

Welcome to
Lower School

Meet the
teacher
evening

If you have any questions throughout the presentation, we will endeavour to answer these at the end.



The Lower School staff are:

Teachers:

- Mrs Womack (Anning)
- Mrs Young (Goodall)
- Mrs Drew (Attenborough M-W)
- Mrs Culpin (Attenborough Th-F)
- Miss A (Year 4 Maths teacher)

Teaching Assistants:

- Mrs Young Miss Stevens Ms Hames
- Mrs Hunter Miss Davies
- Miss Newell Ms Bleakley



Mixed Year Group Classes



For most subjects we will be running a Cycle A (Year 3 units) and Cycle B (Year 4 units).

This will ensure that the Year 4 children do not repeat any content as we will be starting with Cycle B.

For most of the subjects, the National Curriculum doesn't split the content into year groups and it is up to the school to identify where it is taught. As a result we are able to adapt our planning and lessons to meet the needs of the children.

For example, in Science we have been learning about Food and the Digestive System. After teacher input, we asked the children to record a food chain and, for Year 4 children and those Year 3s who we identified as able to also complete this challenge, we asked them to record a couple more facts about each food chain component that they had learned.

The Curriculum for Lower School

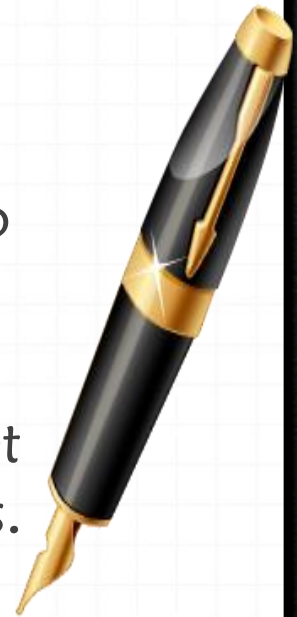
Core subjects:-

- English
- Maths
- Science
- RE



English and Maths

- Children are taught in their classes for English and in their year group for Maths.
- In English we teach and test spellings – more on this later.
- We have regular sessions of grammar, reading and handwriting.
- We ask the children to complete unaided writing tasks to assess their progress.
- In Maths we develop the children's arithmetic and problem solving skills. As much as possible, we try to get the children to use and apply maths to real life situations.
- Times tables are tested three times a week leading up to the Government's test. (The MTC is completed by those children in Year 4.)



General tips to support reading

- o **Once is never enough!** - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.
- o **Dig deeper into the story** - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?"
- o **Take control of the television** - It's difficult for reading to compete with TV and computer games. Encourage reading as a distraction free activity.
- o **Be patient** - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.
- o **I read to you, you read to me** - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.
- o **One more time with feeling** - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

General tips to support reading

- o Encourage independent reading, but remember children will still love being read to! (Who doesn't?)
- o Older children who can 'read' still need encouragement at home to enjoy reading. Show an interest in the books they bring home and try the website www.lovereadng4kids.co.uk to find information on different authors and download extracts of books to try.
- o Encourage your child to try different authors and types of books.
- o If they don't like the book they are reading, encourage them to change it. We don't read a book as an adult that we aren't interested in! Making an informed choice is also an important part of reading for pleasure.
- o Encourage your child to read to younger brothers and sisters to make them feel like the 'expert.'
- o Encourage your child to keep a record of the books they have read, perhaps giving each book a star rating.
- o Don't worry if your child reads newspapers, magazines, comics and the internet. This will support their reading alongside reading books. Also encourage children to read poetry as it will support the development of language and vocabulary.
- o Try to support you child with comprehending what they are reading. Ask questions which will deepen their understanding of a text.

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day


will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

 SCHOLASTIC

Children are expected to read at home at least three times a week.



How?

Finding Right Fit Books

A "right fit" book is a book that your child can enjoy reading on their own. Reading just right books helps your child develop as a reader. To find a book that is just the right fit for your child, try using the five finger test.

Here's how it works: Turn to a page in the middle of the book. As your child reads, hold up a finger for every word he/she doesn't know. Use the following guidelines:



Pick books that are at the right level
Help your child pick books that are not too difficult, but that are still challenging them. The aim is to give your child lots of successful reading experiences.



50 Recommended Reads for...

Year 3 (ages 7-8)



SCAN ME

Or visit www.booksfortopics.com/year-3

For more primary school booklists, visit booksfortopics.com

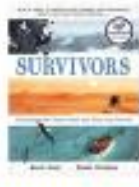
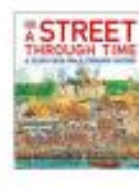
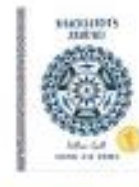
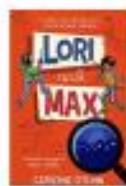
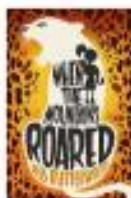
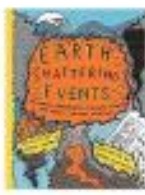


50 Recommended Reads for...

Year 4

(ages 8-9)

Books for Topics

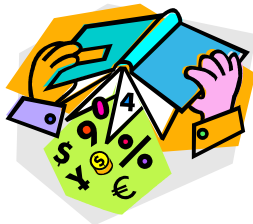




This is our new programme for teaching spelling.

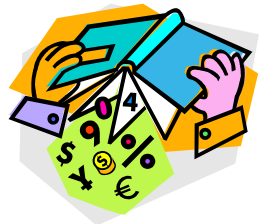
'Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology (including prefixes, suffixes, root words) to help spell through meaning.'

We will use to teach spelling in the classroom and, over the next few weeks, use Spelling Shed to set spelling homework. Your child will be given a login (like Mathletics) to practise spellings at home. Further information will be sent out later in the term.



Helping your child in Mathematics.

Things that you can do at home.



Number Games

- Snakes and ladders
- Dominoes
- Cards – Rummy, Patience, Pontoon, Snap
- Monopoly
- I spy a number in town, on a journey
- Skipping / Hopscotch
- Ludo
- Bingo
- Yahtzee
- Darts
- Chess / Draughts
- Computer games – Brain training
- Crazy golf
- Connect 4



The level of mathematical challenge in many of these can be altered by introducing more dice, doubling/halving the number thrown or the score.

Activities using numbers around us

- Car number plates – add the digits to find the biggest / smallest total.
- Grouping things into groups of 2, 3, 4 etc. – helps with multiplication / division.
- Telephone numbers – values of digits / total of the digits

Counting

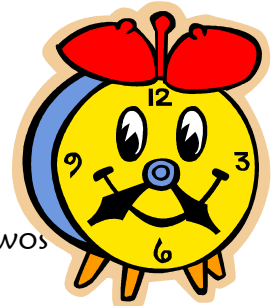
- Collections of objects – shells, buttons
- Cars or vehicles on a journey – how many red cars or how many Eddie Stobart lorries?
- Animals in a field
- Stairs up to bed, count in 2s, 3s, 4s, 5s, 6s,
- Sports scores – including things like batting averages or goal differences
- Pages in a book
- Tidy a cupboard / shelf and count the contents



Beat the Clock

Time your child as they do one of the following:

- Count back from 100 in tens.
 - Count back from 75 in fives.
 - Starting at 6, count up in tens to 206.
 - Starting at 39, count up in twenties to 239.
 - Starting at 67, count up in thirties to 367.
 - Recite the 2 times table forwards / backwards
 - Recite the bonds to 10 as addition / as subtraction
 - Count back in negative numbers from -4 to -14, in twos
- Can they beat their record?



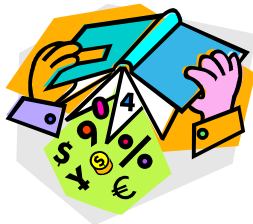
These can easily be adapted to the ability of the child.

Sorting and Matching

These might help you too!

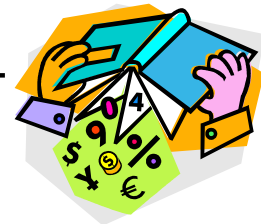
- Setting the table and sorting cutlery – this teaches 1 to 1 correspondence.
- Sorting clothes for washing – colour, size.
- Matching pairs – socks, shoes, gloves.
- Sorting groceries after shopping: find all the cylinders, cuboids



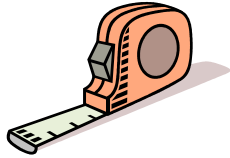


Helping your child in Mathematics.

Maths All Around.



Measurement



Length

- How far to ...?
- How much further?
- Will this sofa fit in the room?
- Who is the tallest?
- How much taller is ... than ...?

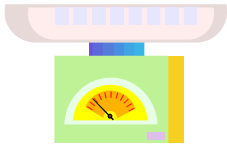
Weight / Mass

- How much flour do we need?
- Is my suitcase too heavy?
- Which one is heaviest?



Capacity

- How much water do I need?
- Which container holds more?
- How much water have you drunk today?



Useful Websites

- <https://nrich.maths.org/primary>
- <http://www.bbc.co.uk/schools>
- <https://www.topmarks.co.uk/>
- <http://www.mathszone.co.uk>
- <http://www.mathplayground.com/games.html>

Time

Years

- Order events in your life.

Months

- How many months in a year?
- How many months until Christmas?

Days

- How many days until your birthday?
- How many days are there left in the holidays?

Hours

- How many hours are you at school?
- How many hours until your bedtime?

Minutes

- How many minutes duration is this TV show?
- How many minutes will it be if we take the adverts out?

- How long will the journey take?
- What time does the train arrive?



- When does it start?
- When does it finish?

Money

- How much does it cost?
- How much will 2 cost?
- How much will it cost if it is half price?
- If I pay using a £5 note, how much change will I get?
- If I get £2.50 change from a £10 note, how much did it cost?
- If the bill for the meal is £48, how much will each person pay?
- This item has 25% off, how much does it now cost?
- If I leave a 10% tip, how much is the tip and how much have I left in total?
- How much pocket money can I save in a year?



Religious Education

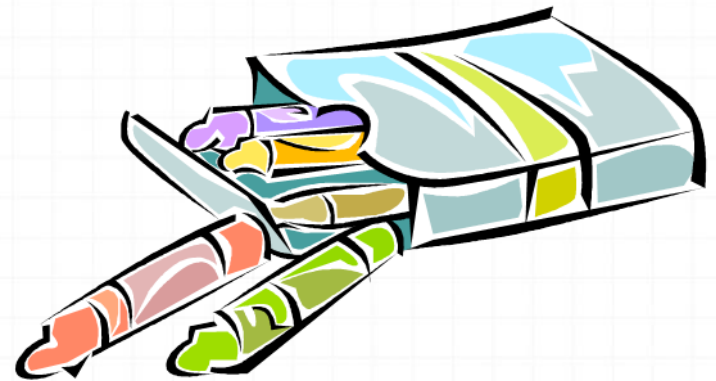
- We follow the Guildford Diocese guidelines
- There was a new curriculum in RE for 2023
- In Lower School we look at Christianity (70%), Islam and Humanism (30% combined)
- The emphasis is on the children asking questions and exploring their own ideas
- In July 2017, we were graded as 'good' by SIAMs inspectors (Statutory Inspection of Anglican and Methodist Schools)



The Curriculum for Lower School

Foundation subjects:-

- Creative curriculum which includes:
 - History
 - Geography
 - Design and technology
 - Art
- Music – brass lessons for Year 4 children
- Physical Education:
 - Games– taught by Sports coaches
(Planet Soccer – Mr McShane)
 - Gymnastics, Dance and Fitness
- P.S.H.E
- M.F.L (French)
- Computing (taught by Miss A)



History

Autumn Term

Invasion

- Things we will cover this year:
 - Roman withdrawal from Britain;
 - Chronology and geography of invasion;
 - Anglo-Saxon invasion and their kingdoms
 - Viking invasion and everyday life
 - Significant people – King Athelstan;
 - Norman invasion; Legacy

Interconnecting world

- Things we will cover this year:
 - Compass points and four and six-figure grid references
 - Countries, climate and culture of America;
 - Significant physical features of the UK; National Rail network; UK canal network;
 - Fieldwork; Local enquiry



Geography

Spring Term

Misty mountain, Winding river

- Things we cover this year:

Rivers

- Maps including grid references & contour lines
- Physical processes – erosion, transportation and deposition
- World rivers

Mountains

- UK mountains & World mountains
- Compass points
- Water cycle



History

Summer Term

Ancient Civilisations

- This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation.
- Children will learn about the rise, life, achievements and eventual end of each civilisation.



Lower School Timetable

- Your child's class timetable will be stuck into their planner.
- As the year progresses, we may feel that things work better in a different order or on a different day.
- However, it is very unlikely for Games and PE to change until the Summer Term when swimming will start.

Homework

- Reading – at least 3 times a week (to an adult and signed in your child's St Jude's Planner).
- Times Tables – we will be testing these 3 times a week.
- Maths homework – using Mathletics. Children will be set a number of tasks to complete each week, where possible we will link these to what we have been learning or they will be revision topics.
- Spellings – The children will be given a set of words (generally based on a rule). Year 4 children will need to find 2 more words that fit the same rule. These need to be written in their planners by Wednesday. These words might not be tested as we will test 2 mystery words based on the rule. All children will also have personal spellings from a personal list.
- Some children are in smaller groups and will follow a different structure in order to meet their needs.

Homework

- ❑ We have sent home a book with the following grid stuck in. This grid is to last the whole half term and children can pick which tasks they want to do and when.
- ❑ Please document activities completed in the book and return to school so we can celebrate their work.
- ❑ This grid will also have been emailed to you for reference.

Homework



Lower School - Additional homework activities for Autumn 1

<p>History: This half term we will be learning about the Anglo-Saxons. Select an area of the Anglo-Saxon era and create a power-point, leaflet, poster or fact-file about your chosen area. This could be: runes and writing, Gods and Goddesses, Beowulf, clothing etc.</p> <p>Date completed:</p>	<p>Computing: We would like you to improve your computing skills by practising your typing skills. Use Dance Mat Typing - BBC Bitesize, progress through the units starting at Unit 1. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</p> <p>Date completed:</p>	<p>Special days The 4th October is World Animal day. We would like you to make a creative piece based on your favourite animal. This could be a poem, poster, painting / collage or 3D model. Be as creative as possible</p> <p>Date completed:</p>
<p>RE: In RE we are looking at how different religious and non-religious people celebrate the birth of a new child. Talk to your family members and ask them to describe how your birth was celebrated. For example a Christening / naming ceremony. Write down their key memories and include an early photo if you would like.</p> <p>Date completed:</p>	<p>English: We will be studying the story of Beowulf which was originally written as a poem. Find a poem that you enjoy. Write or type it out, decorate it with pictures and practise reading it aloud. Can you use lots of different expression to make your poem sound interesting?</p> <p>Date completed:</p>	<p>Spellings How many different ways can you present some of your weekly spelling lists? Some ideas include: pyramid words, bubble writing, writing sentences for each word, drawing pictures to represent some of the words.</p> <p>Date completed:</p>
<p>Science: This half term we are learning about teeth and the digestive system. Research and create a poster with information about the importance of cleaning your teeth and good oral hygiene.</p> <p>Date completed:</p>	<p>P.E. Can you hold a stable balance on a variety of different objects? Take photographs of you in these balances. Maybe you could balance on a tree, a piece of park equipment or be creative on the floor!</p> <p>Date completed:</p>	<p>Each half term you will be given a homework grid. You can complete activities of your choosing. We will provide you with a homework book. You may like to share work with the class. Team points will be awarded. <u>Powerpoints</u> can be emailed to your class teacher.</p>

Behaviour




Our School Rules

- Be Responsible
- Be Respectful
- Be Safe

We are raising the profile of restorative conversations, ensuring the children can reflect upon their actions.

We have decided to simplify our school rules. As a result we are tweaking our behaviour policy slightly to reflect this.

We will still continue to praise the children when they demonstrate the school values.



St Jude's C of E Junior School

Inspired by St Jude, we pursue excellence in education, kindness in the community and courage through faith.

Our values are:

- Hope
- Compassion
- Perseverance
- Respect
- Responsibility
- Forgiveness

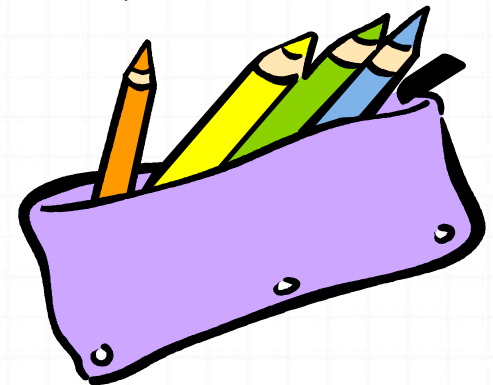
Things your child should have in school every day

- St Jude's Planner (this is a really important means of communication)
- Reading book
- Pencil case with a sharp pencil!
- Bottle of water
- Trainers (a cheap pair for the field if wet)
- Coat and jumper

PLEASE NAME EVERYTHING!

How can you help your child at home?

- Hear your child read
- Practise mental maths skills/practical maths
- Try to provide a reasonably quiet place for your child to do homework
- Encourage your child to discuss their homework with you and give support where needed
- Make use of your local library / internet to encourage your child to find out more about the topics they are studying
- Give praise and encouragement





You're Invited



TO THE FIRST 2024/2025

PTA AGM MEETING

Connect with other parents

You'll be the first to hear about
upcoming events

Have a voice in the activity the
PTA supports

You can volunteer your time or thoughts
to make a difference

TUESDAY 1ST OCTOBER 2024

7PM in the Infant School Hall

**NOW RECRUITING FOR
KEY ROLES**



Tissue / wipes donations gratefully received Thank You!

