

**PARENTS'  
INFORMATION  
MEETING**

# Meet the Year 3 and 4 teaching team:



Mrs Tierney  
LKS2 phase leader  
Y3 teacher



Miss Rose  
Y3 teacher



Mrs Phillips  
Y4 teacher



Mr Downing  
Y4 teacher



Mrs Welford  
Teaching Assistant



Mrs Cockerill  
Teaching Assistant

# Meet the year 5 and 6 teaching team:



Mrs Shields  
UKS2 phase leader  
Y6 teacher



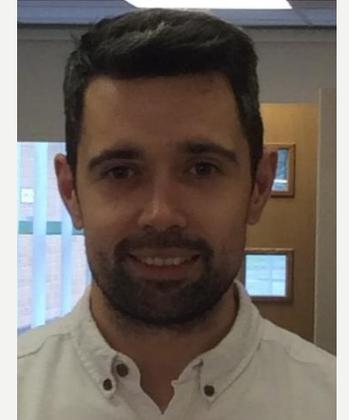
Miss Marr  
Y5 teacher



Miss Dismore  
Y5 teacher



Miss Carney  
Deputy Head  
Y6 teacher



Mr Millward  
Y6 teacher



Mrs Clarkson  
HLTA



Mr Mazfari  
Sports Coach

# Reading

In school, we continue to place a great emphasis on reading. We use an approach which combines whole class, group and individual reading, depending on the age and needs of each child. Our aim as a school is to ensure that children become confident, fluent readers, who – and this is very important to us – enjoy reading. This year we are having a focus on children reading for pleasure and each year group have been coming up with ideas to help children develop a real love of books and reading.

You will hear more about this as the year progresses.

# Reading

Reading is such an important aspect of supporting your child's learning and practising reading at home makes a significant difference.

## WHY READ FOR 20 MINUTES A DAY?

STUDENT A	STUDENT B	STUDENT C
20 MINUTES PER DAY	5 MINUTES PER DAY	1 MINUTE PER DAY
1,800,000 WORDS PER YEAR	282,000 WORDS PER YEAR	8,000 WORDS PER YEAR
SCORES IN THE 90 <sup>TH</sup> PERCENTILE ON STANDARDIZED TESTS	SCORES IN THE 50 <sup>TH</sup> PERCENTILE ON STANDARDIZED TESTS	SCORES IN THE 10 <sup>TH</sup> PERCENTILE ON STANDARDIZED TESTS

# Reading

We are continuing to use Accelerated Reader to support with monitoring independent reading.

Children earn points for successful quizzes taken and these points accrue towards winning prizes in school.



## Diagnostic Report—Reading Practice

5 of 10

Printed Thursday, 17 May 2014 09:11:44

School: Renaissance Learning Academy

Reporting Period: 02/09/2013 - 17/05/2014  
(2013 - 2014 to today)

**Class: Year 7**

Teacher: Sparrgrove, E

Student	Diag. Codes	RP Quizzes		% Correct		Points					Engaged Time per Day	Book Level		Certification
		Passed	Taken	Target	Avg	Target	Earned	% of Target	% Read Indep.	% Fiction		ATOS BL Target	Avg	
Albertson, Kathryn		14	14	85	94.3	-	28.5	-	87	100	37	-	4.3	Ready(2)
Allen, Sarah	%	19	23	85	82.2	-	49.9	-	95	100	58	-	4.8	Rising
Alun-Jones, Emily	D	2	2	85	90.0	-	6.3	-	85	100	4	-	5.5	Super

# Reading

<http://www.renlearn.co.uk/accelerated-reader/ar-bookfinder/>

[Quick Search](#) [Advanced Search](#) [Collections](#)

The Demon Dentist

Search

## Search Results

Titles 1 - 20 of 175

 [Print](#)

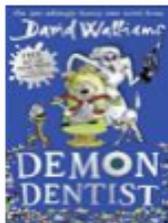
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### Demon Dentist

Walliams, David

AR Quiz No. 225238 EN Fiction

IL: MY - BL: 4.8 - AR Pts: 6.0

AR Quiz Types: RP, VP

Rating: ★★★★★

Children put a tooth under their pillow for the tooth fairy, but in the morning they wake up to find a dead slug; a live spider; hundreds of earwigs creeping and crawling beneath their pillow. Evil is at work. But who or what was behind it?

# Reading



Examples of some classroom reading displays.

# Reading

## Prizes

- 30 – pencil
- 60 – bookmark
- 90 – enamel badge
- 120 – medal
- 200 – rosette



# Maths

The approach to maths we use is one of Mastery and we teach maths in a way that ensures children have a real depth of understanding. This is done through a process of regularly revisiting maths content so that children get regular practice of each aspect of maths without long gaps between the opportunities to practise. As a school, we use 'The White Rose' scheme and you can find out more about the process online if you are interested.

We have a focus each term that you can support with. The focus for each half term is on the following slide which we have provided you with a copy of. You can help your child by practising the appropriate things during the term we are focusing on it in school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Number recognition to 20	Counting on	Counting back	Number formation	Adding 1	Subtracting 1
No FORMAL tests						
<b>Y1</b>	Adding & Subtracting 0, 1 and 2	Adding & Subtracting 10	Adding and subtracting 3, 4 and 5	Bonds to 10	Bonds to 20	Doubles & Halves to 10
<b>Notes</b>	NO formal test	Up to and incl. 10 + 10	Up to and incl. 5 + 5 / 6 + 4 / 7 + 3		Up to and incl. 10 + 10	Up to and incl. 5 + 5
<b>Y2</b>	Doubles & Halves from 10 to 20	Near doubles to 20	Bridging within 20	Multiply & Divide by 2	Multiply & Divide by 10	Multiply & Divide by 5
<b>Notes</b>	From 6+6 to 10+10			Up to and incl. 12 x 2	Up to and incl. 12 x 10	Up to and incl. 12 x 5
<b>Y3</b>	Number bonds within 20	Time Facts	Multiply & Divide by 3	Multiply & Divide by 4	Multiply & Divide by 8	Consolidation of 3, 4 and 8 x and ÷
<b>Notes</b>	Consolidating KS1	Months, Hours, Minutes, Seconds etc.	Up to and incl. 12 x 3	Up to and incl. 12 x 4	Up to and incl. 12 x 8	
<b>Y4</b>	Number bonds to 100	Multiply & Divide by 6	Multiply & Divide by 9 and 11	Multiply & Divide by 7	Multiply and divide by 12	Multiply and divide numbers by 10 and 100
<b>Notes</b>	i.e. 34 + 66; 100 – 34 etc	Up to and incl. 12 x 6	Up to and incl. 12 x 9 and 12 x 11	Up to and incl. 12 x 7	Up to and incl. 12 x 7	
<b>Y5</b>	Revision of all times tables	Bonds to 1000	Place value to 3 decimal places	Rounding to nearest 10, 100, 1000, 10000 and 100000	Multiplying and dividing by 10, 100 and 1000	Metric Conversions
<b>Notes</b>	Up to and incl. 12 x 12	i.e. 347 + 653 (also in context of money - £10.00)	i.e. 6 x 70 = 420			i.e. 1km = 1000m
<b>Y6</b>	Revision of all times tables	Finding 10%, 25% and 50% of numbers	Simplifying fractions	Basic FDPs equivalence	Arithmetic ahead of SATS	
<b>Notes</b>	Up to and incl. 12 x 12	Using TT knowledge		50% = $\frac{1}{2}$ = 0.5 To quarters, thirds, fifths, eighths and tenths		

# Maths

In addition, we are providing you with Maths Knowledge Organisers. These organisers will be part of the homework expectations and you will be expected to practise and work through the content on them at home.

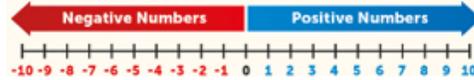
We will do mini quizzes every two weeks to quiz the children on the content of these knowledge organisers. Just like the reading cards, you will sign them to show that you have practised. We are recommending two 20 min sessions per week, with one session being the absolute minimum.

Completed cards will be entered into a prize draw in the same way the reading cards are. Prizes will be maths based.

### Place value

Millions			Thousands			Ones		
Hundred million	Ten million	One million	Hundred thousand	Ten thousand	One thousand	Hundreds	Tens	Ones
1	2	3,	4	5	6,	7	8	9

order	compare	value
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### Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

### Perimeter

The total distance around a shape.

$$P = 2L + 2W \text{ or } P = 2(L + W)$$

### Area

The number of square units inside a shape.

$$A = L \times W$$

\*L = length, W = width

### Volume

Length x width x height

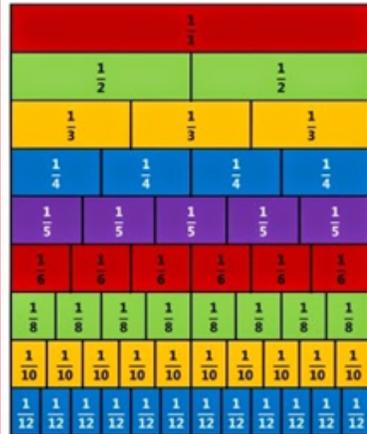


### Multiplication and division vocabulary

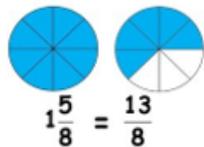
Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ( $5^2 = 5 \times 5$ ) 49 ( $7^2 = 7 \times 7$ )
cube numbers	the result when a number has been multiplied by itself 3 times	8 ( $2^3 = 2 \times 2 \times 2$ ) 27 ( $3^3 = 3 \times 3 \times 3$ )

### Fractions

## Fraction Wall



### Mixed Numbers & Improper Fractions



### Rounding



### Fractions, decimals and percentages

$\frac{1}{100}$	0.01	1%
$\frac{1}{20}$	0.05	5%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%
1	1	100%

Place Value Chart for 10.4879



Decimal point

## YEAR 5 MATHS KNOWLEDGE ORGANISER

### Measurement conversions

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ( $\frac{5}{8}$ ) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres
1 inch	2.54cm
1kg	2.2lbs
1 pint	473ml

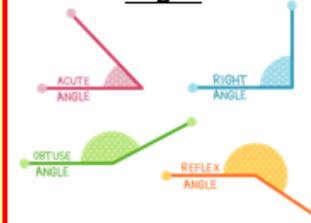
### Units of time

#### Converting Units of Time

60 seconds = 1 minute    24 hours = 1 day  
60 minutes = 1 hour    7 days = 1 week

12 months = 1 year    10 years = 1 decade  
52 weeks = 1 year    100 years = 1 century  
365 days = 1 year    1000 years = 1 millennium

### Angles



### Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	> 180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

### Regular and irregular shapes

Name	Regular	Irregular
Triangle		
Quadrilateral		
Pentagon		
Hexagon		
Octagon		



# YEAR 4 TIMES TABLES TEST

"Pupils should be taught to recall multiplication and division facts for multiplication tables up to  $12 \times 12$ ."

GOV.UK

All primary school-aged children are expected to know their times tables up to  $12 \times 12$  by heart. In fact, they are expected to have mastered their times tables by the end of Year 4.

Multiplication Tables Check to be taken towards the end of Year 4 to make sure children are meeting the benchmark of memorising their times tables up to  $12 \times 12$  before moving up to Upper Key Stage 2 (Year 5 and Year 6).

# THE TIMES TABLES TEST

The Multiplication Tables Check has been described as “[an online, on-screen digital assessment](#)” – meaning the children will take the test on a desktop computer, laptop or tablet (such as an iPad) at school.

The times tables test will be timed, with the entire assessment lasting approximately 5 minutes in total.

Children will be given six seconds to answer each of the questions, with a three second blank gap between each question.

The test’s software has been programmed to show children more questions from the 6, 7, 8, 9 and 12 times tables, as these are trickier times tables focused on more in Years 3 and 4.



Practise the Multiplication tables check



<https://www.timestables.co.uk/>

# Our Wider Curriculum

At Rose Wood we have developed a curriculum that is enquiry based and is underpinned by an inspiring novel or text. The curriculum is designed to engage and enthral with aspects that are practical and academic. Each half term children will gain a range of knowledge and skills from a range of subjects which will incorporate Geography, History, Sciences, Art, Design and Technology, Music and PE. During some of the year, the children will also learn a Modern Foreign Language.

As part of the learning, children will also cover Social, Moral, Spiritual and Cultural aspects of learning and this year we have a real focus on developing children's awareness of other cultures. As part of this work, we have created a strong link with Abingdon Primary school: a school with a high ethnic diversity. Through this link, our children will be doing some shared learning with children from that school.

There is additional homework and support that you can offer at home linked to the wider curriculum and this is identified on our curriculum plans. An example of this planning is shown on the following slide.

## Rose Wood Academy: Enquiry Driven Learning Overview

### Vertical Concepts (History)

Change  
Cause and effect  
Significance

### Horizontal and Diagonal Concepts

Cause and effect – Geography

Through science we will study the classification of rocks and soils. We will also gain a simple understanding of fossilisation.

We will learn painting techniques used by ancient Britain's to create 'cave paintings' of animals.

We will learn about textiles and the skill of weaving and we will make simple thumb pots using clay.

We will taste and evaluate a range of flatbreads before making our own, using a simple recipe.

### Enquiry Question

How did life in Britain change from the Stone Age to the Iron Age?

### Content on Direct Pathway

*The children will read the book Stone Age boy by Satoshi Kitamura. They will learn how Britain developed over thousands of years from the Stone Age to the Iron Age. Through practical experiences, including a visit to Danby Moors Centre they will learn how humans survived without the technology and manufactured good we have today. They will learn how humans have changed the landscape of Britain. They will learn how technological advances in farming and tools changed the lives of humans up until the end of the Iron Age.*

### Enquiry Outcomes

They will write an information text that will include the key changes in Britain from the Stone Age to the Iron Age

*Through Talk for Writing, pupils will learn part of the story of Stone Age boy. They will write narrative texts in the style of the author. They will present information about the changes over time in the form of a non-chronological report/poster. They will write recipes and instructions based on information they have learned.*

## Rose Wood Academy: Enquiry Driven Learning Overview

<b><u>Year Group:</u> Year 3</b>	<b><u>Term:</u> Autumn 1</b>
	<b>Key Focus : History</b>
<b>Project Enhancements:</b> <ol style="list-style-type: none"><li>1. The children will visit the North Yorkshire Moors Visitor Centre, Danby Lodge, to take part in a Stone Age Day - A full day of outdoor activities learning how Stone Age people used woodlands and how the landscape has changed since the last ice age.</li><li>2. We will have a Stone Age themed afternoon of activities where parents can join their children in learning skills that would have been useful in the Stone Age such as hunting, identifying plants, cave painting, den building and camp fire cooking.</li></ol>	
<b><u>How can you help?</u></b> <p>At home, please could you:</p> <ul style="list-style-type: none"><li>• continue to listen to your child read a minimum of three times a week,</li><li>• help your child to learn to spell the Year 3 and 4 word list,</li><li>• help your child to learn their times tables</li></ul> <p>If you wish to do additional homework with your child, you could:</p> <ul style="list-style-type: none"><li>• Write your own prehistoric adventure story. Will you set it in the Stone Age, Bronze Age or Iron Age?</li><li>• Find out more about rock art – human-made markings on natural stone. Draw your own pet or local animal in the style of a prehistoric cave painting.</li><li>• Use your local library to research the Stone Age, Bronze Age and Iron Age history of your local area.</li><li>• Make a photo montage of prehistoric monuments. You can search the best images online and download them to a PowerPoint slide or Word Document</li></ul> <p style="text-align: right;">□</p>	

## Rose Wood Academy: Enquiry Driven Learning Overview

Subject Specific Vocabulary		Key Knowledge
Word	Definition	
archaeologists	People who work out our history by looking at artefacts that have been found.	<ul style="list-style-type: none"> <li>o <i>Key knowledge that you want the children to know by the end of the topic</i></li> </ul>
artefact	An object made by human beings, usually with historical or cultural interest.	<ul style="list-style-type: none"> <li>o The Stone Age was when early humans used tools from stone. This is also known as pre-history.</li> </ul>
Neolithic	Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.	<ul style="list-style-type: none"> <li>o At the end of the Ice Age, the sea levels rose and so Britain turned into an island.</li> </ul>
B.C.	Before Christ. A date like 250BC means 250 years before Christ was born.	<ul style="list-style-type: none"> <li>o The Stone Age had three periods - Palaeolithic ('old' Stone Age), Mesolithic ('middle' Stone Age) and Neolithic ('new' Stone Age).</li> </ul>
chronology	The ordering of events, for example the stone, bronze and iron age.	<ul style="list-style-type: none"> <li>o Palaeolithic Stone Age lasted until the end of the Ice Age. Early humans used stones as tools. This lasted till about 10, 500 BC</li> </ul>
tribe	A group of people who live together.	<ul style="list-style-type: none"> <li>o Mesolithic Stone Age was from about 10, 500 BC to 4, 000 BC. Humans would demonstrate a variety of food gathering techniques including hunting and fishing.</li> </ul>
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.	<ul style="list-style-type: none"> <li>o Neolithic Stone Age was from 4, 000 BC to about 2, 500 BC. This marked the start of farming including land clearance and the domestication of animals.</li> </ul>
shelter	A house where stone age people would have lived.	<ul style="list-style-type: none"> <li>o During the Stone Age people were nomadic.</li> </ul>
civilization	A group that lived during a period of time long ago.	<ul style="list-style-type: none"> <li>o The Bronze Age started at different times around the world.</li> </ul>
settlement	A place where there were several stone age shelters, like a small village.	<ul style="list-style-type: none"> <li>o Tools were made from bronze - copper and tin were heat-ed up and poured into casts.</li> </ul>
Prey	An animal that is hunted for its food.	<p><b>Evidence of the Bronze Age</b></p> <ul style="list-style-type: none"> <li>o Amesbury Archer - the remains of an early Bronze Age man who was buried with over 100 artefacts:</li> <li>o Discovery of round barrows and stone circles</li> </ul>
nomadic	To move from place to place with no permanent home	<ul style="list-style-type: none"> <li>o The Bronze Age started when the Beaker People arrived from Europe</li> </ul>
flint	A hard stone used to make tools	<ul style="list-style-type: none"> <li>o They brought with them new ways of making metal.</li> </ul>
believe	Bronze Age people held religious gatherings, usually around burials. Iron Age people believed in powerful spirits.	<ul style="list-style-type: none"> <li>o Bronze Age people lived in <b>settlements</b>, which was a group of round houses.</li> </ul>
bronze	copper and tin are melted together to make a metal called <b>bronze</b> .	<ul style="list-style-type: none"> <li>o Houses were made from wattle (sticks) and daub (mud) or dry stone.</li> </ul>
century	a period of 100 years	<ul style="list-style-type: none"> <li>o Settlements traded resources like copper and tin.</li> </ul>
		<ul style="list-style-type: none"> <li>o Burials were important to Bronze Age people - they placed stone circles where burials took place.</li> </ul>

## Rose Wood Academy: Enquiry Driven Learning Overview

druids	powerful religious people	<b>Iron Age:</b> <ul style="list-style-type: none"> <li>○ ☒ Tools were made from iron. Iron was heated up then the hot iron was hammered into shape.</li> <li>○ ☒</li> </ul>
invasion	to try and take over a place by force	○ Settlements became larger because tribes were better able to farm and defend themselves.
hillfort	settlements built on hills to provide more protection	○ At the end of the Iron Age, coins were made and used as currency.
loom	an apparatus that makes fabric using threads	○ There were lots of battles between tribes who fought each other for more land.
migration	movement from one place to another in order to settle there	○
rampart	a defensive wall built for protection	○
resources	something used to help when needed. Resources are usually traded.	○
sacrifice	offerings to spirits such as weapons, animals and humans	○
settler/settlement	people who migrate to a new place. When people start a community, this is a settlement	○
stone circle	burials took place in stone circles.	○
trade	swapping items such as metal and weapons with other people. When iron was melted to make coins, these were used as currency.	○
		○ <i>Key knowledge that you want the children to know by the end of the topic (beyond the national curriculum.)</i>
		○
		○
<b>History Skills:</b>  <b>Planning and carrying out a historical enquiry –</b> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation.</li> <li>• Develop appropriate use of historical terms.</li> </ul> <b>Using sources as evidence:</b> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> </ul>		

# Year Group Topics for the Autumn Term

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>  (History Focus)	How Have Toys Changed Through Time?	Should it be 'Dame' Mary Anning?	How did life in Britain change from the Stone Age to the Iron Age?	What did the Romans do for us?	Odysseus – Hero or Fool?	Does War Steal Childhood?

# Attendance



Attendance remains a key target for school and it is very important that your child comes to school whenever possible.

This year we will continue to incentivise attendance to encourage children to be in school. As with last year, each month we have a class attendance award which is presented in assembly. We also have termly raffles for each phase where children can win £20 cinema vouchers and a parents' raffle with a £30 Tesco voucher as a prize.

We will also continue with weekly attendance challenges, following on from last year's worm and ice bucket challenge. Please do your best to get your child into school 😊

# Y6 SATs

Date	Activity
Monday 11th May 2020	English grammar, punctuation and spelling papers
Tuesday 12th May 2020	Reading
Wednesday 13th May 2020	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 14th May 2020	Mathematics Paper 3: reasoning

Year 6 writing is moderated in the weeks immediately after SATS and teachers will be teaching writing to ensure that all aspects of the writing curriculum are able to be evidenced.

# School Uniform

- Royal blue sweatshirt or cardigan (Red Y6)
- White polo shirt or plain white school shirt (Red Y6)
- Grey trousers or skirt (knee length, grey shorts may be worn in warm weather) (Grey or black Y6)
- Plain grey pinafore dress can be worn and blue (red Year 6) gingham dress in Summer
- Black shoes or black trainers (no boots or heeled shoes or shoes with white/coloured markings)
- Hair accessories should be small and understated and in line with school uniform colours. No large Jojo bows please.
- Small stud earrings only
- Items may have the school's logo if wished, but this is not compulsory.
- Please can we ask that hairstyles aren't the extreme shaved to the parting type hairstyles.

# PE Uniform

## Indoor PE:

- Navy/royal blue shorts
- Short sleeved, white T shirt of appropriate length

## Outdoor PE:

- Navy/royal blue shorts
- Short sleeved, white T shirt
- Trainers or outdoor plimsolls
- Navy or grey jogging trousers and sweatshirts may be worn in cold weather

## Bags in School

Please could we also ask that bags in school for reading books and PE are not too large. Children need to store the bags in the corridors or classrooms where it is very difficult to accommodate large rucksacks or bags.

# Homework

In response to feedback from parents, we changed our approach to homework last year. Feedback from our new system has been positive and we have therefore only made a few revisions this year.

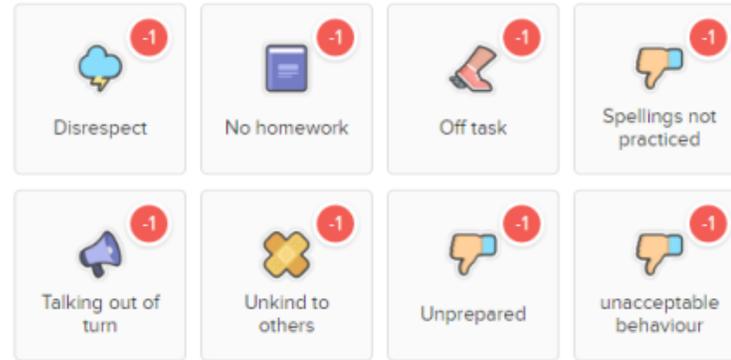
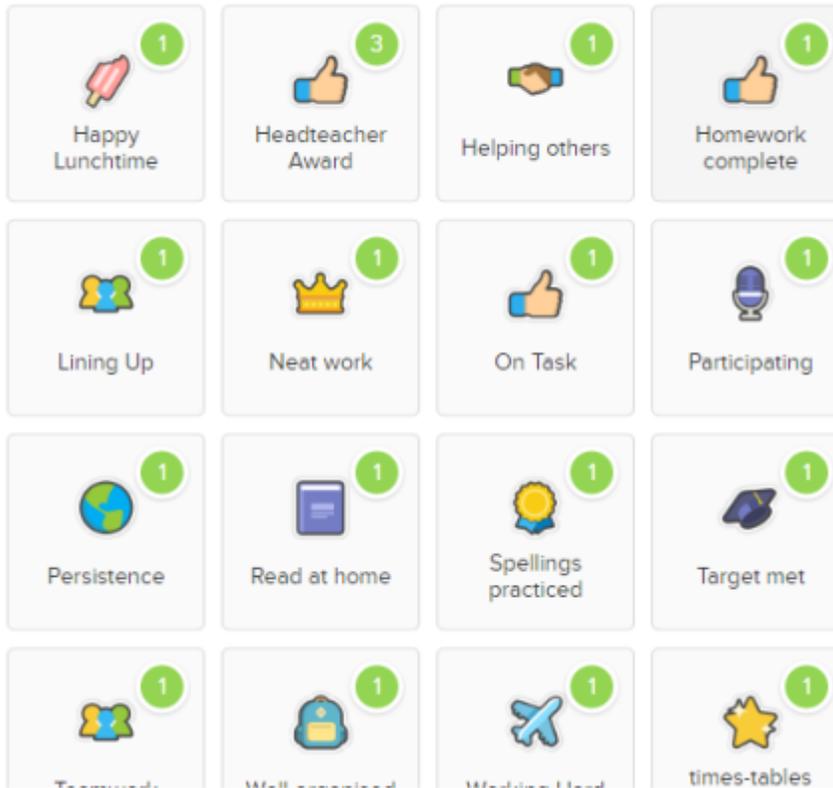
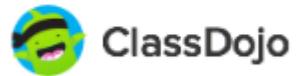
As a staff, we have come up with a list of homework activities that we feel are the most important things you can do at home to support your child's learning. If these activities are done at home consistently, we feel that it will have a significant positive impact on your child's learning in school.

This list will include:

- Learning content on year group maths knowledge organiser (quizzes in class every two weeks)
- Reading a minimum of three times a week (we advise approximately twenty minute sessions)
- Learning spellings on year group spelling cards
- Practising spelling patterns taught in class

In addition to this list, optional additional topic related homework activities are identified on the project based learning plan, which we put out on Class Dojo.

# Behaviour



We are still using the class dojo system to reward behaviour and inform you at home of any incidents that may not be so positive!

Children can accrue dojos and be rewarded at 100, 200, and 300 dojos.

# Mobile Phones



Mobile phones should not be brought into school. If your child is walking home and you would like your child to have their mobile phone in school, it must be switched off during school hours and handed to the teacher until the end of the day.

Any questions?

THANK

YOU!