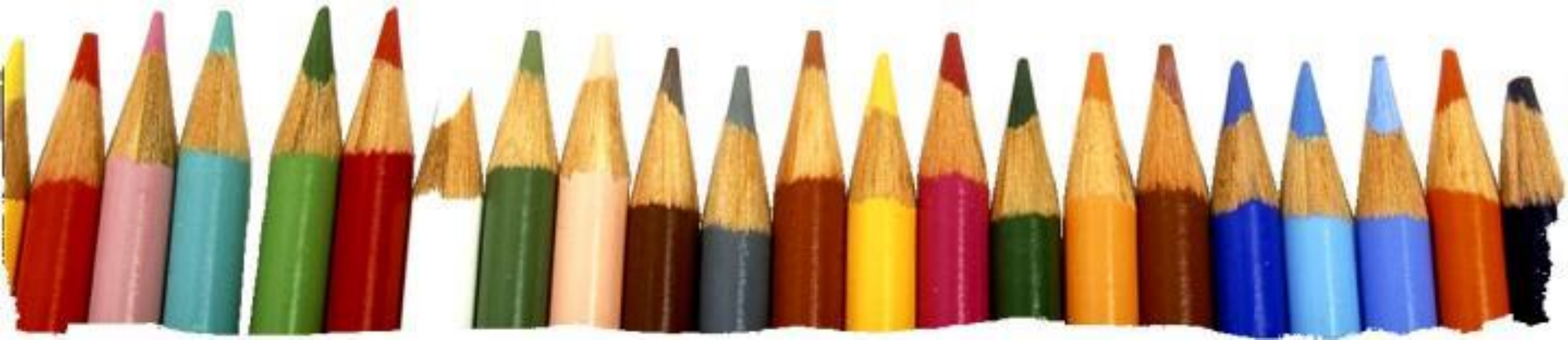


LKS2 - Meet The Teacher

Welcome

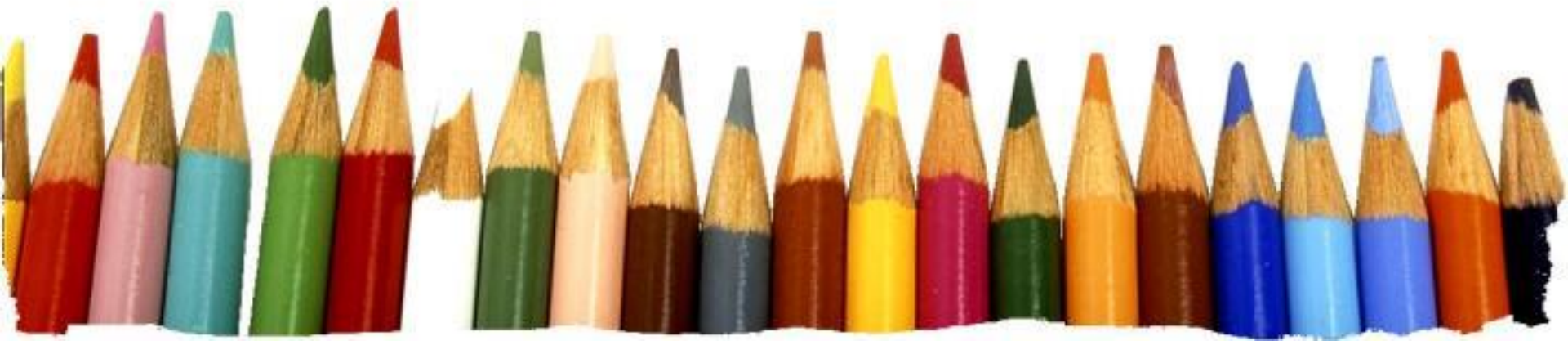


LKS2 - Meet the team

Year 3/4 - Miss Rankin, Mrs Hodges and Miss Howard (St Anne)

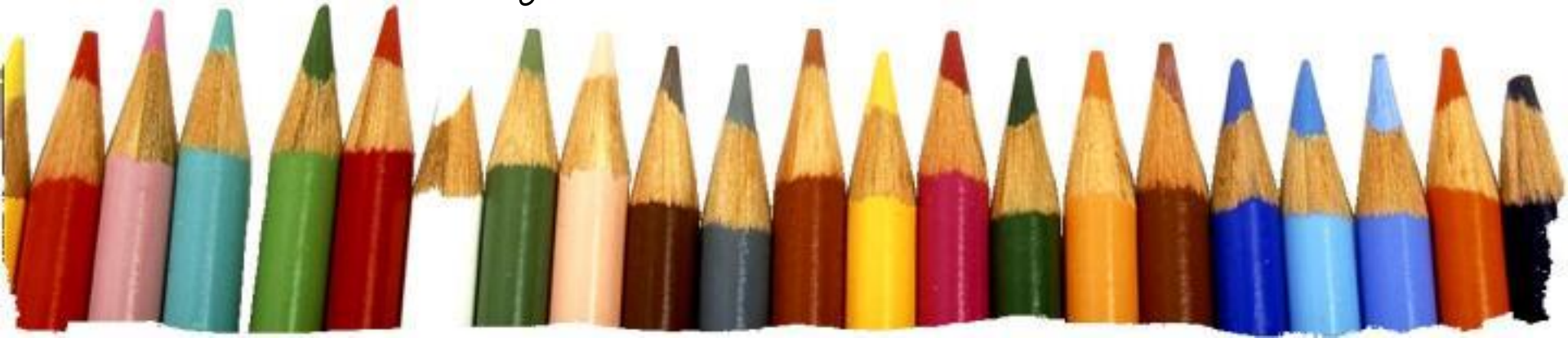
Year 3/4 - Mrs Hunter, Miss Baxter and Mrs Woodward (St Paul)

Year 3/4 - Mr Houghton and Mrs Davies (St Teresa)



Life in LKS2

- The children can come into school from 8:40.
- At 8:50am all children should be in class.
- Registration closes at 9:00, after which children must come in through the office, they will be registered as late.
- We expect the best behaviour and attitude from the children at all times.
- All aspects of great attitude, work and behaviour will be rewarded in school with praise, Dojo points, certificates and mentions in assembly.



Homework

- We would like children to read their books at least three times a week. This must be recorded on their home school record. Books placed in the book box will be changed - children are responsible for this.
- Spelling booklets will be sent home including the full term's spellings. Each week is noted on the top.
- One piece of maths homework will be set on 'Mathletics' each week for children to complete online.
- There is a homework grid to accompany each creative topic we do, this is available on Class Dojo.



Reading at Home

Reading each day for only 10 minutes, will increase your children's chances of doing really well this year, and in future years.

We will take their reading records in each week, and count how many, signed, reads they have.

- 0-1 reads will be a red
- 2-4 reads will be a yellow
- 5-7 reads will be green

Dojos/prizes will be given to children who reach green as a reward.

7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'



4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a **reading diary**, describing the big idea of each chapter.

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

Follow the TRUST steps



Follow the TRUST steps and keep your child talking about reading

Helping Home Learning

Read with TRUST

Reading opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas to talk about anything your child enjoys reading.

T Take turns to talk about what you are going to read



R Recap the predictions as you are reading



U Use lots of encouragement



S Share what you know about the text



T Tune-in and be interested



Spellings

| Autumn 1 – Weeks 1 and 2 - suffix 're' and statutory word list | | | | |
|--|---------|----------|-----------|---------|
| treasure | measure | pleasure | enclosure | closure |
| address | build | certain | difficult | extreme |
| height | notice | potatoes | special | weight |

| Autumn 1 – Weeks 3 and 4 – possessive apostrophe and homophones | | | | |
|---|-----------|----------|---------|-------|
| Possessive apostrophe: To form the possessive, add apostrophe + s to the noun. E.g. The dog's bowl. Learn these words and use them in sentences so the use of apostrophe makes sense. | | | | |
| peace | piece | main | mane | fare |
| fair | bicycle's | island's | woman's | great |
| grate | hear | here | groan | grown |



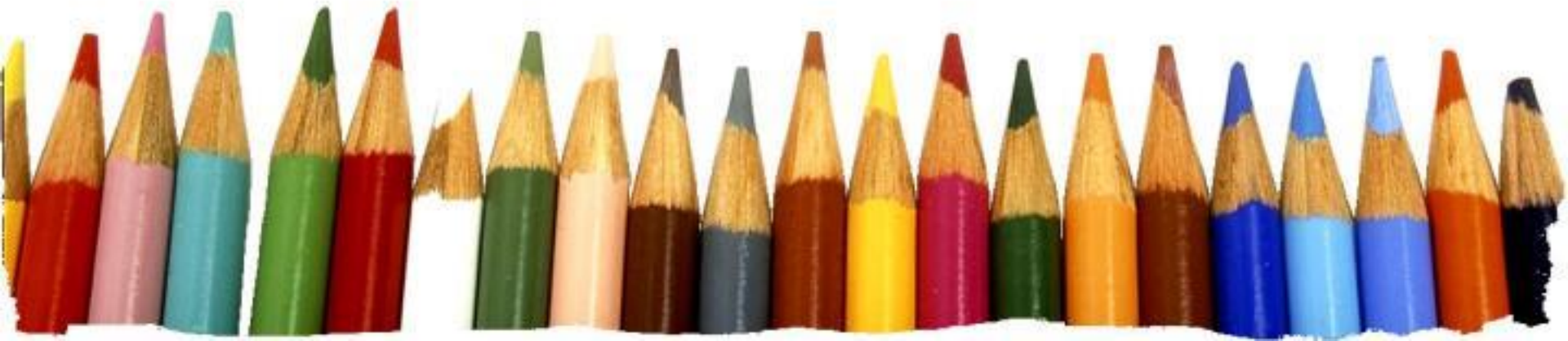
Autumn 1 – Weeks 3 and 4 – possessive apostrophe and homophones

Possessive apostrophe:

To form the possessive, add apostrophe + s to the noun. E.g. The dog's bowl.

Learn these words and use them in sentences so the use of apostrophe makes sense.

| | | | |
|------------------|--|--|--|
| <i>bicycle's</i> | | | |
| <i>island's</i> | | | |
| <i>woman's</i> | | | |



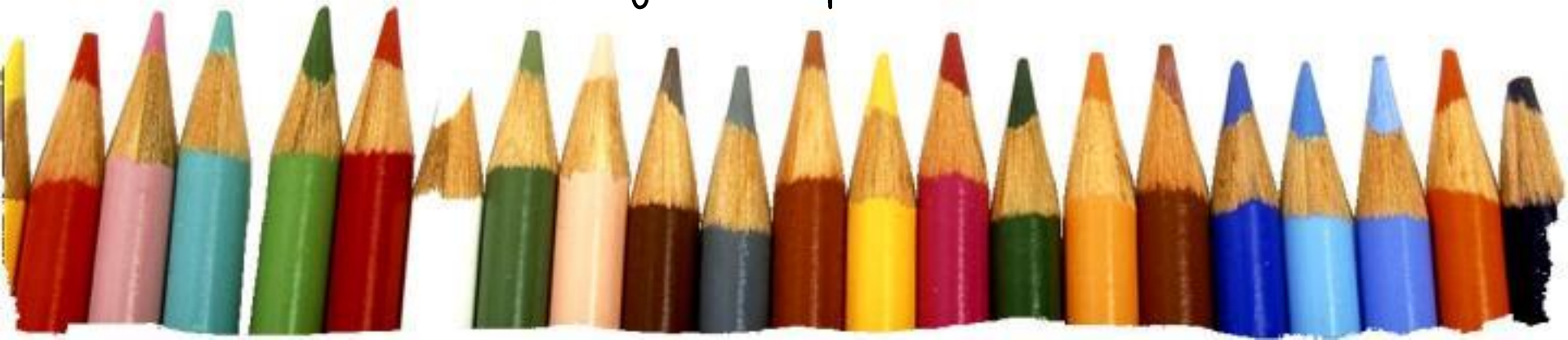
| | | | |
|--------------------|---|--|--|
| Spelling tip: | <i>The suffix 'able' often leaves a recognisable root when dropped (comfortable/comfort).</i> | | |
| <i>attainable</i> | | | |
| <i>agreeable</i> | | | |
| <i>fixable</i> | | | |
| <i>comfortable</i> | | | |
| <i>adjustable</i> | | | |

| | | | |
|-----------------|--|--|--|
| Spelling tip: | <i>'ible' is much less common than 'able'. Dropping the suffix often only leaves a stem (visible/vis).</i> | | |
| <i>fallible</i> | | | |
| <i>sensible</i> | | | |
| <i>visible</i> | | | |
| <i>possible</i> | | | |
| <i>gullible</i> | | | |



Please encourage your children to play this throughout the week. Little and often will have a significant impact on their tables knowledge.

Year 4's have a statutory times table check later this year. It will test multiplication and division facts up to 12×12 .



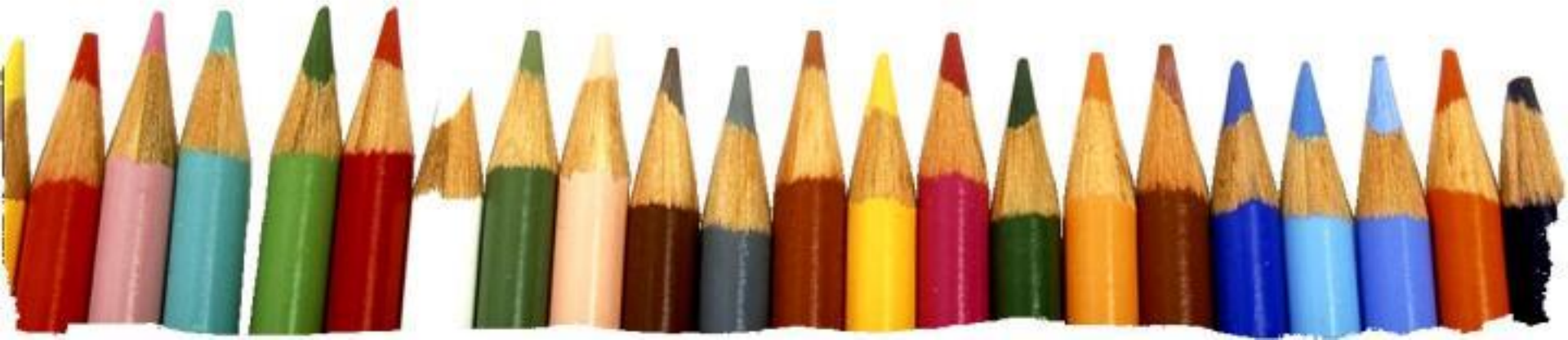
Behaviour

- Behaviour and attitude is taken very seriously as it has an impact on your child's learning.
- Each class follows a traffic light system for monitoring behaviour.
- If a serious incident occurs or staff feel learning is consistently being disrupted, your child will be placed on a stage.



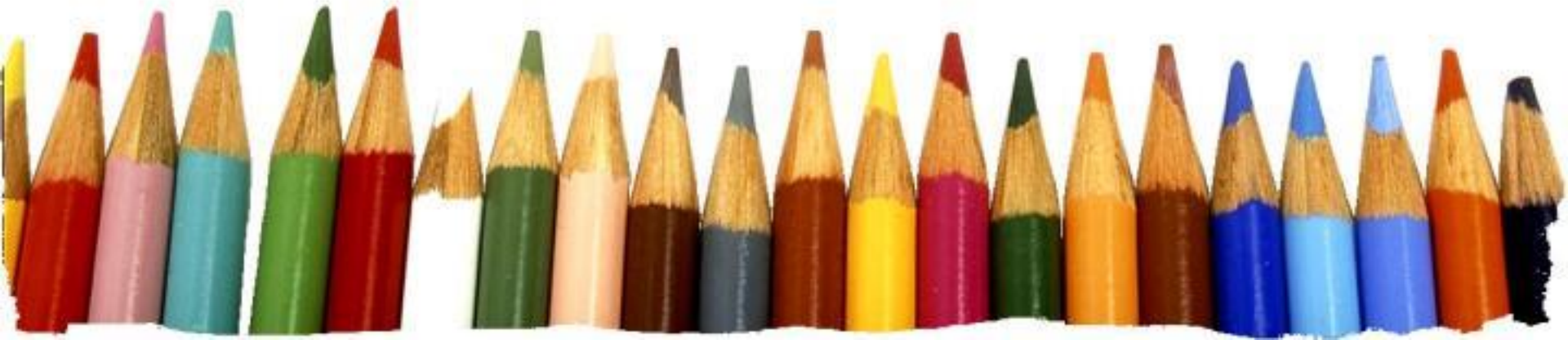
English and Maths

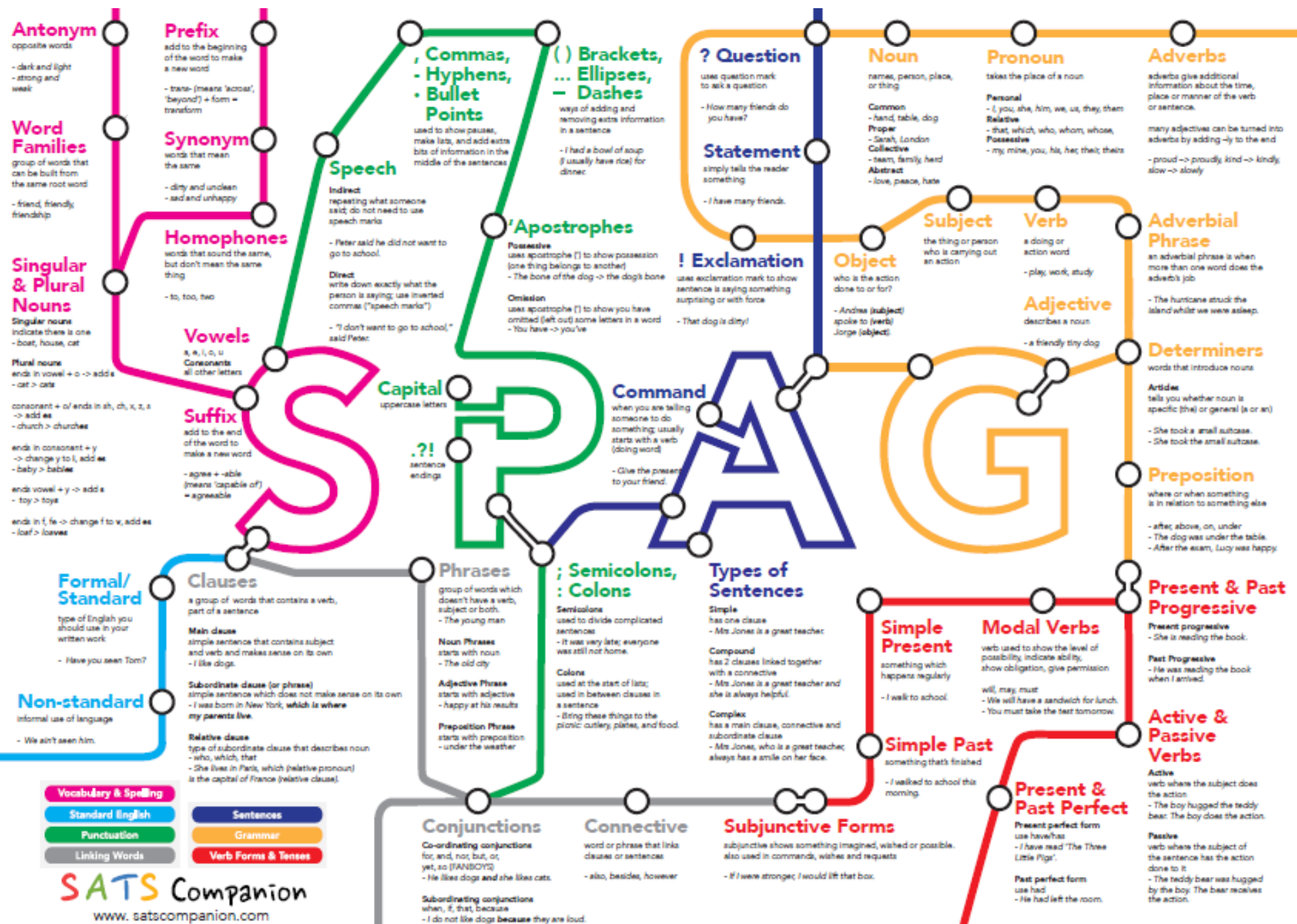
- English covers a range of genres including fiction, non-fiction and poetry and will sometimes be taught within our topic.
- Maths covers a wide range of topics and we strongly encourage children to practise and learn their tables to help them.
- Children will work hard each week on different times tables and maths skills



GPS

- Grammar, Punctuation and Spelling.
- Each week children are taught a specific skill for children to apply in their writing over the course of the year.
- Children must learn specific terminology and will be tested on this during SATs in year 6 and in end of term assessments.





Antonym
opposite words
- dark and light
- strong and weak

Word Families
group of words that can be built from the same root word
- friend, friendly, friendship

Singular & Plural Nouns
Singular nouns indicate there is one
- boat, house, cat
Plural nouns ends in vowel + s -> add s
- cat > cats
consonant + s/ends in sh, ch, x, z, s -> add es
- church > churches
ends in consonant + y -> change y to i, add es
- baby > babies
end vowel + y -> add e
- toy > toys
ends in f, fe -> change f to v, add es
- leaf > leaves

Formal/Standard
type of English you should use in your written work
- Have you seen Tom?

Non-standard
informal use of language
- We ain't seen him.

Prefix
add to the beginning of the word to make a new word
- trans- (means 'across', 'beyond') + form = transform

Synonym
words that mean the same
- dirty and unclean
- sad and unhappy

Homophones
words that sound the same, but don't mean the same thing
- to, too, two

Vowels
A, E, I, O, U
Consonants all other letters

Suffix
add to the end of the word to make a new word
- agree + -able (means 'capable of')
= agreeable

Clauses
a group of words that contains a verb, part of a sentence
Main clause
simple sentence that contains subject and verb and makes sense on its own
- I like dogs.
Subordinate clause (or phrase)
simple sentence which does not make sense on its own
- I was born in New York, **which is where my parents live.**
Relative clause
type of subordinate clause that describes noun
- who, which, that
- She lives in Paris, **which (relative pronoun) is the capital of France (relative clause).**

Commas, Hyphens, Bullet Points
used to show pauses, make lists, and add extra bits of information in the middle of the sentences
- I had a bowl of soup (I usually have rice) for dinner

Speech
Indirect
repeating what someone said; do not need to use speech marks
- Peter said he did not want to go to school.
Direct
write down exactly what the person is saying; use inverted commas ('speech marks')
- "I don't want to go to school," said Peter.

Capital
uppercase letters
Command
when you are telling someone to do something; usually starts with a verb (doing word)
- Give the present to your friend.

Phrases
group of words which doesn't have a verb, subject or both
- The young man
Noun Phrases
starts with noun
- The old city
Adjective Phrases
starts with adjective
- Happy at his results
Preposition Phrases
starts with preposition
- under the weather

Conjunctions
Co-ordinating conjunctions
for, and, nor, but, or, yet, so (FANBOYS)
- He likes dogs **and** she likes cats.
Subordinating conjunctions
when, if, that, because
- I do not like dogs **because** they are loud.

Question
use question mark to ask a question
- How many friends do you have?
Statement
simply tells the reader something
- I have many friends.

Exclamation
uses exclamation mark to show sentence is saying something surprising or with force
- That dog is dirty!

Types of Sentences
Simple
has one clause
- Mrs Jones is a great teacher.
Compound
has 2 clauses linked together with a connective
- Mrs Jones is a great teacher **and** she is always helpful.
Complex
has a main clause, connective and subordinate clause
- Mrs Jones, **who is a great teacher**, always has a smile on her face.

Semicolons, Colons
Semicolons
used to divide complicated sentences
- It was very late; everyone was still not home.
Colons
used at the start of lists; used in between clauses in a sentence
- Bring these things to the picnic: cutlery, plates, and food.

Connective
word or phrase that links clauses or sentences
- also, besides, however
Subjective Forms
subjunctive shows something imagined, wished or possible. also used in commands, wishes and requests
- **If I were stronger / I would lift that box.**

Noun
name, person, place, or thing
Common
- hand, table, dog
Proper
- Sarah, London
Collective
- team, family, herd
Abstract
- love, peace, hate

Object
who is the action done to or for?
- Andrea (subject) spoke to (verb) Jorge (object)

Types of Sentences
Simple Present
something which happens regularly
- I walk to school.
Simple Past
something that's finished
- I walked to school this morning.

Present & Past Progressive
Present progressive
- She is reading the book.
Past Progressive
- He was reading the book when I arrived.

Present & Past Perfect
Present perfect form
use have/has
- I have read 'The Three Little Pigs'.
Past perfect form
use had
- He had left the room.

Pronoun
takes the place of a noun
Personal
- I, you, she, him, we, us, they, them
Relative
- that, which, who, whom, whose
Possessive
- my, mine, you, his, her, their, theirs

Subject
the thing or person who is carrying out an action
Verb
a doing or action word
- play, work, study

Adjective
describes a noun
- a friendly tiny dog

Modal Verbs
verb used to show the level of possibility, indicate ability, show obligation, give permission
will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.

Active & Passive Verbs
Active
verb where the subject does the action
- The boy hugged the teddy bear. The boy does the action.
Passive
verb where the subject of the sentence has the action done to it
- The teddy bear was hugged by the boy. The bear receives the action.

Adverbs
adverbs give additional information about the time, place or manner of the verb or sentence
many adjectives can be turned into adverbs by adding -ly to the end
- proud -> proudly kind -> kindly slow -> slowly

Adverbial Phrase
an adverbial phrase is when more than one word does the adverb's job
- The hurricane struck the island **while we were asleep.**

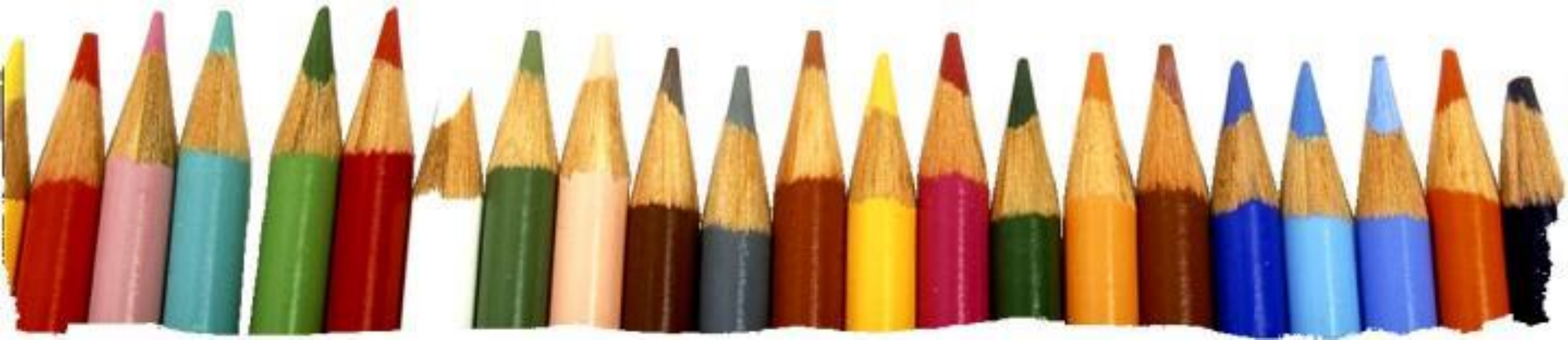
Determiners
words that introduce nouns
Articles
tells you whether noun is specific (the) or general (a or an)
- She took **a** small suitcase.
- She took **the** small suitcase.

Preposition
where or when something is in relation to something else
- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.

Verb Forms & Tenses
Present perfect form
use have/has
- I have read 'The Three Little Pigs'.
Past perfect form
use had
- He had left the room.

Topics

Foundation Subjects will be taught in topic blocks in order to concentrate more fully on the topic, engage the children's interest and link areas of the curriculum together.



P.E

Games

Gymnastics

Athletics

Dance

Children will come into school in their kit on their PE day. This should be black or navy shorts or track suit bottoms, a white t-shirt and pumps or trainers for outdoors. A black or navy sweatshirt may also be worn.

PE DAY REMINDER:
Monday - Miss Rankin
Monday - Mrs Hunter
Tuesday - Mr Houghton



PSHE and Well-Being

Autumn Term

Keeping/Staying Safe - Cycle Safety
Keeping/Staying Healthy - Healthy Living

Spring Term

Computer Safety - Online Bullying
Being Responsible - Coming Home on Time

Summer Term

Feelings and Emotions - Jealousy
The Working World - Chores at Home
A World Without Judgement - Breaking Down Barriers

Autumn Term Topics

History & Geography -
Manchester

Science - States of Matter,
Animals (Health and Nutrition)

Art - Manchester - L.S. Lowry

Come and See - Family, Called,
Advent

D&T - Manchester Markets

We look forward to working in partnership with you and your child.

Please feel free to contact us if you have any concerns.

Thank you.

