

Welcome



Hawthorn curriculum evening

Agenda

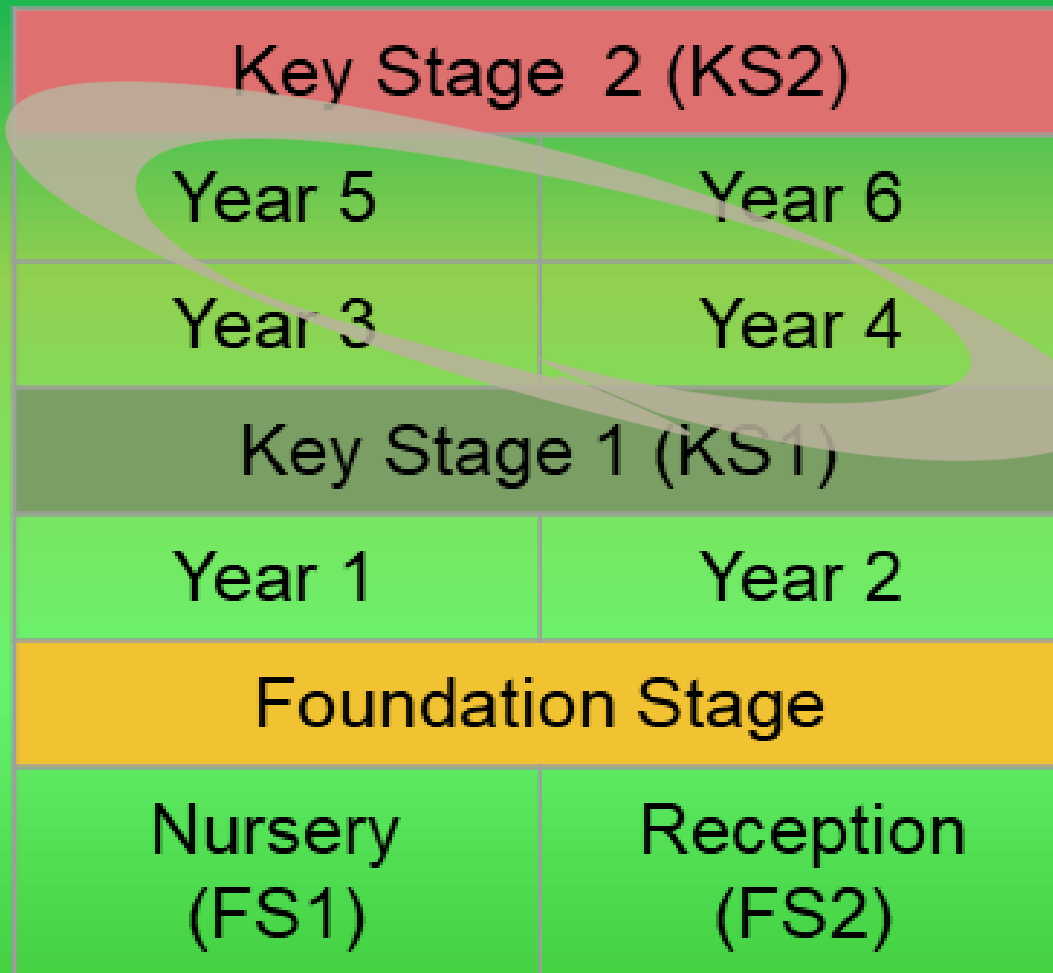
- Timetable
- Themes and Educational Visits
- PE
- Homework and reading
- English and maths
- Assessment
- Communication

Hawthorn Timetable - Autumn

Time	Monday	Tuesday	Wednesday – MT AM	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	RE	Maths	Maths
10:30-10:50	Collective Worship	Collective Worship	Singing	Picture News	Collective Worship
10:50-11:05	Big Maths	Big Maths	RE	Big Maths	Big Maths Beats That
11:05-11:20	Break				
11:20-12:25	English (JG)	English (JG)	Computing	English (JG)	English (JG)
12:25-13:10	Lunch				
13:10-13:50	PE	Guided reading	PSHE	Guided Reading	AF PPA – Music/ Art / French
13:40-15:00	Guided Reading	Geography/ History	PE	Science	
15:00-15:15	Class Novel	Class Novel	Class Novel	Class Novel	

Timetable

- ❖ Mrs Morris - TA/Art
- ❖ Mrs Rowland -Music
- ❖ Miss Graves - English
- ❖ Mrs Shapland - French
- ❖ Mr Thomas - Computing/ RE
- ❖ PE - Monday/ Wednesday



The diagram shows a vertical stack of school stages. At the top is a pink bar for 'Key Stage 2 (KS2)'. Below it are two rows of light green boxes: 'Year 5' and 'Year 6' in the first row, and 'Year 3' and 'Year 4' in the second row. These four boxes are enclosed in a light brown oval callout. Below the oval is a grey bar for 'Key Stage 1 (KS1)'. This is followed by two rows of light green boxes: 'Year 1' and 'Year 2'. Below these is an orange bar for 'Foundation Stage'. At the bottom are two rows of light green boxes: 'Nursery (FS1)' and 'Reception (FS2)'.

Key Stage 2 (KS2)	
Year 5	Year 6
Year 3	Year 4
Key Stage 1 (KS1)	
Year 1	Year 2
Foundation Stage	
Nursery (FS1)	Reception (FS2)

Pushes the Year 4s to strive
Fills the gaps in Year 5 to enable them to strive

Main themes this year

*Ancient Greeks Recap/ Roman Empire/
Interfaith (Judaism)*

- *Visit to Chester Deva Experience*

Roman Settlements of Britain

Entertainment Through Time

- *Residential to Stratford upon Avon 23rd -
25th June 2026*

Stratford upon Avon

- Residential to Stratford upon Avon 23rd - 25th June 2026
- A meeting will be arranged nearer the time.





PE

- ❖ Monday and Wednesday
- ❖ 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

School Sports

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.

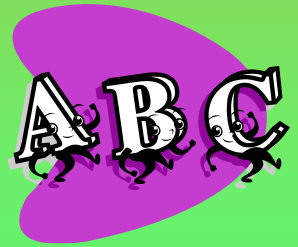
INSPIRE (Intent - **to support individual development in sport**)

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

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



- ❖ Daily reading (at least 4 times a week)
- ❖ Spellings (Individual spelling list/ age related spellings)
- ❖ Maths (NUMBOTS/ TTRS)
- ❖ English focus homework (20 mins)





Homework

Week Commencing Date: _____

WEEKLY READING	
School	Home

NOTES

Parent Signature: _____

Teacher Signature: _____

- Please fill in 4 boxes in the 'home' column with your child's reading, including weekend reading.
- Children to write: title, key word and page numbers.



Reading

- ❖ Continuing with fluency and furthering comprehension skills.
- ❖ Reading records monitored on a Monday, however, they are looked at each day.
- ❖ Book change is on a **Friday** for those on book banded books.
- ❖ 3 guided reading session a week.
 - Guided reading session once a week
 - Follow up task linked to reading or SPaG
- ❖ If required, some children will have additional 1:1 reading sessions at times throughout the week.

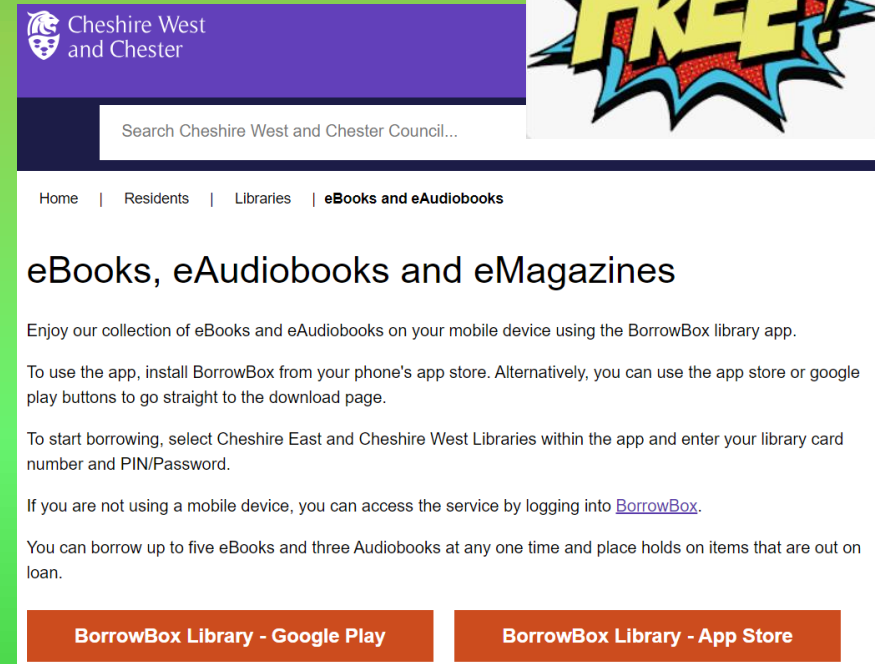


What you can do to help.

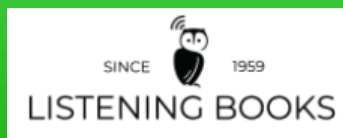
- ❖ Your role is vital in supporting your child to read.
- ❖ Listen to your child read daily if possible and please update the reading diary.
- ❖ Encourage your child to have a good look at the pictures first, always talk about what they can see in the pictures, what they think the story may be about before attempting the text.
- ❖ Read to your child.
- ❖ Let them see you reading.



Developing language and a love of reading...



£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.

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.

Tell a Story

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



ABC Order

Write out your spelling words in alphabetical order.

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, PSHE (Personal, Social, Health and Economic education), DT and geography.
- ❖ Handwriting - cursive letter formation leading to joining.
- ❖ Focus on the process of writing.



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 etc.
- ❖ Writing spellings in sentences.



Maths



- ❖ Daily focus on maths fluency.
- ❖ Importance of multiplications.
- ❖ 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.



What you can do to help.

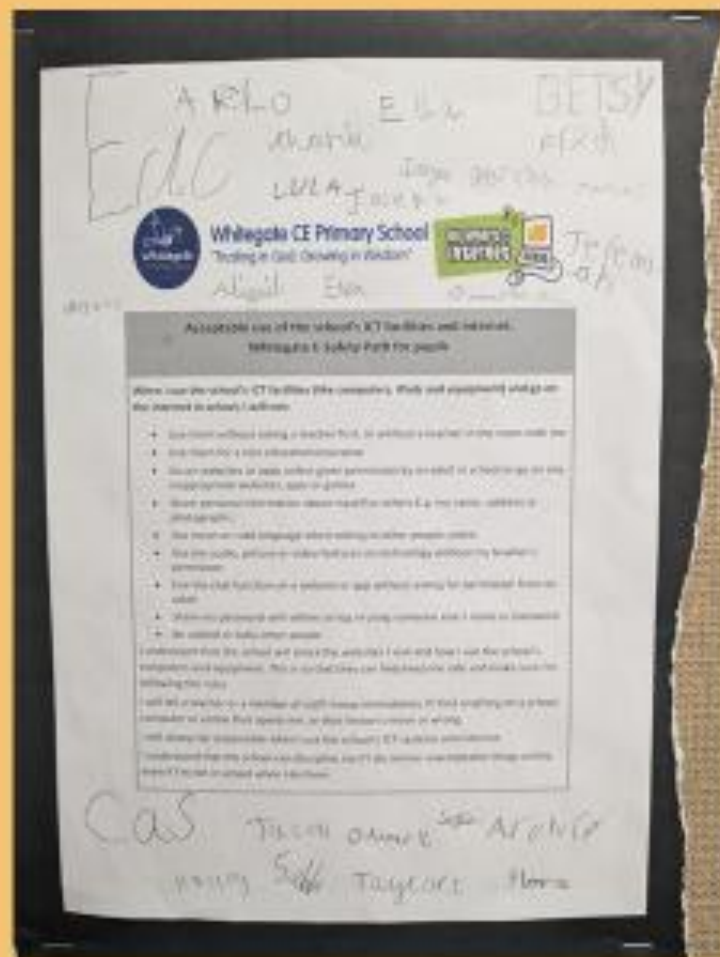
- ❖ Number formation and orientation
- ❖ Help with quick recall including number bonds to 10 so
 $7 + 3 = 10$, $17 + 3 = 20$ and $70 + 30 = 100$
- ❖ Doubles and near doubles. Double 8 is 16 so $7 + 8 = 15$
- ❖ Help with times tables
- ❖ Play cards, games using dice which involve quick adding calculations.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

Assessment

- ❖ Help to identify those that need further support and predicts KS2 outcomes
- ❖ Reading, SPaG and maths tests
- ❖ Writing will be assessed but not in a test
- ❖ These WILL NOT be the main focus of our year!
- ❖ Weekly Big Maths Beats That assessments on a Friday
- ❖ Weekly Knowledge Quiz's on a Monday

Online Safety

- PSHE
- Discrete lessons
- Picture News
- Anti-bullying Week
- Special assemblies
- Extra targeted lessons as needed
- ParentMails from Mr Thomas to support parents: monitoring, screen time limits, open conversations, blocks on certain websites and/or apps, guidance on age limits for popular apps.



Communication

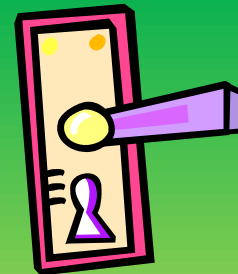


Please refer to the school calendar for important dates. It can be found at the bottom of the main page on the school website.

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

Messages from Mr Thomas

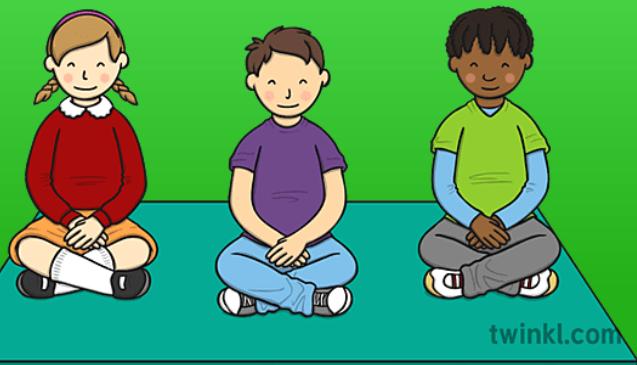
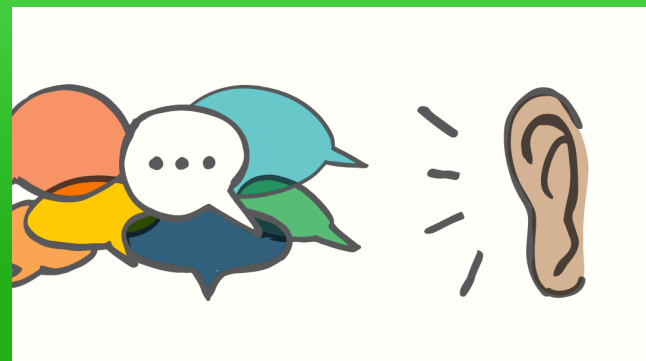
Finally...



We can't do it on our own!

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

Thank you





Calculation Methods

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

ADDITION

Written Methods:

Recap the children's understanding of Year 3 calculation strategy, moving to the compact column method adding the ones first and carrying numbers underneath the calculation.



$$\begin{array}{r} 3721 \\ + 498 \\ \hline 4219 \end{array}$$

The decimal point should be aligned in the same way as their other place value columns and must be in the same column in the answer.



$$\begin{array}{r} £24.32 \\ + £12.84 \\ \hline £37.16 \end{array}$$

SUBTRACTION

Step 1:

Return to the expanded column method and use practical resources and pictures to reinforce previous learning and extend to subtracting four-digit numbers.

Begin with subtracting with no exchange. Move onto exchange into the ones column only, the tens column only and then the hundreds column only. Extend to needing exchange into combinations of the ones, tens and hundreds columns.



$$\begin{array}{r} 3652 \\ - 1543 \\ \hline \end{array}$$

$$\begin{array}{r} 3000 + 600 + 50 + 12 \\ - 1000 + 500 + 40 + 3 \\ \hline 2000 + 100 + 00 + 9 = 2109 \end{array}$$

$$\begin{array}{r} 3652 \\ - 1562 \\ \hline \end{array}$$

$$\begin{array}{r} 3000 + 600 + 50 + 2 \\ - 1000 + 500 + 60 + 2 \\ \hline 2000 + 000 + 90 + 0 = 2090 \end{array}$$

$$\begin{array}{r} 3652 \\ - 1563 \\ \hline \end{array}$$

$$\begin{array}{r} 3000 + 600 + 50 + 12 \\ - 1000 + 500 + 60 + 3 \\ \hline 2000 + 000 + 80 + 9 = 2089 \end{array}$$

Step 2:

Compact column subtraction. Ensure children have the opportunity to apply this method to a variety of different contexts, including money and measures.



$$\begin{array}{r} 36\overset{4}{8}12 \\ - 1543 \\ \hline 2109 \end{array}$$

$$\begin{array}{r} 3\overset{5}{8}152 \\ - 1562 \\ \hline 2090 \end{array}$$

$$\begin{array}{r} 3\overset{5}{8}1\overset{14}{5}12 \\ - 1563 \\ \hline 2089 \end{array}$$

MULTIPLICATION

Year 4

Step 1: Grid method for multiplying three-digit numbers by a one-digit number.

Recap previous multiplication using the grid method and extend this to multiplying two-digit and three-digit numbers by a one-digit number. Track back for any children who are not confident.



1 2 5 × 6 = 7 5 0									
×	1	0	0		2	0		5	
6	6	0	0		1	2	0		3
	6	0	0						
+	1	2	0						
					3	0			
					<hr/>				
	7	5	0						

Step 2: Short multiplication for multiplying by a one-digit number.

Pupils can be asked to work out a calculation using the grid method, and then compare to 'your' column method. What are the similarities and differences? Unpick the steps together and show how it reduces the steps.



	1	2	5	
×			6	
		3	0	5 × 6
	1	2	0	20 × 6
	6	0	0	100 × 6
	7	5	0	



	1	2	5
×			6
	7	5	0
	1	3	

Year 5

Step 2: Introduce long multiplication for multiplying up to four-digit numbers by two-digit numbers.

The grid method can be used to introduce long multiplication as this method not only shows each row clearly but will be a familiar method to the children.

Children when multiplying by the tens number, children can be taught to put the '0' in the ones column then think '1 times 8, 1 times 1' etc., as long as they understand the place value involved.



x	10	9
10	100	90
4	40	36

1	9			
x	1	4		
	3	6	9	x 4
	4	0	1	0 x 4
	9	0	9	x 10
	1	0	0	10 x 10
	2	6	6	
	1			

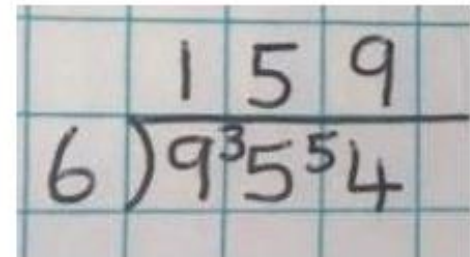
1	9	
x	1	4
	7	6
	1	9
	2	6
	1	

	1	3	5	7
x			1	3
	4	0	7	1
	1	3	5	7
	1	7	6	4
		1		

DIVISION

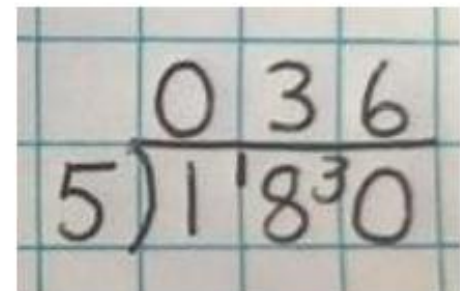
Children move into dividing numbers with up to 3 digits by a one-digit number in a wide range of contexts.




$$\begin{array}{r} 159 \\ 6 \overline{) 9354} \end{array}$$

Where the answer to the first column is 0, children should initially write 0 above to acknowledge this, then carry to number over to the next digit as a remainder.




$$\begin{array}{r} 036 \\ 5 \overline{) 1830} \end{array}$$