use knowledge of number facts, place value and rounding to estimate and to check calculations

Calculate efficiently and accurately

- Multiply mentally $TU \times TU$; use mental methods in special cases, e.g. to subtract 1995 from 6007, to multiply 18 by 25
- Use the standard written methods for addition and subtraction of whole numbers and decimals with one or two places
- Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100, 1000 and beyond
- Use the standard written methods for multiplication and division calculations
- Find fractions using division, e.g. 1 100 of 5 kg, and percentages of numbers and quantities, e.g. 10%, 5% and 15% of £80

Position and transform shapes, recognise and use their properties to visualise and construct

- Identify, visualise, construct and describe properties of 2D and 3D shapes
- Read and plot co-ordinates in quadrants and recognise parallel and perpendicular lines in grids and shapes
- Complete patterns with a number of lines of symmetry and draw the position of a shape after a reflection or translation
- Estimate, draw and measure acute, obtuse and reflex angles using an angle measurer or protractor to a suitable degree of accuracy

Measure accurately using appropriate units, interpret and compare scales

- Read, use and record standard metric units to estimate and measure length, mass and capacity; convert larger to smaller units using decimals to one place
- Estimate measurements of length, mass and capacity to a required degree of accuracy

- Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate its area
- Read timetables and time using 24-hour clock notation; use a calendar to calculate time intervals

Process, present and interpret statistics to pose and answer questions

- Describe the occurrence of familiar events using the language of chance or likelihood
- Determine the information needed to answer a set of related questions; select and organise relevant data using frequency tables; construct pictograms and bar graphs, and line graphs that represent the frequencies of events and changes over time; use ICT to present and highlight features that lead to further questions
- Find and interpret the averages and range of a set of data

Learning Tables

We encourage the learning of times tables and expect the children to be able to give answers to random questions as well as being able to recite the table all the way through. Each week the children take part in our “Cracking Times Tables” challenges.

Other Points to Remember

Physical Education

We will teach PE on a Wednesday afternoon; in the Autumn Term we will also swim on a Friday morning – we will tell you when each class will swim. It is vital that they have the correct PE kit; white t shirt, black shorts/ black joggers and trainers or pumps. Please ensure your child wears appropriate swimming wear i.e. swimming costumes or trunks. If your child has long hair, they must have a band to tie their hair back. For safety reasons, jewellery **must not be worn.**

Homework:

In order to get the most out of their learning at school, children need to value their homework and complete it thoroughly and on time. Research shows that the most important factor in children's educational success is the home. By sharing activities with your child each week you are participating in their education, valuing what they do at school and learning together. You do not have to be a great mathematician or linguist to help – just a willing partner! To assist the children it would help if parents could please provide a quiet place in which children can complete their homework.

Every child will have an orange homework book and unless stated otherwise most activities should be completed within it. All homework will be explained prior to release and children will know when it is due in.

Homework will consist of the following:

Spelling - these should be practised formally by using the 'Look, Say, Cover, Write' check method every day but please also re-enforce these, e.g. in the car, spotting the word or those with similar pattern in the street etc.

Reading – it is vital that your child reads every day in order to practise the skills being learnt at school; this should take at least 15 minutes each day.

English/Topic: your child may sometimes bring home an English and/or topic homework activity.

Maths: this may include learning their tables (5 minutes a night), Mathletics and the maths challenge. Every child's Mathletics log in will be stuck in the front of their Reading Record.

If you have any queries or concerns over the homework please see your child's class teacher and we will do our best to help.

Termly Topics

Termly topic plans will continue to be provided in the termly newsletter at the beginning of each term and a copy can be found on the school website: <https://crowmoorschool.co.uk/>

This leaflet contains a huge amount of information – most of which you will only need now and again! Should you wish to discuss any of the above or have any other concerns of any kind, please feel free to speak to us.

Looking forward to a fun and fulfilling year.
The Year 5 and 6 Teams.