

A decorative graphic on the left side of the slide, consisting of a network of light blue lines and small circles, resembling a circuit board or a stylized tree structure.



# WELCOME TO KS2



AS IN KEY STAGE ONE, WE PLAN TOGETHER AS A KEY STAGE FOR AREAS OF THE CURRICULUM WHICH ARE TAUGHT IN CLASSES.

THERE IS LOTS OF SINGLE YEAR GROUP TEACHING.

TIMETABLES CAN BE FOUND IN THE FRONT OF PLANNERS ALONG WITH CHILDREN'S LOGIN DETAILS TO A RANGE OF ONLINE LEARNING RESOURCES WHICH THEY ACCESS AT SCHOOL AND ARE ENCOURAGED TO ALSO USE AT HOME.



# Bear Timetable 20/21



10 minute run

	9:15	11:00	11:15		1:15	3:00	3:20	3:30
Mon	French/ ICT 		B comprehension 	L				
Tue		Maths Rotation	R Guided reading 	U	Library 	1:40 P.E. 	Yr4 	
Wed	Topic. 		E Music 	N	Maths rotation 			
Thu		Science	A Extended writing 	C	Creative Curriculum 			
Fri		P.E.	K Maths rotation 	H	Extended Writing 	3:00 		

# PUPILS ARE TAUGHT IN YEAR GROUPS FOR:

- Spelling
- Grammar
- Science
- Comprehension
- French
- ICT




# Regular Reading PLANNERS

Usually, pupils record descriptions, sentence openers or interesting vocab from what they have read in their planner.

Please listen to your child read at least once a week to check understanding of vocabulary.

Children record in their planners what IXL areas they are currently studying in class. They can identify (shade in) when they have practised spellings or maths work at home and will either stick their weekly spellings into their planners or their homework books.

Enjoy Enrich Excel	
Words with endings that sound like /shuhs/ spelt with -cious	vicious
	gracious
	spacious
	malicious
	precious
	conscious
	delicious
	suspicious
	atrocious
	ferocious
B.1.2.3 & XL Yr.5 English	
Colour a symbol each time you practise	
<div> <div>+</div><div>-</div><div>X</div> <div>+</div><div>-</div><div>X</div> <div>+</div><div>-</div><div>X</div> <div>+</div><div>-</div><div>X</div> <div>+</div><div>-</div><div>X</div> <div>+</div><div>-</div><div>X</div> <div>+</div><div>-</div><div>X</div> </div>	
Messages/Comments:	
Parent/Carer Signature: 	

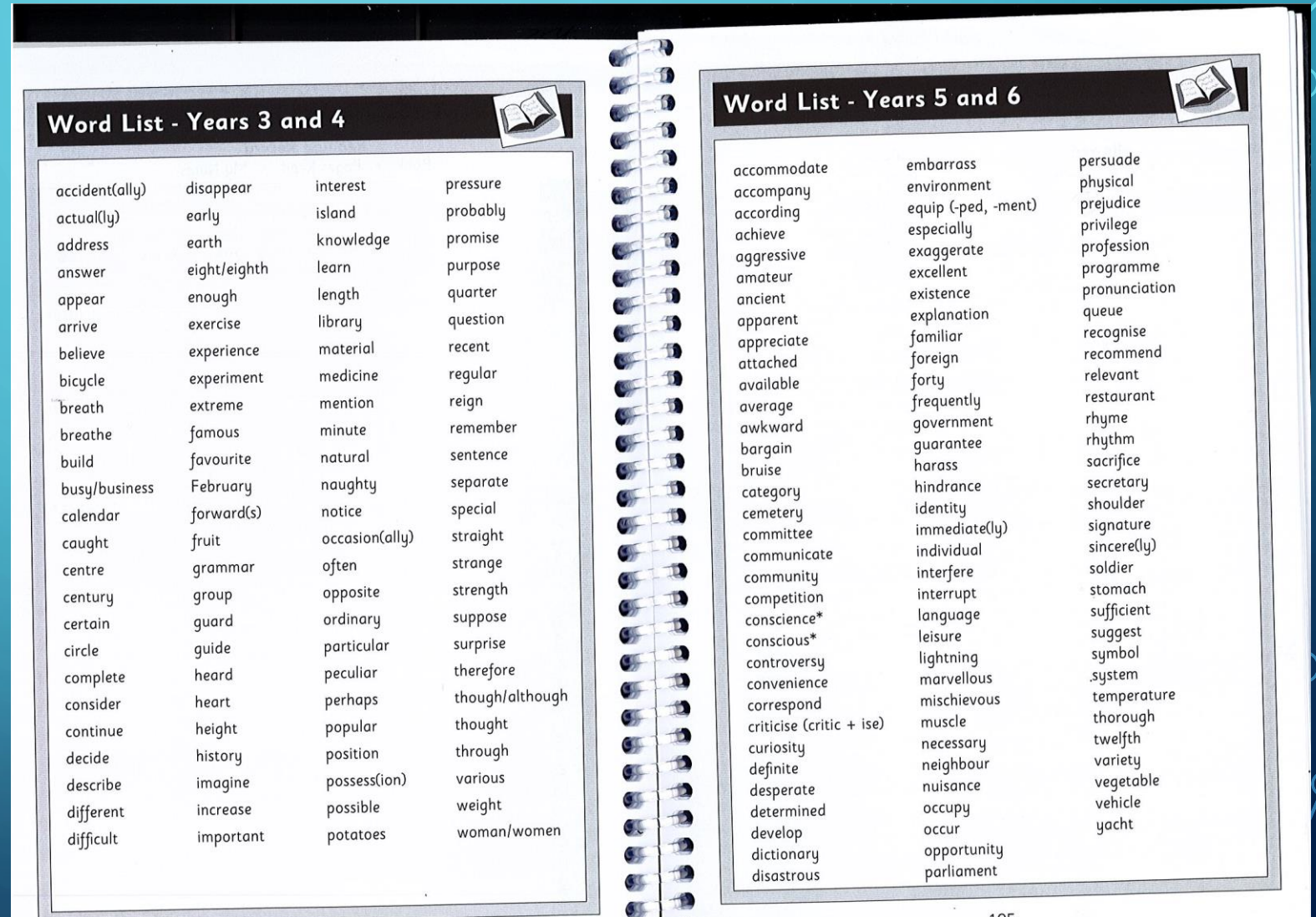
Week Beginning: 3/9/18	
Reading Record	
Book • Pages Read • My Notes	
Monday lundi	The palomino pony rides out The voice echoing around the yard broke into the girl's thoughts
Tuesday mardi	
Wednesday mercredi	
Thursday jeudi	The palomino pony rides out Rain lashed down the sides of the horsebox.
Friday vendredi	The palomino pony "Disappeared?" ✓
Saturday samedi	The palomino pony "The atmosphere in the stadium was electric." ✓
Sunday dimanche	The palomino pony Georgia thought her heart would crash out of

# SPELLING


The word lists which must be learnt for each part of the key stage are in the back of the planner on pages 104 and 105.

We have broken these down into weekly spelling lists where most of these are taught as part of a spelling rule. There are some words that don't fall into spelling rules and these are taught as blocks near the end of terms. Weekly spelling lists are stuck into planners or homework books. These can be practised on Edshed. In addition they can be practised using scrabble tiles or writing them out in different coloured pens.

## Statutory Spelling List





 <b>Maths Rotation</b>	<b>Group 1</b> (year 4)	<b>Group 2</b> (Year 4)	<b>Group 3</b> (Year 5)	<b>Group 4</b> (Year 5)
<b>Monday 1</b>	Strategy Group	Strategy Group	Mental Maths Mrs G	MyMaths IXL MyMaths IXL Mental Maths Mrs G
<b>Monday 2</b>	Mental Maths Mrs G	MyMaths IXL MyMaths IXL Mental Maths Mrs G	Strategy Group	Strategy Group
<b>Tuesday 1</b>	Strategy Group	Strategy Group	Outdoor Maths	Computer Maths
<b>Tuesday 2</b>	Tt rock stars	Outdoor Maths	Strategy Group	Strategy Group
<b>Wed 1</b>	Strategy Group	Strategy Group	Computer Maths	Outdoor Maths
<b>Wed 2</b>	Outdoor Maths	Tt rock stars	Strategy Group	Strategy Group
<b>Friday 1</b>	Strategy Group	Strategy Group	Mental Maths Mrs V	Mental Maths Mrs V
<b>Friday 2</b>	Mental Maths Mrs V	Mental Maths Mrs V	Strategy Group	Strategy Group

# TIMESTABLES

In key stage two we invest a lot of time into learning times tables as being able to accurately recall these helps with many areas of mathematics. In addition to practising them in outdoor maths sessions we sing songs to learn them and use a range of resources including:

- TT rock stars
- IXL
- Mymaths
- Timetables tests
- Timetables booklets
- They are also in planners for those who can not accurately recall them all yet.

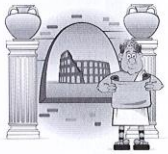


# MATHS KNOWLEDGE

## Roman Numerals

In the Roman numerals system, symbols (letters) represent numbers:

I	=	1
V	=	5
X	=	10
L	=	50
XCIX	=	99
C	=	100
CD	=	400
D	=	500
CM	=	900
M	=	1,000



**Numbers are written by combining symbols together**

I	=	1
II	=	2
III	=	3
IV	=	4
V	=	5
VI	=	6
VII	=	7
VIII	=	8
IX	=	9
X	=	10
XI	=	11
XII	=	12



Roman numerals are still used on some clocks and watches, monuments, buildings and bridges, the page numbers in book introductions and the names of kings and queens, e.g. Queen Elizabeth II.

## Units of Measure

1000 mm	=	1 m	1000 g	=	1 kg
1000 m	=	1 km	1000 kg	=	1 tonne
1000 ml	=	1 l			

1/4 kg = 250 g = 0.25 kg	1/4 l = 250 ml = 0.25 l
1/2 kg = 500 g = 0.5 kg	1/2 l = 500 ml = 0.5 l
3/4 kg = 750 g = 0.75 kg	3/4 l = 750 ml = 0.75 l
1/10 kg = 100 g = 0.1 kg	1/10 l = 100 ml = 0.1 l
1/5 kg = 200 g = 0.2 kg	1/5 l = 200 ml = 0.2 l

10 mm = 1 cm      100 cm = 1 m

### Metric and Imperial Equivalences

1 litre = 1.75 pints  
2 litre = 3.5 pints

1 inch = 2.5 cm  
1 cm = 0.4 inches  
5 miles = 8 km

1 lb = 0.45 kg  
1 kg = 2.2 lb

## Shape, Space and Measurement

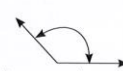
## Angles



A **right** angle is  $90^\circ$



An **acute** angle is less than  $90^\circ$



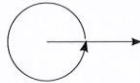
An **obtuse** angle is more than  $90^\circ$  and less than  $180^\circ$



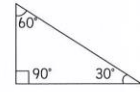
A **reflex** angle is more than  $180^\circ$  but less than  $360^\circ$



A straight line is  $180^\circ$



A circle is  $360^\circ$



The angles in a triangle always add up to  $180^\circ$

### Lines

Perpendicular lines cross



Parallel lines never meet



## Mathematics Tables

### A Conversion Table

Fraction	Decimal	Percentage
1	1	100%
$\frac{3}{4}$	0.75	75%
$\frac{2}{3}$	0.66	66.66%
$\frac{1}{2}$	0.50	50%
$\frac{1}{3}$	0.33	33.33%
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.20	20%
$\frac{1}{8}$	0.125	12.5%
$\frac{1}{10}$	0.10	10%
$\frac{1}{20}$	0.05	5%


Prime Numbers											
1	2	3	4	5	6	7	8	9	10		
11	12	13	14	15	16	17	18	19	20		
21	22	23	24	25	26	27	28	29	30		
31	32	33	34	35	36	37	38	39	40		
41	42	43	44	45	46	47	48	49	50		
51	52	53	54	55	56	57	58	59	60		
61	62	63	64	65	66	67	68	69	70		
71	72	73	74	75	76	77	78	79	80		
81	82	83	84	85	86	87	88	89	90		
91	92	93	94	95	96	97	98	99	100		
8	9	10	11	12							
64	81	100	121	144							
512	729	1000	1331	1728							

# FRENCH

Days of the week  
Months of the years  
Numbers to 31  
Colours  
Nouns linked to topics

We do lots of singing, talking and small role play moving to simple writing using scaffolding sheets and then to writing and translating longer pieces using the vocabulary which they have built up.

## French




Prepositions		Weather	
au – dessus de	– above	Il fait froid	– it's cold
au – dessous	– below	Il fait gris	– it's cloudy
près de	– beside	Il fait beau	– it's nice
à côté de	– next to	Il gèle	– it's icy
sous	– under	Il pleut	– it's raining
sur	– on	Il neige	– it's snowing
derrière	– between	Il fait chaud	– it's warm
entre	– between		
en face de	– opposite		

Body		Clothes	
le nez	– nose	un pull	– jumper
le bras	– arm	une jupe	– skirt
le pied	– foot	une robe	– dress
la tête	– head	un chapeau	– hat
la bouche	– mouth	un pantalon	– trouser
la main	– hand	une chemise	– a shirt
la jambe	– leg	un short	– shorts
les pieds	– feet	des chaussures	– shoes
les yeux	– eyes	des chaussettes	– socks
les cheveux	– hair		
les oreilles	– ears		
je porte des lunettes	– I wear glasses		

## French



My Family		Animals	
Ma Mère	– my mother	le chien	– dog
Mon Père	– my father	le chat	– cat
Moi	– me	le lapin	– rabbit
Ma soeur	– my sister	le hamster	– hamster
Mon frère	– my brother	le cochon d'inde	– guinea pig
Mon grand-père	– my grandfather	le cheval	– horse
Ma grand-mère	– my grandmother	la souris	– mouse
Ma tante	– my aunt	la tortue	– tortoise
Mon oncle	– my uncle	la poule	– chicken

Town		Directions	
la bibliothèque	– library	Tournez à droite	– turn right
la poste	– post office	Tournez à gauche	– turn left
la gare	– train station	Continuez tout droit	– Continue straight on
la piscine	– swimming pool	Au roud point	– at the roundabout
le café	– café	Traversez le pont	– Cross the bridge
les magasins	– shops	Prenez la première rue à gauche	– Take the first road on the left
l'école	– school	J'aime	– I like
		Je n'aime pas	– I don't like

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# PE

- Running everyday
- Swimming-Year 5 until February half term.
- In lessons we develop the skills required to play a wide range of sports as well as providing opportunities to practise dancing and gymnastic skills.
- We participate in many sporting event arranged for schools within our pyramid.





# HOMEWORK

- **Read regularly** you can support your child with this by listening to them read, reading with them (sentence/ paragraph each) and talking to your child about what they are reading.
- **Spelling** Each week children will focus on a spelling rule which will include target words from the list for their year group. Some weeks it is a list made up of common exception words which don't follow any of the focus rules. Practise these by writing them in different colours, playing spelling tennis, using letter tiles to create them, writing the word in a sentence or doing edshed at home.
- To consolidate their maths, reading and grammar skills we will set IXL and Deepening Understanding tasks. A key skill to practise regularly is accurate recall of **times tables** which you can use Ttrockstars for at home or just ask them questions as you walk to school.



# WRITING

We use writing guides to help pupils improve their skills in writing in different genres.

Achieved 	Writing Targets Persuasive Letters	Teacher 		
Pupil	Stage 5 Objective	1	2	3
	My handwriting is joined, consistent in size with decenders below the line.			
	I have an introduction that contains questions ( <i>Did you know that..., Are you... Have you ever... Do you...</i> ) Informs your reader what the current situation is using adverbial phrases ( <i>At the moment..., Currently..., In the past year... At present</i> ) and explains what you want ( <i>I strongly believe that..., I think that ....</i> )			
	I have used <b>adverbial phrases</b> to introduce reasons. ( <i>firstly, Secondly, In addition to this, Furthermore, Finally</i> )			
	I have given evidence to support my reasons ( <i>Studies have shown, Scientists believe/ predict, Research indicates, A leading expert stated that...</i> )			
	I have opened sentences with subordinate conjunctions and phrases. <i>Due to this..., As a result..., Therefore..., Although..., Despite the fact that...,</i>			
	I have an ending that links back to the introduction. <i>I'm certain that an intelligent person such as yourself can see that..., I know you will now agree that..., I expect that you will now...</i>			

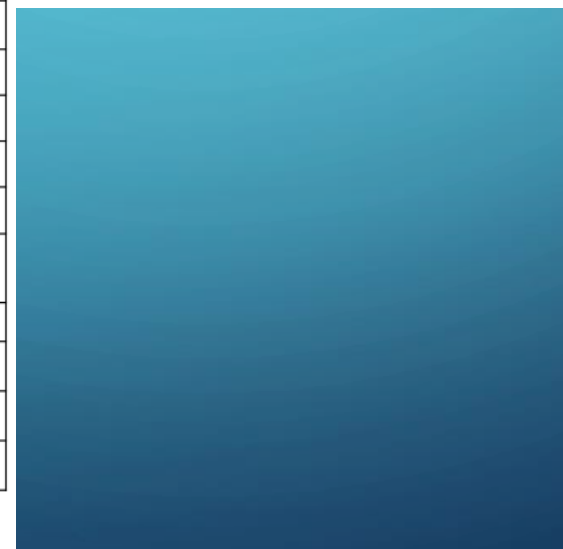
I have built tension with deliberate repetition or a series of short sentences. If we act quickly to find renewable sources of energy, if we make **imple** changes to lifestyles, if we stop wasting valuable resources, we can save the planet.



I have used specific vocabulary to the topic

I have used modal verbs *E.g. might, may, could, would, should.*



I have used **relative clauses** beginning with *who, which, where, whose, that.*

14 = Good      15 – 21 = Brilliant      22 – 30 = Awesom



Achieved 	Writing Targets Narrative	Teacher 		
Pupil	Stage 5 Objective	1	2	3
	My handwriting is joined, consistent in size with decenders below the line.			
	I have written in paragraphs to show change in time, person or place.			
	I have used <b>adverbial phrases</b> of <b>time</b> -Eventually, Throughout the night, <b>place</b> - nearby, Beyond the dark gloom of the cave, <b>manner</b> - Awkwardly, Obviously angry, Without a sound			
	I have used <b>-ed openers</b> to show emotions. E.g. Exhausted, she lay on the floor. Terrified,... Embarrassed,... Worried,... Excited,... Humiliated			
	I have used <b>-ing openers</b> . Glancing behind her, she sensed a figure in the shadows. Grinning menacingly, he slipped the treasure into his rucksack.			
	I have expanded noun phrases with prepositions and adjectives E.g. the teacher - the teacher with curly hair.			
	I have used subordinate conjunctions as openers. E.g. although, while as since, until, eventhough.			
	I have used a semi-colon and dash to mark the boundary between independent clauses. E.g. <i>Its raining; I'm fed up.</i>			
	I have used direct speech and used punctuation before <b>inverted commas</b> open and close.			
	I have used <b>relative clauses</b> beginning with <i>who, whom, which, whose, whoever, whomever, whichever, that.</i> E.g. <i>They stood at the gate, where they had first meet. I had an uncle from Scotland, who taught me to ski.</i>			
	I have used brackets, dashes and commas to indicate parenthesis.			
	I have developed characters by describing how they look, react, talk or behave.			
	I have used suspense techniques to build tension. E.g. deliberate repetition of words or a series of short sentences.			
	I have used a clear structure of build-up, conflict and resolution.			

10 -15 = Good      16 – 25 = Brilliant      26 – 40+ = Awesome!

Achieved 	Writing Targets Explanations	Teacher 		
Pupil	Stage 5 Objective	1	2	3
	My handwriting is joined, consistent in size with decenders below the line.			
	I have a title that states "How" or "Why"			
	I have an opening that introduces the subject and includes a question to set up the need for explanation.			
	I have included labelled graphics (diagrams or charts) to clarify explanation.			
	How to operate or how something works is explained in a clear sequential order. I have used fronted adverbials of time and precise factual information. <i>First, secondly, After that, whilst, until, eventually</i>			
	I have used conjunctions and adverbials to extend sentences and clarify explanations: <i>if, so, because, this means that, this will result in, as a result, consequently, subsequently, this enables, owing to the fact that.</i>			
	I have used subordinate conjunctions as openers. E.g. although, while as since, until, eventhough.			
	I have used a semi-colon and dash to mark the boundary between independent clauses. E.g. <i>Its raining; I'm fed up.</i>			
	I have used <b>relative clauses</b> beginning with <i>who, which, where, whose, that.</i> E.g. They stood at the gate, where they had first meet.			
	I have used brackets, dashes and commas to indicate parenthesis.			
	When appropriate I have supported claims with views of others: <i>Experts think, scientists argue, local residents believe.</i>			
	I have used adverbs and adjectives to give accurate descriptions e.g. <i>...tiny, almost transparent limbs begin to form.</i>			
	I have an ending that summarizes what has been said or suggests applications for a device			

10 -15 = Good      16 – 25 = Brilliant      26 – 40+ = Awesome!

# WRITING TARGETS

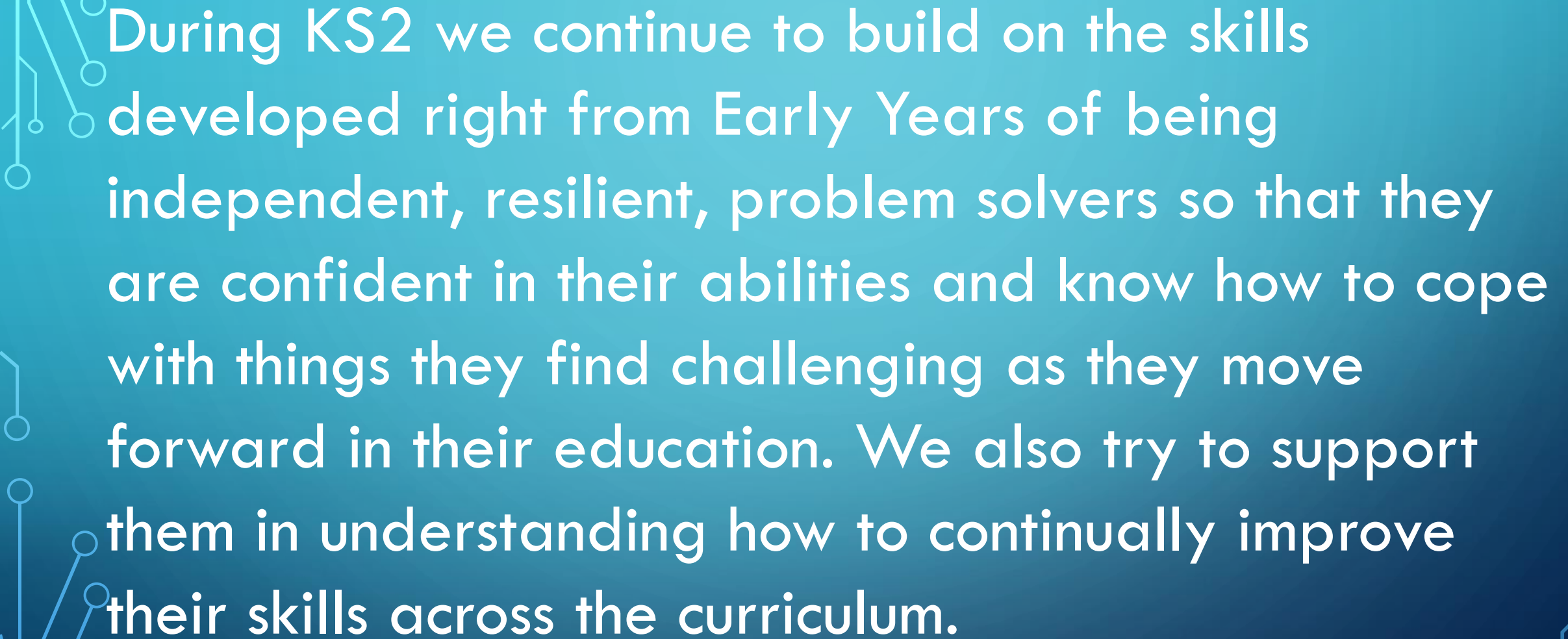
We use target sheets to help pupils see what they have achieved and what they need to work on next.

## Year 4 writing targets

Pupil	Firstly, I need to show...	Teacher
	I always use full stops correctly.	
	I always use capital letters correctly.	
	I always use question marks after questions	
	I always use exclamation marks when needed	
	I always use commas in lists.	
	I always try to join my handwriting and make sure descenders are below the line.	
	I can spell most of the words from the Year 2 list	
	I can spell some of the words from the Year 3 / 4 list	
	I can use co-ordinating (For, And, Nor, But, Or, Yet, So) conjunctions.	
	I can use subordinating conjunctions (because, while, since, although, as, until, even though, when, if) conjunctions.	
Pupil	When I have achieved this I can...	Teacher
	consistently join handwriting, which is consistent in size and has clear ascenders and descenders.	
	use fronted adverbials with a comma after them. <u>After a while, Before long, Occasionally,</u>	
	use powerful verbs and synonyms to avoid repetition. <u>Stumbled, staggered, ambled, dawdled.</u>	
	include expanded noun phrases. <u>The gentle, grey horse with the bushy tail. The rain soaked tabby cat.</u>	
	use subordinate conjunctions and clauses. I went to the shop, <u>although I didn't want to buy anything. She did her homework, while I prepared dinner.</u>	
	include a prepositional phrase. <u>Under the table, Next to the door, Beyond the trees, Inside the cave.</u>	
	use a relative clause (who, which, where, that, whose). <u>The boy, whose name is... thinks. The roar, which could be heard echoing across the valley.</u>	
	use paragraphs more accurately to show a shift in time, place or person.	
	use and punctuate direct speech accurately most of the time. <u>James cried, "Where are you?" before running into the forest.</u>	
	use similes to enhance descriptions.	
	show I can use the perfect form of verbs in contrast to the past tense when appropriate. <u>"He has / They have gone on holiday," rather than "He went on holiday"</u>	
	use apostrophes for contractions and possession	
	use pronouns and nouns across a sentence to avoid repetition.	
	use a range of sentence structures short, simple, complex.	
	spell words with additional prefixes and suffixes as well as most of the words on the year 3 / 4 list	
	recognise and spell homophones	
Pupil	To show a greater depth in my writing, I can...	Teacher
	start to use a wider range of punctuation, such as ellipses and colons.	
	consistently, correctly punctuate speech.	
	self-edit and improve my work, including re-organising sentence to create greater impact.	

## Year 5 writing targets

Pupil	Firstly, I need to show...	Teacher
	I always use capital letters and full stops correctly.	
	I always use question and exclamation marks correctly.	
	I always use commas in lists.	
	I always try to join my handwriting and make sure descenders are below the line.	
	I can spell most of the words from the Year 3/4 list	
	I can spell some of the words from the Year 5 / 6 list	
	I can use co-ordinating (for, and, nor, but, or, yet, so) conjunctions.	
	I can use subordinating conjunctions (because, while, since, although, as, until, even though, when, if) conjunctions.	
Pupil	When I have achieved this I can...	Teacher
	use paragraphs to organise ideas. (Meaning, chronological, subject change.)	
	choose words that are specific and well considered	
	Use expanded noun phrases and prepositional phrases	
	use similes to describe setting and characters	
	use a range of "ing", fronted adverbials as openers. <u>Glancing behind her, she sensed a ... Grinning menacingly, he...</u>	
	use a range of "ed", fronted adverbials as openers. <u>Terrified, ... Embarrassed, ... Worried, ... Excited, ...</u>	
	use subordinate conjunctions as openers – <u>Although, While, Since, Until, Even though, As,</u>	
	use modal verbs. <u>might, should, would, could, will, must</u>	
	create tension by using short sentences and repetition	
	always correctly punctuate direct speech.	
	use brackets, commas or dashes to indicate parenthesis when giving further information.	
	use relative clauses beginning with <u>who, which where, when, whose, that.</u>	
	link ideas across paragraphs using adverbials of <u>time, place and frequency.</u>	
	use perfect form of verbs to mark relationships, time and clause. <u>He has done..., He did..., We have been...</u>	
	Use apostrophes for contractions	
	distinguish between homophones and other words which are often confused.	
	spell verbs using suffixes <u>-ate, -ise, -ify, /</u> prefixes <u>dis-, de-, mis- over- and re-</u> .	
Pupil	To show a greater depth in my writing, I can...	Teacher
	use appropriate and imaginative metaphors to enhance descriptions.	
	consistently use commas to mark clauses correctly.	
	consistently use punctuation to indicate parenthesis correctly.	
	integrate dialogue within descriptions to convey character, atmosphere and advance the action.	
	adapt vocabulary choices to show an understanding of audience and formality.	

The background is a dark blue gradient. In the corners, there are decorative white and light blue lines that resemble circuit board traces or neural network connections, with small circles at the endpoints.

During KS2 we continue to build on the skills developed right from Early Years of being independent, resilient, problem solvers so that they are confident in their abilities and know how to cope with things they find challenging as they move forward in their education. We also try to support them in understanding how to continually improve their skills across the curriculum.