Welcome

Trusting in God; Growing in Wisdom

Whitegate
CE Primary School



Elder curriculum evening

Agenda

- Timetable
- Themes and Educational Visits
- PE
- Homework and reading
- English and maths
- Assessment
- Personal development
- E-Safety
- Communication

Timetable

Elder timetable Autumn 1 2026

		Lesson 1				Lesson 2				Lesson 3	Lesson 4	
	8.40-9	9-9.30	9.30-10.30	10.30-10.50	10.50-11.05	11.05-11.20	11.20 – 12.00	12.00/ 12.15 - 1.00	1.00 – 1.30	1.30 – 3.00		3.00-3.15
MON	Fix it time / Early bird maths Register at 8.45am	Phonics and Spelling	English including handwriting	Christian Values	Break	Big Maths	Maths	Lunch	Guided reading	RE		Story
TUES		Phonics and Spelling	Big Maths Maths	Visitors		Big Maths	Maths		Guided reading	Science		Story
WED		Phonics and Spelling	English including handwriting	Picture news		PE			Guided reading	Art/DT	Y3 French Y2 Handwriting / Music	
THUR		Phonics and Spelling	English including handwriting	Songs of Praise		Big Maths	Maths		PSHE	Computing	PE	Story
FRI		Phonics and Spelling	English including handwriting	Celebration		Big Maths	Maths		Guided reading	History/Geography		Show and tell/Story

Main themes this year

- *Walk like an Egyptian*
- *Ancient Civilisations – Where were they? Why were they successful? What do we use today that was developed in that time?*
- *Local history including Vale Royal Abbey. A weeks focus on significant people places and events.*
- *Liverpool World Museum*

- *Before History began*
- *A study of The Stone Age to the Iron Age*
- *Stone Age Man – Visitor to school*

- *Where the land meets the sea*
- Focus on the Geography of the coast
- UK focus for Y2 and comparison focus for Y3
- Holidays over time with a greater focus on transport and travel
- Visit tbc



PE

- Year 2 – Changing in school. PE kits sent home at half terms.
- Year 3 - 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.

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.

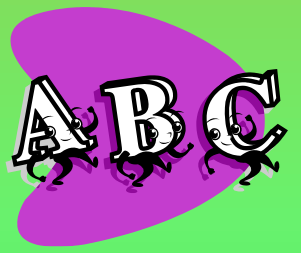
INSPIRE (Intent - **to support individual development in sport**)

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 Friday. It needs to be handed in by the following Thursday.



- Daily reading (at least 4 times a week)
- Spellings (Homework books)
- Maths (Numbots and TTRS)

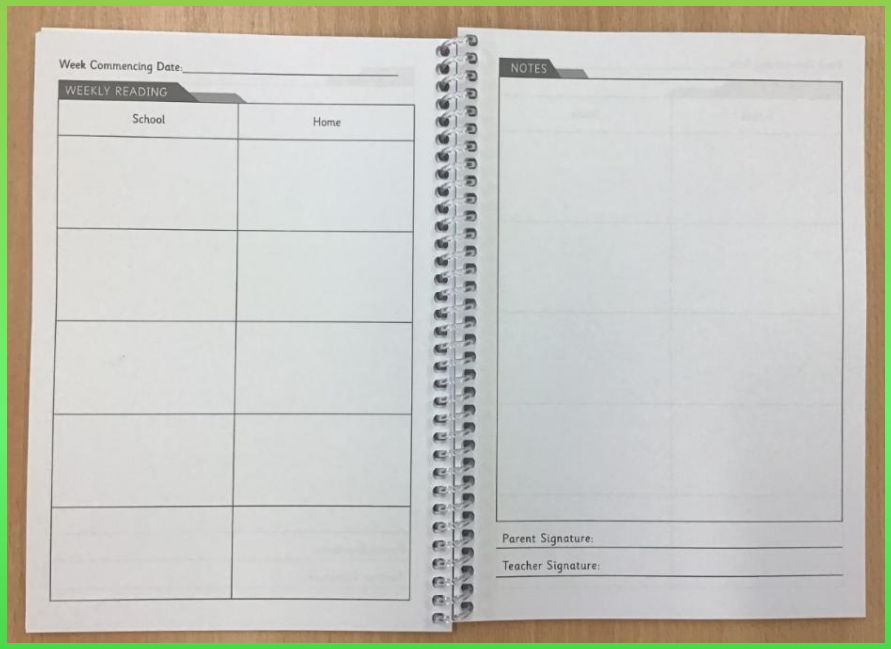
Y2 – 10 minutes

Y3 – 15 minutes

- Knowledge organiser (quizzes throughout the term)
- Christian Values (once a half term)
- Year 3 additional English linked task to follow



Homework





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



Reading

- Reading records monitored on a Monday, however, they are looked at each day.
- If reading is not recorded in their home-school contact books they will be asked to read for a short time during break.
- We balance the right to play with the right to learn.
- Book change / QR code book is on a **Friday**.

- 4 guided reading session a week.
- Guided reading with an adult once a week
- Independent reading related tasks
- Follow up task linked to their reading
- SPAG activity

- If required, some children will have additional 1:1 reading sessions 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, talk about what they can see, make predictions, think about what they already know.
- Fluency and expression - pausing for punctuation – this will also help with their writing.
- Read to your child.
- Let them see you reading.



Developing language and a love of reading…

Google Play Books

Apple Books

PAID

audible
an amazon company

BEST SPOTIFY AUDIOBOOKS

FREE!

Cheshire West and Chester

Search Cheshire West and Chester Council...

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SINCE 1959
LISTENING BOOKS

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.

Mystery Reader

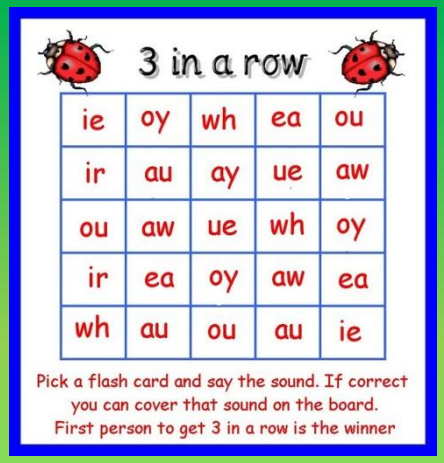


Please let me know if you would like to be a mystery reader!









Phonics and Spellings

- Daily spelling lessons, split year 2 and year 3
- Year 2's begin with a recap of phase 6 with additional support in class for those who need it.
- Moving onto spelling scheme which focuses on spelling patterns.
- Phonics and spelling intervention for those that need additional recapping to secure phonics for both reading and writing.
- QR codes for home reading are linked to the child's phonics level before moving onto the banded books.

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.



Fancy Letters

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

Rainbow Words

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



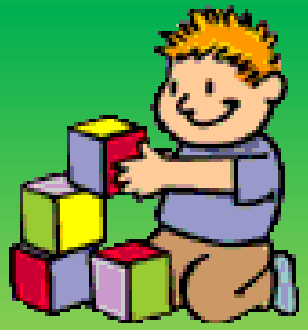
Writing

- Children will be writing daily – spelling, handwriting, English, science, RE, history and geography.
- Handwriting – Cursive letter formation and joining in year 2 moving to securing this and developing writing stamina in year 3.
- Focus on the process of writing.
- 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 etc.
- Writing spellings in sentences.



Maths

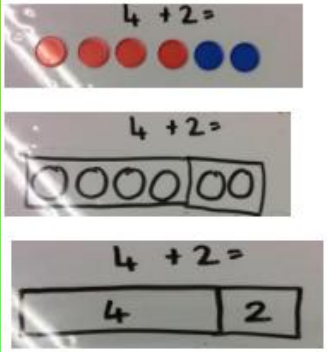


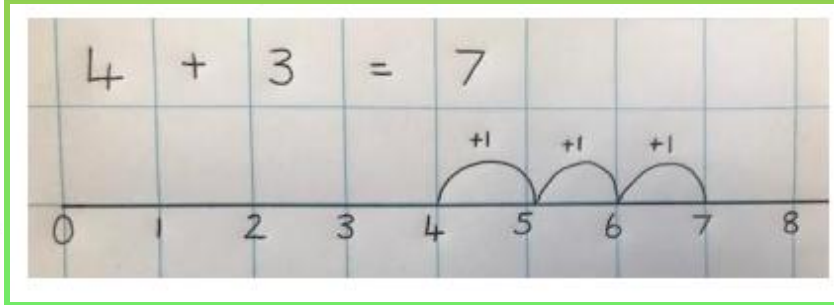
- Morning maths task focus on basic skills
- Daily focus on maths fluency
- Lots of opportunities for practical maths which will help to enhance understanding.
- Link to other subjects where possible e.g. position and direction in geography.
- Year 2 focus on securing basic skills and applying to problem solving and reasoning.
- Year 3 focus on using known skills to tackle larger numbers with a continued focus on application to a wide range of problems.

Calculation Methods

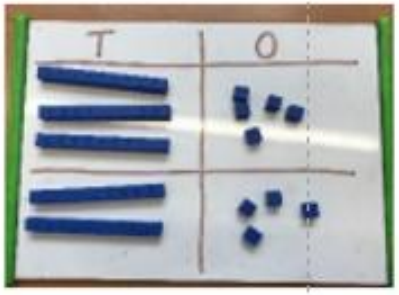
The calculations policy can be found on the school website under the 'curriculum' tab.

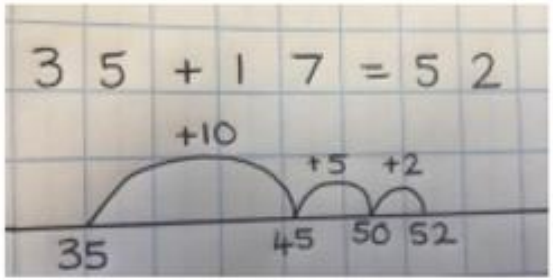
Y1



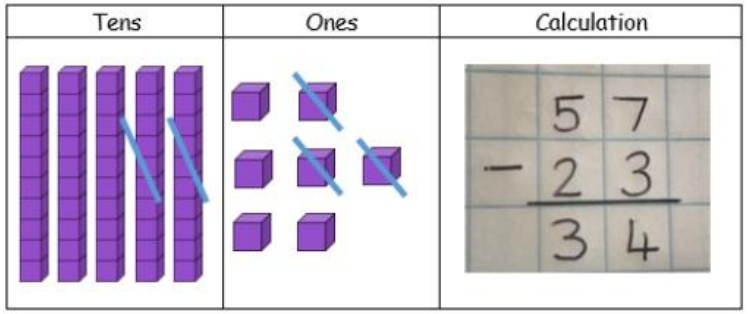


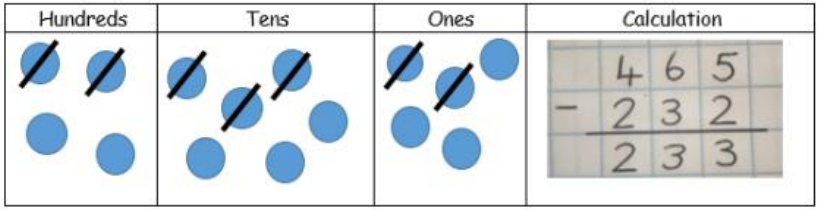
Y2





Y3

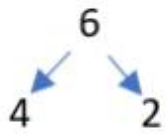




Calculation Methods

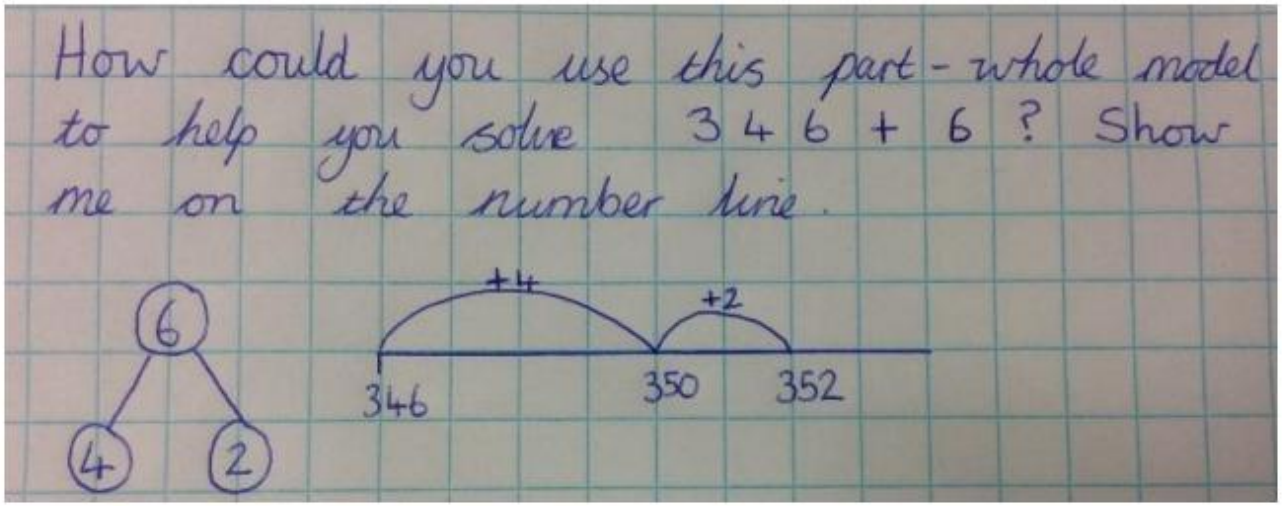
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Calculate 346 add 6=



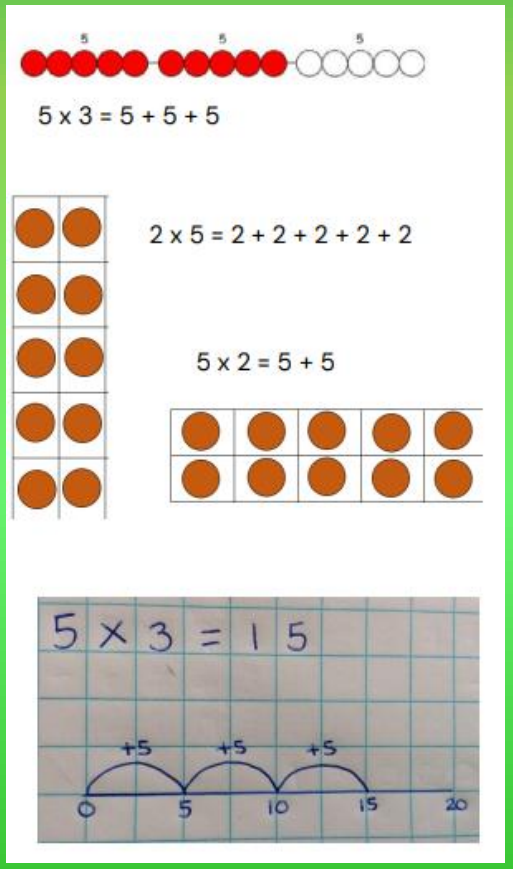
346 + 4 = 350

350 + 2 = 352



Calculation Methods

Key Vocabulary
groups of, lots of, sets of times, altogether, multiply, count,



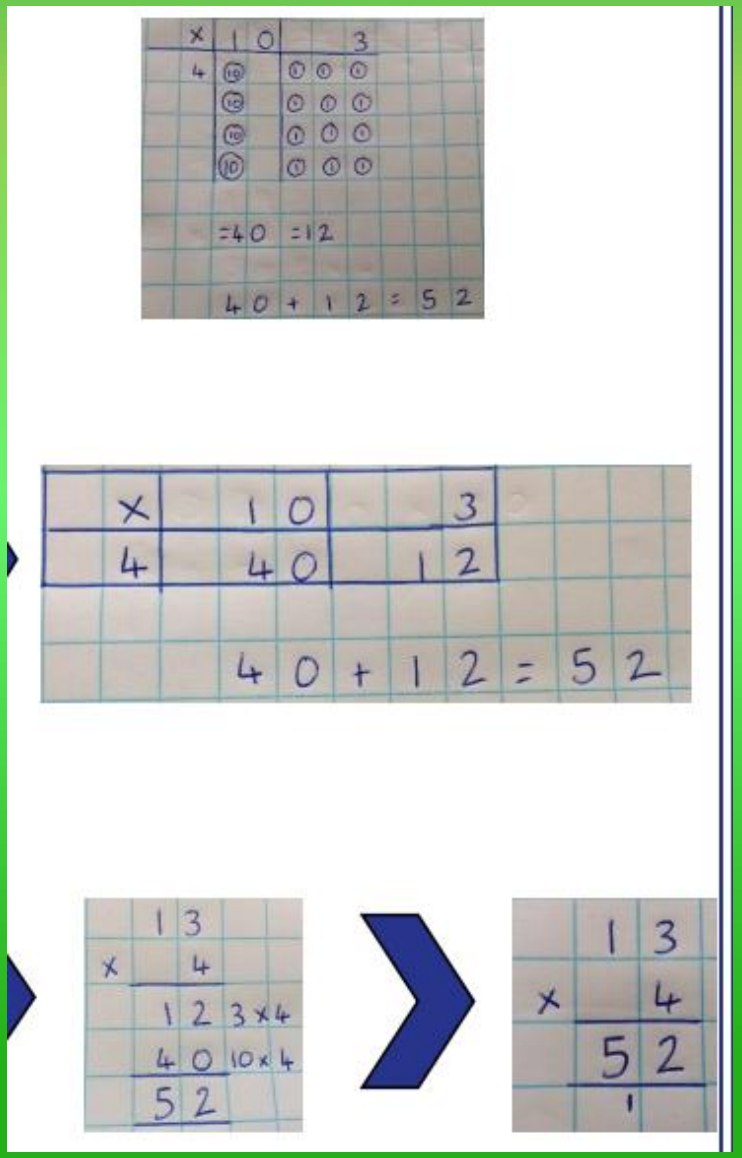


Y1

Y2

Calculation Methods

Y3





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 2s, 5s and 10s moving on to 3s, 4s and 8s.
- 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, maths and SPaG assessments twice a year
- SATs are now voluntary and we will be using them as part of our end of year assessments
- Writing will be assessed but not in a test
- On-going in-class assessments daily
- Daily, weekly, half termly reviews
- Help to identify those that need further support
- Your special little people are used to completing work where they 'show off' how brilliant they are!

Personal Development













Personal Development













Personal Development

















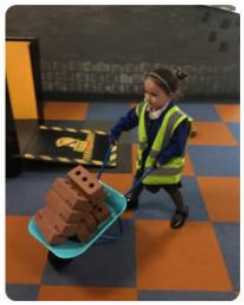
Personal Development



















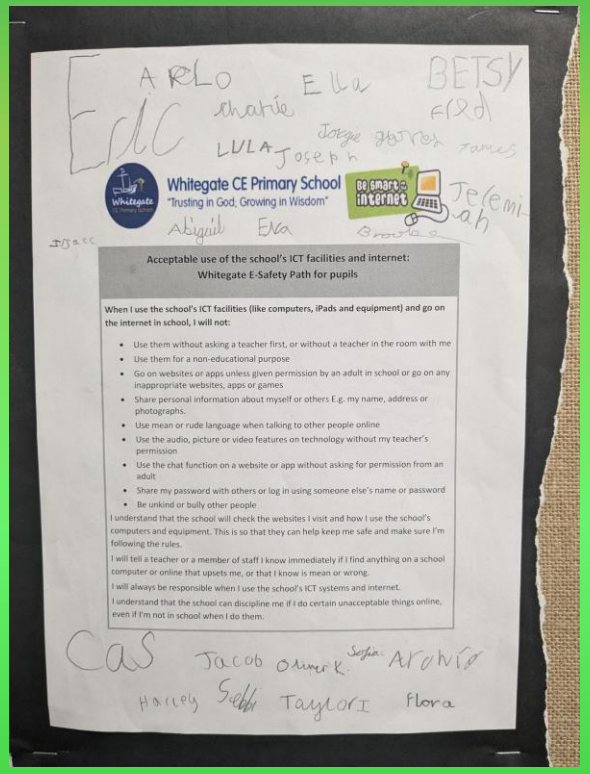






E-Safety

- 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.



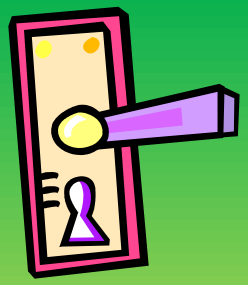
Communication

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

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



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



