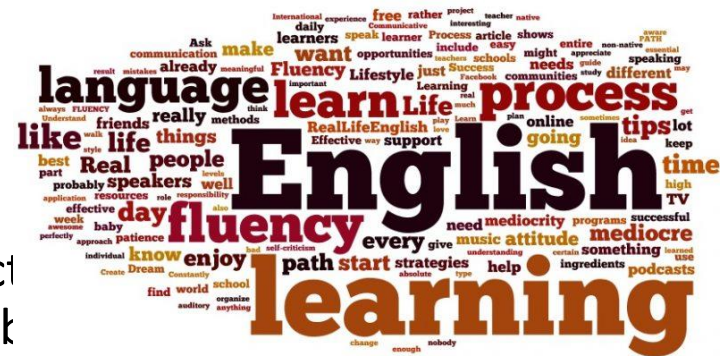




Parent teacher meeting
12.09.18

Manday	Maths Feedback & Spelling	Spelling dictation	Maths	Assembly	Break time	11.00-12.00 English	Guided reading	Lunch	English feedback	Go through homework / SPAG	PE	3-3.15 Library
Tuesday	Maths Feedback & Morn challenge	Spelling	Maths	Assembly	Break time	English	Guided reading	Lunch	English feedback	Topic / Art & DT		3-3.15 Class text
Wednesday	Maths Feedback & Morn challenge	Spelling (with feedback)	Maths	Assembly	Break time	English	Guided reading	Lunch	PE- Over and in		HLTA Music / RE/ICT /Nicky	
Thursday	Maths Feedback & Morn challenge	Maths	English feedback	Assembly	Break time	English	Spelling	Lunch	French 1.30-2.00	Science		
Friday	Maths Feedback & Morn challenge	Maths	English feedback	Assembly	Break time	English	Guided reading	Lunch	Class council	University Afternoon 1.45 - 2.45	PSHE	

- By the end of year 6, children can plan independently, identifying the purpose and form of their writing using reading and research to support them. They are able to draft by: choosing the appropriate grammar & vocabulary to enhance meaning; using cohesive devices within and between paragraphs, using organisational features as a guide for the reader.
- When evaluating their writing they can propose changes to clarify meaning and enhance the effect the writing on the reader. Tenses, subject and verb agreement and the register for their writing are consistent and correct throughout. They automatically proofread for spelling and punctuation errors.



- Writing expectations
(see steps sheets for coverage of NC
objectives)

- [illegible]



By the end of year 6, children are fluent readers prepared for the demands of the year 7 curriculum. They discuss books with adults & peers confidently and can present their views formally. The children have read widely across a range of texts for different purposes and as a result are able to recommend books, giving reasons for their choices.

They have a wide repertoire of poems they have learnt by heart and can perform these, using the appropriate tone, volume & intonation.

They show a deep understanding of what they read because they are able to :automatically check reading makes sense; explore the meaning of words in context; ask & answer questions. They can draw inferences and predictions providing reasoned justifications for their views. They can summarise the main ideas within a text and identify details that support these themes.

They are ale to comment on the author's use of language and the structure of the text. When reading non fiction they can easily retrieve, record and present what they find, distinguishing between fact and opinion.

Reading expectations – see handout



What This Means for Parents

- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Read difficult texts to your child and allow them the chance to listen and ask questions.



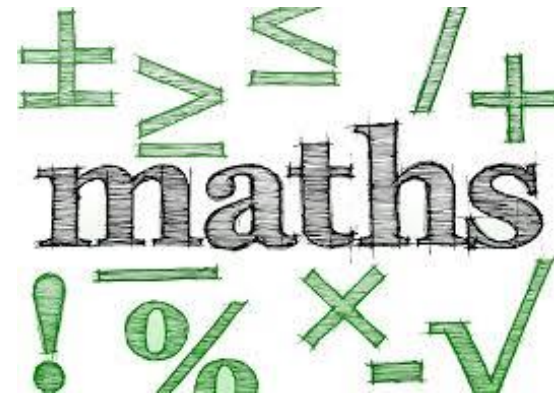
Reading – what does this mean for parents?

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

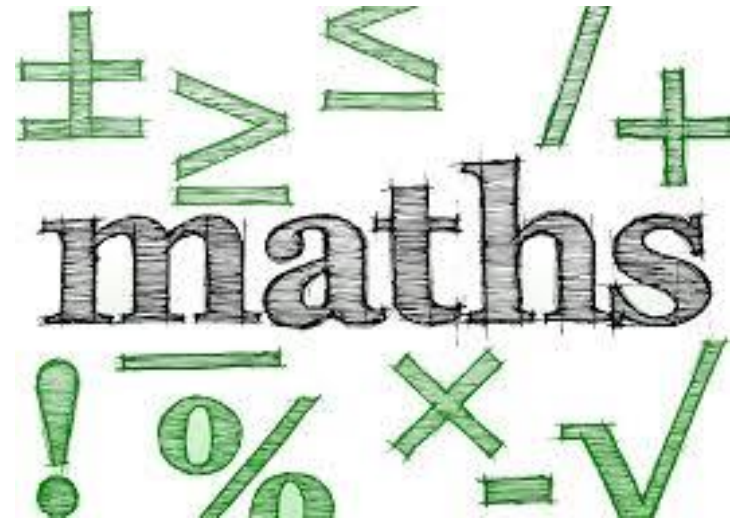
By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.



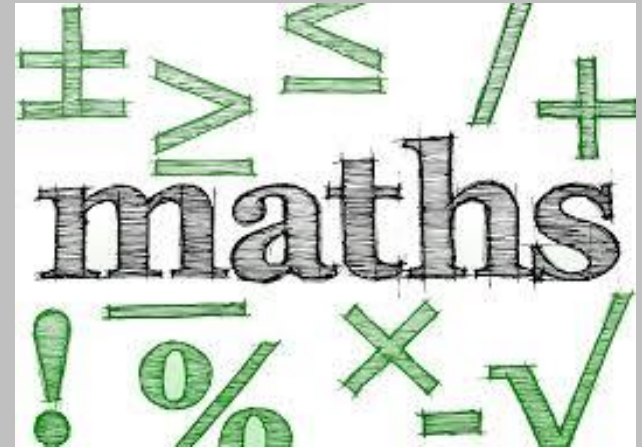
Maths – expectations

- Starting with number & place value and geometry
- Entry & exit assessments
- Work through a unit over a few weeks
- Lots of work on vocabulary & maths & reasoning – children explaining their thinking
- Chn must know their times tables – makes a huge difference.



How do we teach it?

How do we teach it?



Miley has this number:

824,650

She takes forty thousand away.

Her answer is 820,650

Is this correct?

Explain how you know.

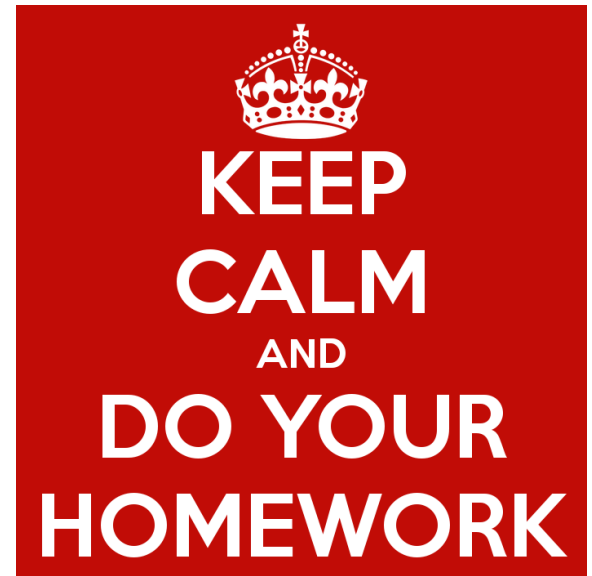
Explain how you know....

- This term – Amazing America – Is America amazing/ the land of opportunity.
- Journey through America looking at it's history from settlers to modern day, geography & landmarks (comparing NYC & Las Vegas) American society & the constitution, popular culture & food.
- Spring term – World War 2
- Teach cross curricular writing through topic.



Our topic is..

- High frequency words – 5 & 6 & dictation, linked to handwriting
- Sumdog maths
- Short practice questions – alternate between maths & reading – will be gone through in school.
- Reading – daily reading – please keep up! Reading makes all the difference.
- Friday – maths test on all areas – children will be bringing home a copy – it would be really helpful if you could go through any areas the children are unsure of – pick key ones.



Homework / How you can help....

- By then , the children will be familiar with the type of questions they will come across & will have had lots of practice at using & applying their skills & knowledge, so it should be nothing new / scary to them.
- Children may be anxious, but we will talk to the children about this being a normal feeling, previous situations where they might have felt the same etc
- We will also talk to them about having coping mechanisms, which will help reduce the anxiety (see saw) Children need to experience anxiety, to learn & know they can cope with it.
- SATS week is w.b. May 13th
- Booster sessions will be arranged
- Sats meeting – tbc
- Breakfast offered in morning to settle children down.



SATS info...

