

Brockenhurst C of E Primary and Pre-School

Parent Workshops



The background features a series of light gray, curved lines that sweep across the frame, creating a sense of motion and depth. A prominent red speech bubble is centered in the middle, pointing downwards. The word "Maths" is written in a clean, white, sans-serif font within the bubble. Above the main bubble is a smaller, solid red rectangular bar.

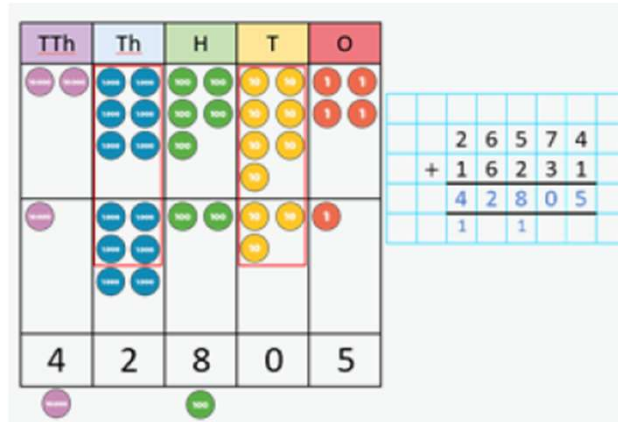
Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value <small>VIEW</small>			Number Addition and subtraction <small>VIEW</small>		Number Multiplication and division A <small>VIEW</small>		Number Fractions A <small>VIEW</small>				
Spring term	Number Multiplication and division B <small>VIEW</small>			Number Fractions B <small>VIEW</small>		Number Decimals and percentages <small>VIEW</small>		Measurement Perimeter and area <small>VIEW</small>		Statistics <small>VIEW</small>		
Summer term	Geometry Shape <small>VIEW</small>			Geometry Position and direction <small>VIEW</small>		Number Decimals <small>VIEW</small>		Number Negative num... <small>VIEW</small>	Measurement Converting units <small>VIEW</small>		Measurement Volume <small>VIEW</small>	

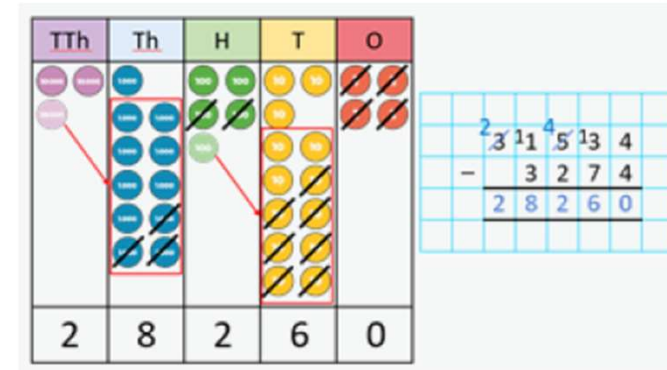
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value <small>VIEW</small>		Number Addition, subtraction, multiplication and division <small>VIEW</small>					Number Fractions A <small>VIEW</small>		Number Fractions B <small>VIEW</small>		Measurement Converting units <small>VIEW</small>
Spring term	Number Ratio <small>VIEW</small>		Number Algebra <small>VIEW</small>		Number Decimals <small>VIEW</small>		Number Fractions, decimals and percentages <small>VIEW</small>		Measurement Area, perimeter and volume <small>VIEW</small>		Statistics <small>VIEW</small>	
Summer term	Geometry Shape <small>VIEW</small>			Geometry Position and di... <small>VIEW</small>	Themed projects, consolidation and problem solving <small>VIEW</small>							

Four Operations:

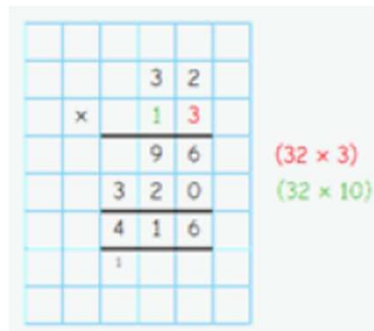
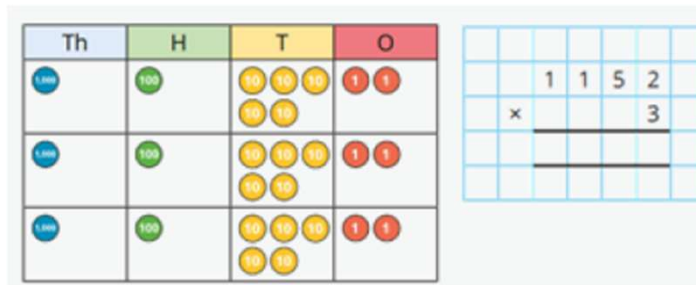
Addition



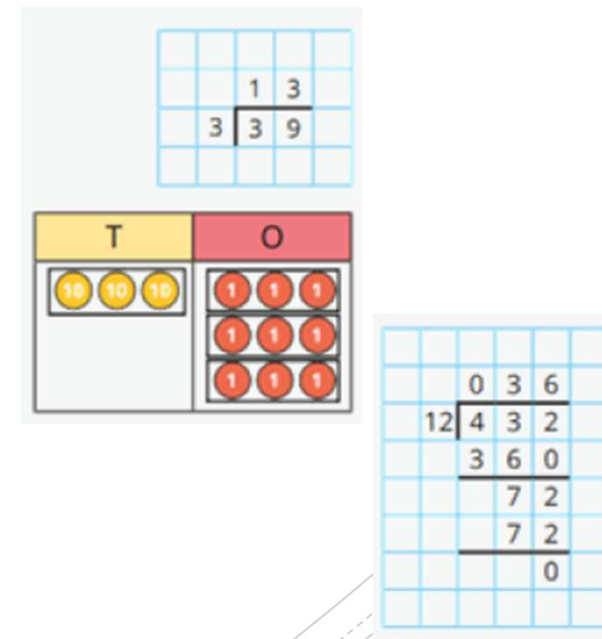
Subtraction



Multiplication



Division



A decorative background featuring several sets of curved lines in the corners. The top-left and bottom-left corners have multiple thin, solid grey lines and one dashed grey line. The top-right and bottom-right corners also have multiple thin, solid grey lines and one dashed grey line. A large red speech bubble is positioned on the left side of the page.

Four Operations:

Multiplication Example:

$$4,217 \times 28 =$$

Long Division Example:

$$5,551 \div 13 =$$

How can you help at home?

- **Multiplication tables and the related division facts.** These link to most areas of our maths curriculum. By doing these, it frees up the children's working memory by having instant recall.
- **Ensuring they have completed their Maths Shed tasks –** builds and embeds the learning they have done in school that week, as well as to prepare them for secondary school.
- **As a reminder, this is set in Y5 on a Friday to be completed by the following Friday. In Y6, this is set on a Monday to be completed by the following Monday.**
- **Please check your child's blog page weekly as this will be updated with current learning.**



Reading

Reading in School

- Our reading environments – in each class there is a ‘reading corner’ which includes books that are age appropriate and signpost the children to different genres. We also have our school library which we are timetabled to visit every week.
- Book band books – in Year 5/6 the aim is for the children to be reading books from Sapphire, Diamond and Pearl as these books are matched to the year group’s fluency and comprehension expectations. Eventually, when they have progressed through all of the book bands and they can consistently demonstrate that they are fluent and have secure comprehension, they will become a ‘free reader’.
- Whole class texts – we have texts as part of our Guided Reading, Writing and a ‘class read’.
- Fluency code – word reading, building fluency and comprehension (the final goal is not to just finish the book)

How can you help at home?

- Your child should be bringing home a library book and a reading scheme book (unless they are a 'free reader').
- Encourage the children to re-read their texts for fluency (not necessarily the whole book).
- Listen to your child read aloud.
- A wide variety of books, types and authors.
- Check your child's class blog.

Vocabulary Questions

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?

Retrieval Questions

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Be an Author

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?

Inference Questions

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?

Prediction Questions

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Compare, Contrast and Comment

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?

- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad/angry/frustrated?

A red speech bubble with a white outline and a small tail pointing downwards. The word "Spelling" is written in white, sans-serif font in the center of the bubble. The background features faint, light gray curved lines and dashed lines.

Spelling











Spelling in School

- Teaching one list of spellings every week.
- Editing in writing.
- Feedback during writing.
- Dictation – common errors that we spot within class feed through our dictation lessons.

How can you help at home?

- EdShed
- Practising their spellings using pen and paper or other physical methods
- If your child is struggling with a word, refer to the ten ways of learning spelling which we will put on the blog.
- Blog

Top Ten ways to learn a spelling

- 1 Break it into sounds eg**

- 2 Break it into syllables eg**

- 3 Break it into root words and affixes eg**

- 4 Use a mnemonic eg**

NECESSARY
one collar
two sleeves
- 5 Use your knowledge of word roots eg**

MUSIC
MUSICAL
MUSICIAN
- 6 Use word families eg**

WOULD
SHOULD
COULD
- 7 See words within words eg**
a friend to the end
a rat in separate

SEPARATE
- 8 Use spelling rules eg**

CRY, CRIES
- 9 By sight - learn the shape of the word eg**

Help
Look, Cover, Remember, Write, Check
- 10 By movement - get used to writing the word with your finger, a pen, in the air. eg**

write

Questions

