

Welcome



Key Stage Two Curriculum Evening

Agenda

- Class Page (staffing, summary of learning, timetable and mornings)
- Themes and Educational Visits
- English and maths overview
- Homework, home reading and booster clubs
- PE
- Assessment (including TT test and SATs)
- Spirituality
- Online Safety
- Communication and key dates

Class Page

WELCOME TO ELDER

Class teacher - Mr M Thomas

Learning Support Assistant - Mrs Rowlands

Mrs Turner teaches on Tuesday mornings, Mr Heathcote teaches RE on Friday mornings and Miss Graves teaches French on Friday afternoons.

Mr Parrish teaches PE on Tuesdays and Thursdays.

Currently, Elder are exploring our local area and how the land, including rivers, has been used across it and the rest of the UK over time.

Our **DT** project will be to design and construct a craft which can transport items across a river which will link to our learning about the River Weaver and the role it has played in supporting and developing our area from the Stone Age to the modern era. **Our One Big**

Adventure will be an exciting trip to the Anderton Boat Lift where we will investigate how and why the canal and lift was built and discover the national importance of Northwich. We will gather facts to answer our **One Big Question**: 'Was Northwich was the centre of the

Hawthorn Timetable - Autumn

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|----------------------------------|---|----------------------------------|---|----------------------------------|
| 8:40-9:00 | Morning maths retrieval/ Fix-its | Morning maths retrieval / Fix-its | Morning maths retrieval/ Fix-its | Morning maths retrieval/ Fix-its | Morning maths retrieval/ Fix-its |
| 9:00 – 9:30 | Weekly Review | Spelling | Spelling | Spelling | Big Maths |
| 9:30-10:20 | Maths | Maths | PE | Maths | Maths |
| 10:30-10:50 | Collective Worship | Collective Worship | Singing | Picture News | Collective Worship |
| 10:50-11:05 | Big Maths | Big Maths | Big Maths | Big Maths | Big Maths Beats That |
| 11:05-11:20 | Break | | | | |
| 11:20-12:25 | English | Topic – Geography/ History/ DT/ Computing | English | English | English |
| 12:25-13:10 | Lunch | | | | |
| 13:10-13:50 | Guided Reading | PE | Guided Reading | Guided Reading | AF PPA – Music/ Art / MFL |
| 13:40-15:00 | RE | PSHE | Science | Topic – Geography/ History/ DT/ Computing | |
| 15:00-15:15 | Class Novel | Class Novel | Class Novel | Class Novel | |

1) $3 + 6 =$

2) $2 + 8 =$

3) $100 - 1 =$

4) $65 + 10 =$

5) $17 - 3 =$

6) $2 + 56 =$

7) $2 \times 8 =$

8) $10 \times 3 =$

9) $20 + 70 =$

10) $71 - 10 =$

11) $15 \div 5 =$

12) $23 + 52 =$

13) $\frac{1}{2}$ of 40 =

14) $58 - 40 =$

15) $6 + \underline{\quad} + 8 = 18$

16) $100 \div 10 =$

17) $58 + 32 =$

18) $45 + 16 =$

19) $\frac{1}{4}$ of 16 =

20) $60 + \underline{\quad} = 89$

21) $\underline{\quad} + 25 = 37$

22) $54 - 15 =$

23) $60 \div 5 =$

24) $92 - 85 =$

- Fix-its in books
- Interventions: handwriting, spelling, reading, maths, speech and language, ELSA

Main themes this year

❖ Elder

- *Land use in the UK, focusing on rivers and the water cycle*
- *The Ancient Greeks*
- *The Industrial Revolution*

❖ Hawthorn

- *Slavery and North America and biomes*
- *Anglo Saxons mountains*
- *Vikings and Europe*

❖ Oak

- *Early Islamic Civilisation*
- *Antarctica and Shackleton*
- *Conflict*



PE

- ❖ Days on class page
- ❖ Please ensure your child comes to school in their PE kit and that this is appropriate for the weather
- ❖ Please ensure that on PE days your child wears no jewellery and has long hair tied up
- ❖ No logos please (including on socks)

CELEBRATE (Intent - to engage new audiences)

| Who? | Why? | How? |
|--|---|--|
| These events are for children who don't normally engage in PE, do not take part in extra-curricular activities and are not involved with a community club. | Children might have low motivation, would rather do something else, have low confidence/self-esteem and generally a low level of physical literacy. This may be through previous bad experiences, where the activity wasn't appropriate for their stage of development meaning they have become totally disengaged as a result. | Taking part in a festival/event, not competition, with a focus on School Games values rather than a traditional scoring system. Personal Best and improvement are the emphasis instead of competing against specific opponents – if this is the case teams are matched by ability (where possible) and scores are not collated. The general layout of an event might be, for example, skills circuits. Any awards will be for those demonstrating Spirit of the Games via the School Games Values. |

ASPIRE (Intent - to develop physical skills)

| Who? | Why? | How? |
|---|--|--|
| These events are for those children who are willing, they enjoy taking part but are not overly competitive. Generally these children will take part in school activity but might not necessarily be involved in a community club. | These children enjoy the social aspect more than competition itself. For these participants it might be their first engagement in the sport/activity and the skill level will be variable. They want to “give it a go” but might find playing against more “skilled” players means they do not experience the event/activity in the best way for them. | With a focus on enjoyment, fun and skill improvement (or personal best). Events are about playing with friends and making new friends. There is an element in learning to win and lose but the festival/event is always based around improvement and not results. We want to instil pride in representing the school and also help recognise when their peers have performed well – utilising the School Games values. This might be done via a skill based carousel or try-it challenge and through personal best. Any competition would be for traditional B/C teams so events are on a level playing field. |

INSPIRE (Intent - **to support individual development in sport**)

| Who? | Why? | How? |
|---|--|---|
| These events/competitions are for those who are highly motivated to play sport are happy with competition, of higher ability/experience and comfortable with challenge. | To help support individual development in sport and ensure that competition is undertaken for the right child, depending on their stage of development and therefore reinforcing their identity as a sportsperson. | Although events are about competing (to win) the focus is on enjoyment and competition is on a level playing field (traditional A teams). The priority is still on skills/improvement and personal best but it is about how to utilise those skills to improve performance. |



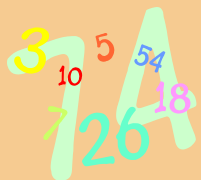
Homework

Elder and Hawthorn

Homework will be set on a Friday. It needs to be handed in by the following Thursday.



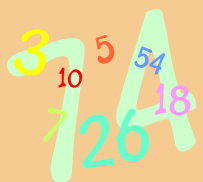
- ❖ Daily reading (at least 4 times a week 10-15 mins)
- ❖ Maths (Numbots/TT Rockstars (Garage) for 15 mins)
- ❖ Spellings (personal lists and Year group lists found in Home/School Contact Books & homework book) practised 3 x per week in homework books
- ❖ English (SPaG) worksheet in homework book
- ❖ Knowledge organiser (quizzes throughout the term) or Christian Values (end of each half term)





Homework Oak

- ❖ Daily reading (at least 4 times a week 15-20 mins)
- ❖ Maths (TT Rockstars (Garage) for 15 mins)
- ❖ Spellings (personal lists and Year group lists found in Home/School Contact Books) practised 3 x per week
- ❖ English (SPaG) worksheet weekly in homework folder (out on Monday, in for Friday)
- ❖ Y6 ONLY: Maths worksheet twice per week in homework folder
- out on Mondays and Wednesdays, in Wednesdays and Fridays
- ❖ Knowledge organiser (quizzes throughout the term) or Christian Values (end of each half term)





Reading Homework

Week Commencing Date: _____

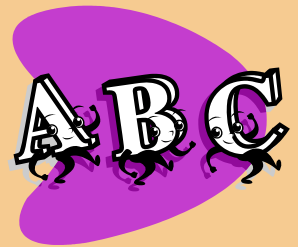
| School | Home |
|--------|------|
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| | |
| | |

NOTES

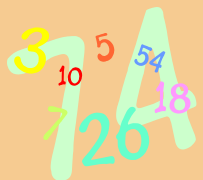
Parent Signature: _____

Teacher Signature: _____

Please read the same book at home and in school.



- Please fill in 4 boxes in the 'home' column with your child's reading, including weekend reading.
- Magpie a word to support writing
- Book banded books are your child's main reading book





Reading

- ❖ Continuing with fluency and furthering comprehension skills.
- ❖ Reading records monitored on a Monday
- ❖ Book change is on a **Friday**.
- ❖ 3 guided reading sessions a week in class.
 - Guided reading session once a week
 - Follow up task linked to reading VIPERS skills
 - Pre-read focusing on clarifying new vocabulary
- ❖ If required, some children will have additional 1:1 reading sessions at times throughout the week.



What you can do to help.

- ❖ Your role is vital in supporting your child to read.
- ❖ Listen to your child read daily if possible and please update the reading diary. They should read their banded book which is changed every Friday first.
- ❖ Fluency and expression - pausing for punctuation - this will also help with their writing. More strategies on next slide.
- ❖ Read to your child.
- ❖ Let them see you reading!

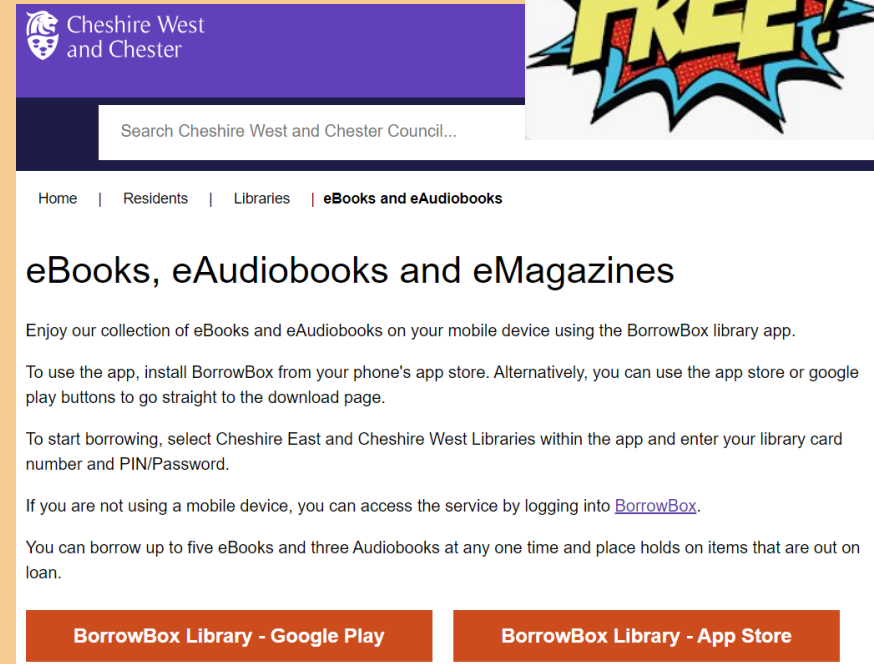


Reading strategies

If I get stuck on a word when I am reading I can...

- 1) **S-T-R-E-T-C-H** out the sound and **BLEND** them back together.
- 2) **LOOK** for sounds I know.
- 3) **CHUNK** or split the word into smaller parts.
- 4) **FIND** little words within larger words.
- 5) Go **BACK** and **RE-READ** up to the word again.
- 6) Miss out the word and **READ TO THE END** of the sentence.
- 7) **THINK** is there another word that would make sense?
- 8) **THINK** about the **CLUES** from the pictures.

Developing language and a love of reading...



Cheshire West and Chester

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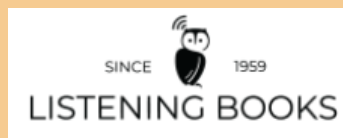
To start borrowing, select Cheshire East and Cheshire West Libraries within the app and enter your library card number and PIN/Password.

If you are not using a mobile device, you can access the service by logging into [BorrowBox](#).

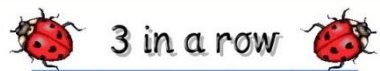
You can borrow up to five eBooks and three Audiobooks at any one time and place holds on items that are out on loan.

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£20 per year!



An audiobook lending charity for those that find their illness, mental health, physical or learning disability affects their ability to read the printed word or hold a book.



| | | | | |
|----|----|----|----|----|
| ie | oy | wh | ea | ou |
| ir | au | ay | ue | aw |
| ou | aw | ue | wh | oy |
| ir | ea | oy | aw | ea |
| wh | au | ou | au | ie |

Pick a flash card and say the sound. If correct
you can cover that sound on the board.
First person to get 3 in a row is the winner

Spelling

- ❖ Daily spelling lessons.
- ❖ Begin with a recap of previous year with additional support in class for those who need it.
- ❖ Moving onto the current year group spelling scheme which focuses on spelling patterns.
- ❖ Spelling intervention for those that need additional recapping to secure understanding for both reading and writing.
- ❖ Personalised and half-termly spelling lists as homework.

Spelling strategies

Across and Down

Write each word across and down, sharing the same first letter.

Example: when
 h
 e
 n



| Look and say | Look, say and write | Cover and write | Check and write again |
|--------------|---------------------|-----------------|-----------------------|
| everyone | | | |
| everyday | | | |
| everybody | | | |
| sometime | | | |
| because | | | |

Pyramid Writing

Pyramid

write your
spelling words.

Try to write neatly!

Example: some s

so

som

some

Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example: My cat wears a yellow hat when she goes dancing.

ABC Order

Write out your spelling words in alphabetical order.

Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.



Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times, using a different coloured crayon each time.

Fancy Letters

Write out each of your spelling words in using fancy writing. Your letters could be curly or dotty.



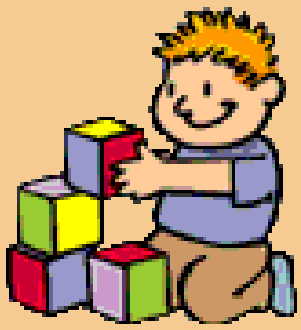
Writing

- ❖ Children will be writing daily - spelling, handwriting, English, science, RE, history and geography.
- ❖ Handwriting - cursive letter formation with entry and exit strokes leading to joining.
- ❖ Focus on the process of writing - plan, draft and edit.
- ❖ Writing different genres - stories, recounts, poems, diaries and letters.



What you can do to help.

- ❖ Discussion and conversation about areas of interest.
- ❖ Supporting children with their reading and reading to your child.
- ❖ Let them see you write.
- ❖ Encourage opportunities to write e.g. a diary over the holidays, thank you letters, cards, stories etc.
- ❖ Writing spellings in sentences.



Maths

- ❖ Daily focus on maths fluency.
- ❖ Lots of opportunities for practical maths which will help to enhance understanding.
- ❖ Link to other subjects where possible e.g. position and direction in geography or measuring for cooking in DT.

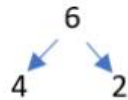




Calculation Methods

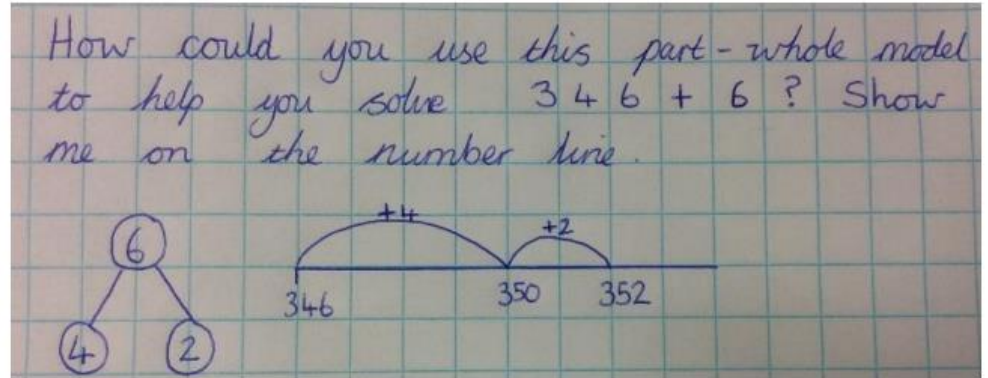
The calculations policy can be found on the school website under the 'curriculum' tab.

Calculate 346 add 6=



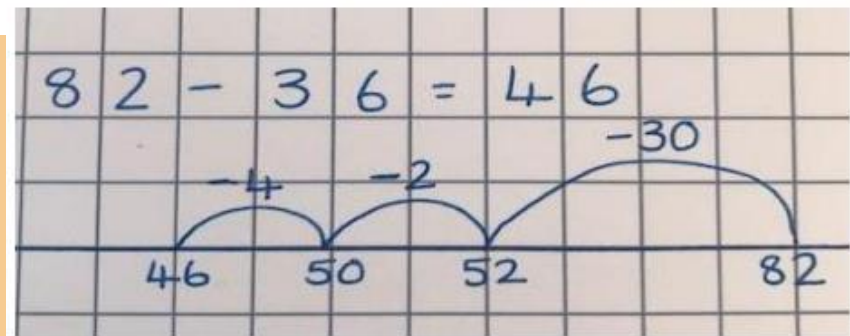
$$346 + 4 = 350$$

$$350 + 2 = 352$$



| Tens | Ones | Calculation |
|------|------|-------------|
| | | |

| Hundreds | Tens | Ones | Calculation |
|----------|------|------|-------------|
| | | | |





What you can do to help.

- ❖ Number formation and orientation
- ❖ Help with quick recall including number bonds to 10, 20 and 100 so $7 + 3 = 10$, $17 + 3 = 20$ and $70 + 30 = 100$
- ❖ Doubles and near doubles. Double 8 is 16 so $7 + 8 = 15$
- ❖ Help with times tables 2s, 5s, 10s, 3s, 4s and 8s
- ❖ Questions bridging tens eg $17 + 6$, $48 + 5$ / $63 - 7$ etc
- ❖ Play cards, games using dice which involve quick adding calculations.
- ❖ Make the most of 'Real life' opportunities - baking or paying with money at the shops and telling the time.

Assessment

- ❖ Standardised reading and maths assessments twice a year and SPaG once per year
- ❖ Help to identify those that need further support
- ❖ Writing will be assessed but not in a test
- ❖ Personalised spellings – updated at least termly
- ❖ Daily, weekly and monthly reviews
- ❖ On-going in-class assessments daily
- ❖ Your children are used to completing work where they 'show off' how brilliant they are!

SATs

Monday May 11th 2026: Spelling, punctuation and grammar (Grammar/Punctuation Test) – 45 minutes

Monday May 11th 2026: Spelling, punctuation and grammar (Spelling Test) – 20 minutes

Tuesday May 12th 2026: Reading Test – 60 minutes

Wednesday May 13th 2026: Maths Paper 1 (Arithmetic) – 30 minutes

Wednesday May 13th 2026: Maths Paper 2 (Reasoning) – 40 minutes

Thursday May 14th 2026: Maths Paper 3 (Reasoning) – 40 minutes

Clubs

- Maths boosters
- English boosters
- Archery
- Ethos Group
- Mr Parrish's sports clubs
- Craft Club
- Judo
- Gardening
- Project-based clubs (some by invitation only)

Online Safety



12+

OpenView
Education
TRAINING THROUGH THEATRE

APPS AND THEIR AGE RATINGS

13+



Facebook



Snapchat



Instagram



Twitter



TikTok



Kik



YouNow



Yubo



House Party



Monkey

16+



WhatsApp

17+



Sarahah



YOLO

18+



MeetMe



LiveMe



7+

Communication



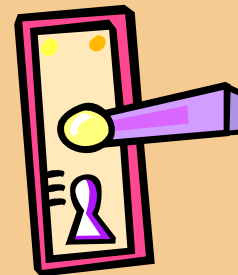
Please refer to the school calendar for important dates. It can be found at the bottom of the main page on the school website.

- Website
- ParentMail
- Newsletters
- Parent meetings
- Mid-year reports
- Face to face (on the playground and additional meetings if required)
- Sharing Assemblies

Messages from Mrs Mackenzie

- The Ark
- Trust Appeal
- Attendance including holidays in term-time
- Punctuality
- Parking

Finally...



We can't do it on our own!

We have an open door policy – if you have any concerns or questions please do come and talk to us.

Thank you

