Curriculum Information Evening

English and Maths

English

Reading at home

The MORE that you READ, the more things you will KNOW. The MORe that you Learn, the more places you'll GO.

Dr. Seuss

Have you got the reading bug?

Bug Club

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

Read at Home — The Palace Statues

Read at Home — I Can Trick a Tiger

Read at Home — Trapped!

Read at Home Handbook — Helping Your Child to Read

Biff and Chip ran.
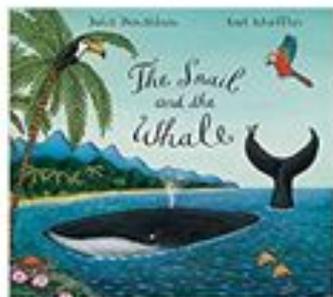
The Power of Reading
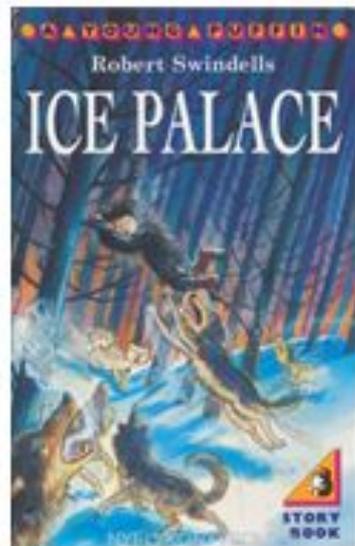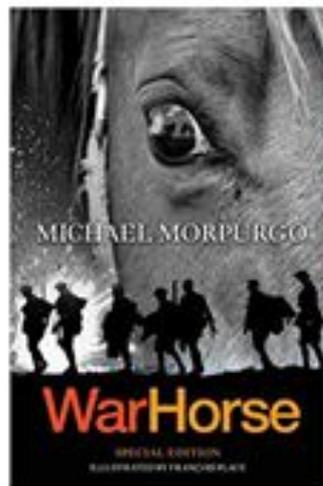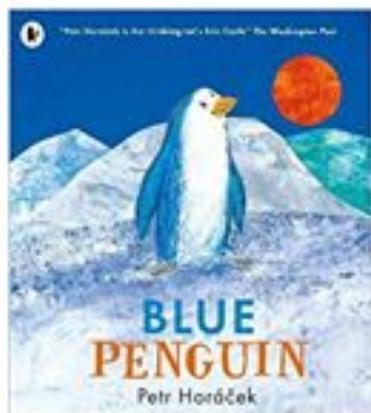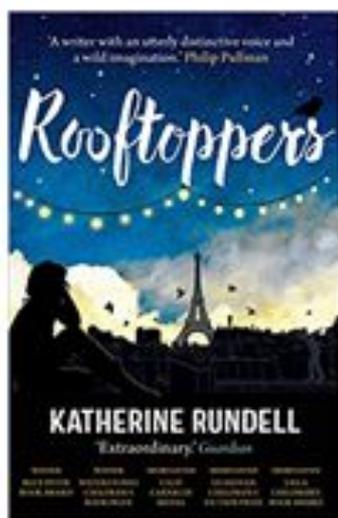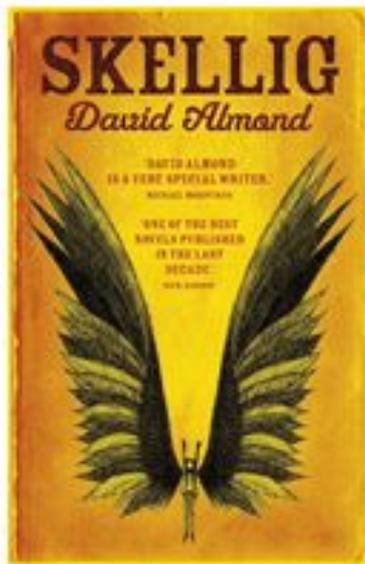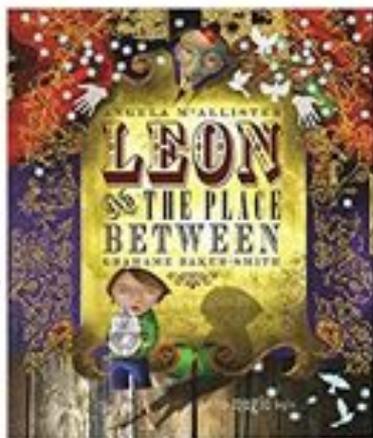
Power of Reading in the classroom
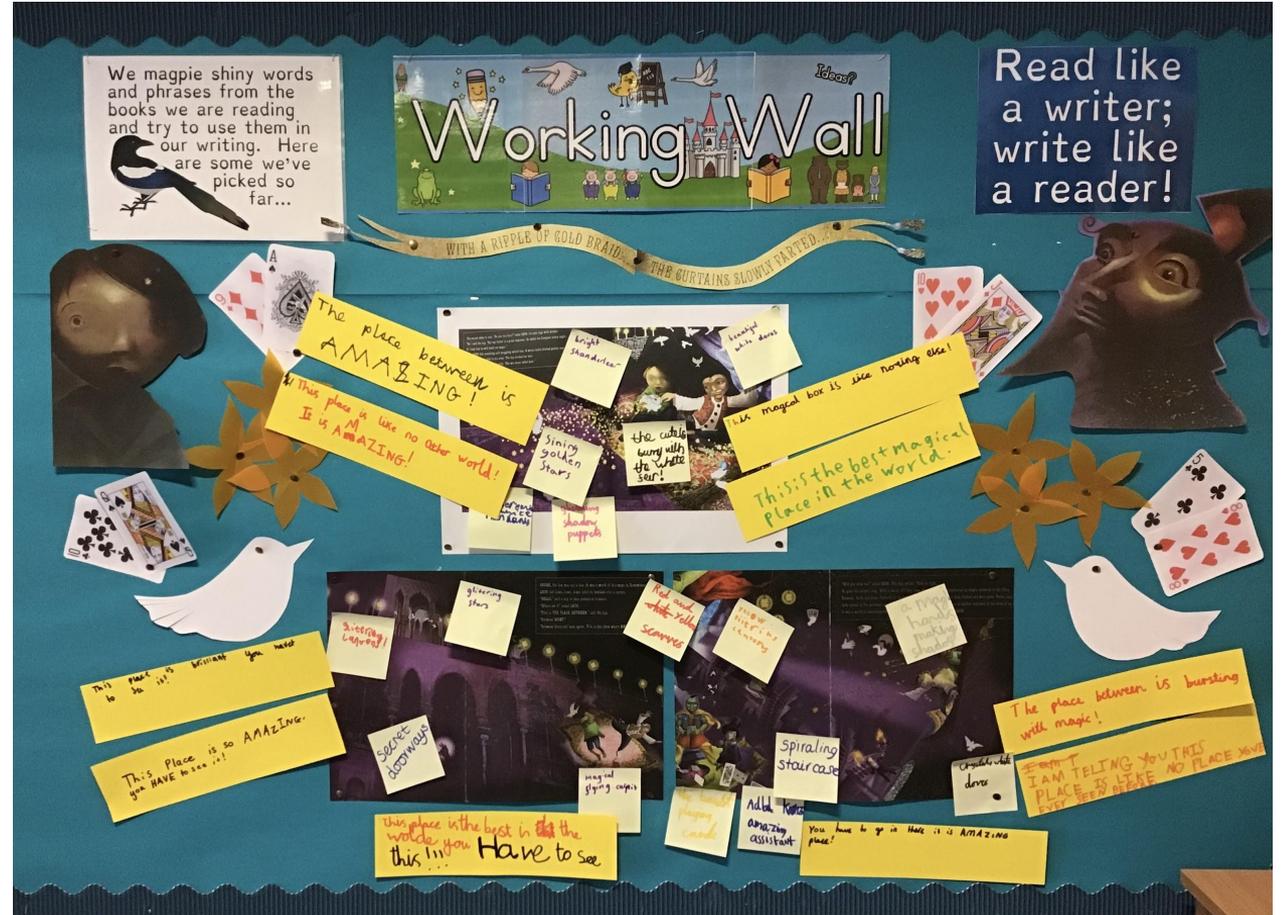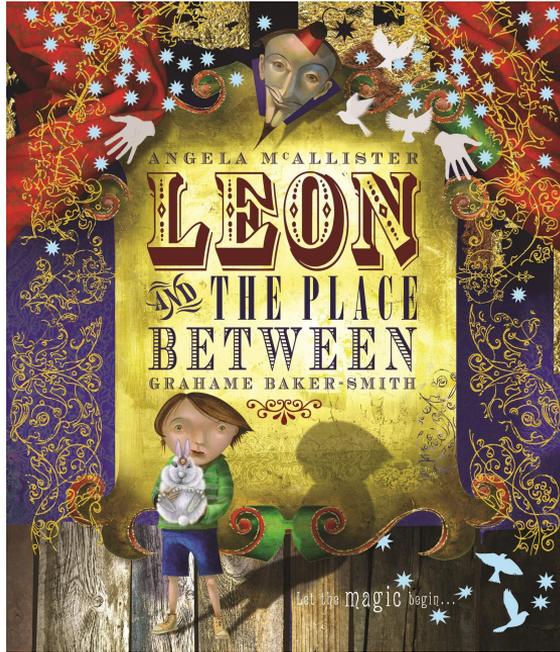
Assessing Writing

Working Towards	Expected	Greater Depth
The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:
Write sentences that are sequenced to form a short narrative (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
		Make simple additions, revisions and proof-reading corrections to their own writing
	Write about real events, recording these simply and clearly	
Demarcate some sentences with capital letters and full stops	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Use the punctuation taught at key stage 1 mostly correctly This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2): ? / ! / apostrophes / possession (singular) / 'clots / capital letters for people, places, days of the week and the personal pronoun
	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
	Use present and past tense mostly correctly and consistently	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
Spell some common exception words	Spell many common exception words	Spell most common exception words
Form lower-case letters in the correct direction, starting and finishing in the right place	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
Form lower-case letters of the correct size relative to one another in some of their writing	Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes needed to join some letters
Use spacing between words		

Spelling

Stage: 3 | Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.

List: 3

Spellings
- measure
- treasure
- pleasure
- enclosure
- displeasure
- composure
- leisure
- exposure
- closure
- disclosure

mea	losure
treas	easure
ple	sure
enc	osure
displ	ure
com	asure
le	posure
expo	sure
cl	isure
disclosu	re

Match the beginning sound to its ending.

100 High Frequency Words

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an

ink saving Eco

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

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Spelling at home
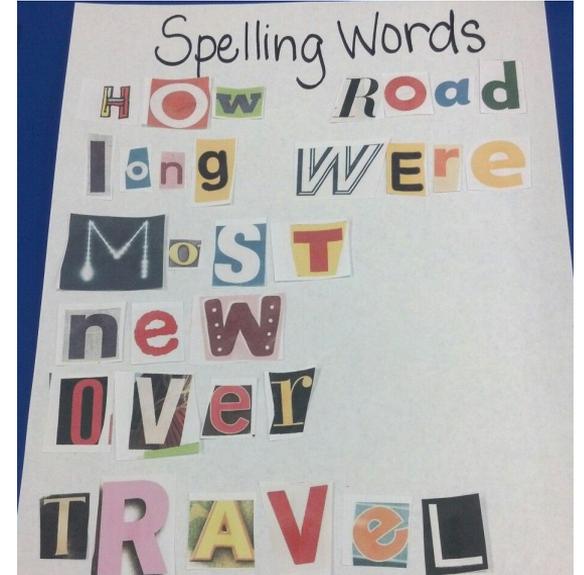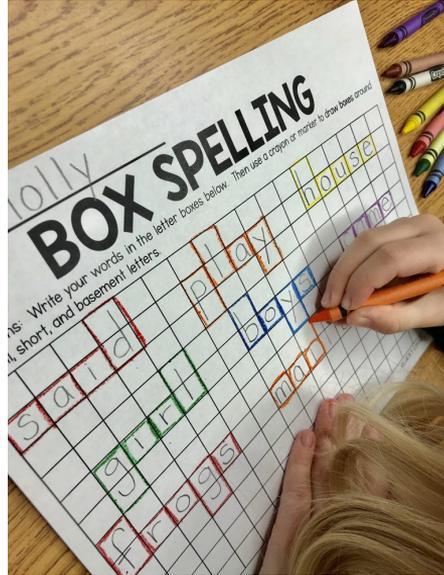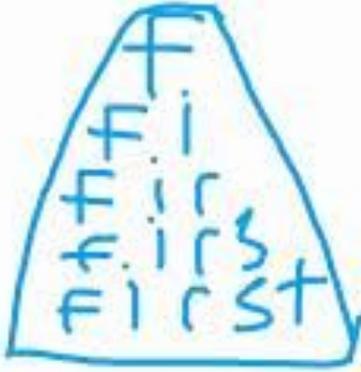
Spelling, punctuation and grammar

Useful links

https://www.bbc.co.uk/bitesize/articles/zbxby9q

https://www.literacyshedplus.com/en-us/browse/reading-vipers

https://www.activelearnprimary.co.uk/login?c=0

https://www.spellingshed.com/en-gb/
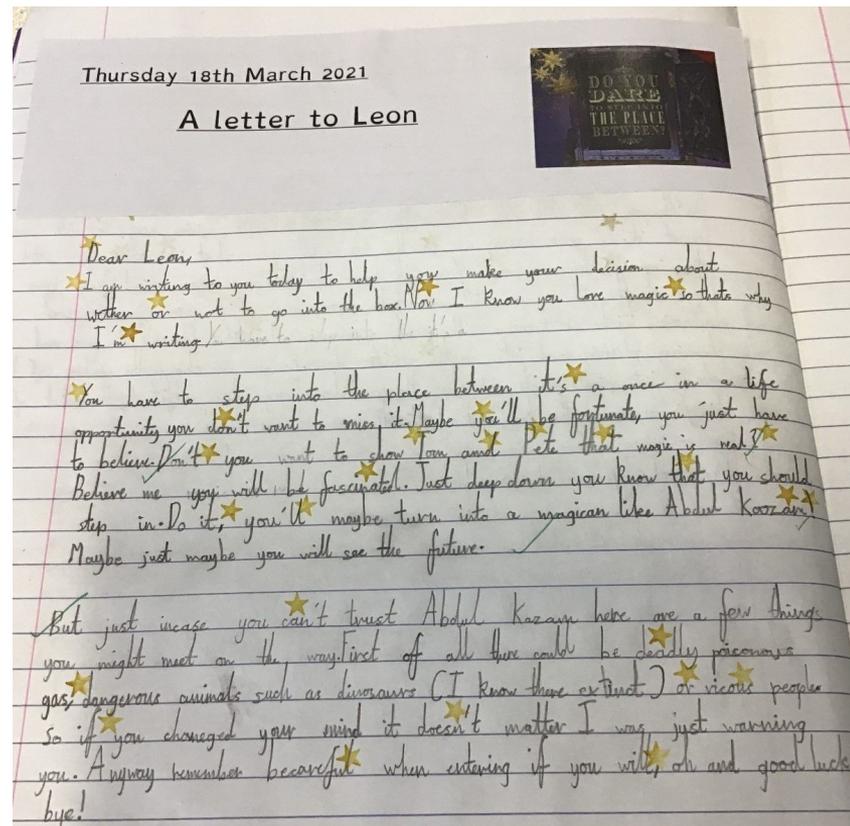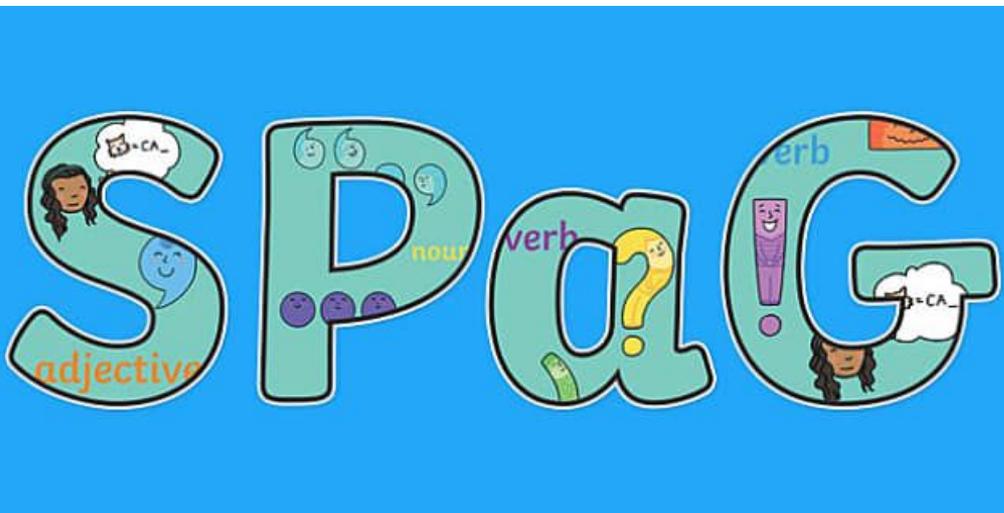
https://content.twinkl.co.uk/resource/a3/79/t2-e-2513-primary-spag-glossary-parent-and-carer-information-sheet_ver_19.pdf?__token__=exp=1616324041~acl=%2Fresource%2Fa3%2F79%2Ft2-e-2513-primary-spag-glossary-parent-and-carer-information-sheet_ver_19.pdf%2A~hmac=b8232f68d67ab0bba0170c9542ead4a348987b06cf28b3f4b8988fb5be44cffa

Maths

Our Calculation Policy

Parents often feel unfamiliar with the way we now present maths skills and methods; they can often be different to how we adults learned them, and they'd like to be able to follow the same style at home.

We use White Rose in our lessons and home learning, which presents ideas and methods in several ways. A guide to all of this can be found in this link:

[White Rose Calculation Policies](#)

Concrete

Discrete

```
        7
 ┌─┬─┬─┬─┬─┬─┬─┐
 └─┴─┴─┴─┴─┴─┴─┘
  4         3
```

```
        7
 ┌─┬─┬─┬─┬─┬─┬─┐
 └─┴─┴─┴─┴─┴─┴─┘
   ?         3
```

Combination

```
        7
 ┌───┬─┬─┬─┐
 │ 4 │ │ │ │
 └───┴─┴─┴─┘
```

Continuous

```
     ?
 ┌─────┬─────┐
 │  4  │  3  │
 └─────┴─────┘
```

```
     7
 ┌─────┬─────┐
 │  ?  │  3  │
 └─────┴─────┘
```

```
      477
 ┌───────┬───────┐
 │  283  │  194  │
 └───────┴───────┘
```

```
      5.3
 ┌───────┬───────┐
 │  3.9  │  1.4  │
 └───────┴───────┘
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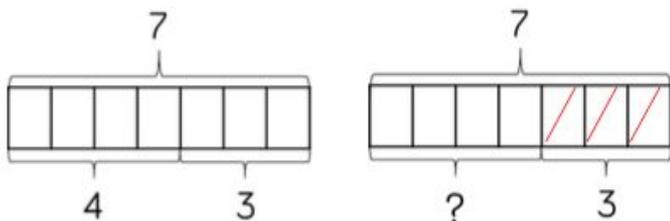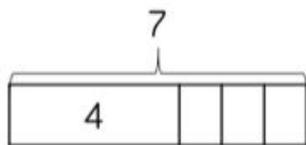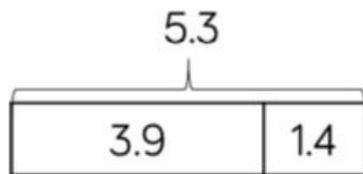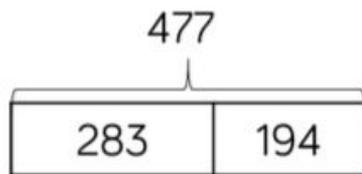
Benefits

The single bar model is another type of a part-whole model that can support children in representing calculations to help them unpick the structure.

Cubes and counters can be used in a line as a concrete representation of the bar model.

Discrete bar models are a good starting point with smaller numbers. Each box represents one whole.

The combination bar model can support children to calculate by counting on from the larger number. It is a good stepping stone towards the continuous bar model.

Continuous bar models are useful for a range of values. Each rectangle represents a number. The question mark indicates the value to be found.

In KS2, children can use bar models to represent larger numbers, decimals and fractions.

Ten Frames (within 20)
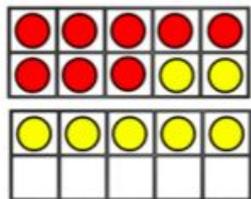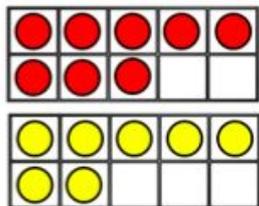
$$8 + 7 = 15$$
$$\underset{2}{\diagdown} \quad \underset{5}{\diagup}$$
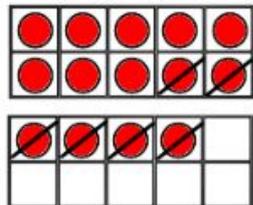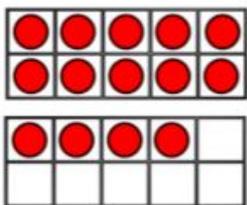
$$14 - 6 = 8$$
$$\underset{4}{\diagdown} \quad \underset{2}{\diagup}$$
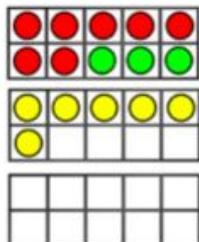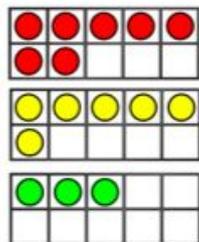
$$7 + 6 + 3 = 16$$
$$\diagdown \quad \diagup$$
$$10$$

Benefits

When adding two single digits, children can make each number on separate ten frames before moving part of one number to make 10 on one of the ten frames. This supports children to see how they have partitioned one of the numbers to make 10, and makes links to effective mental methods of addition.

When subtracting a one-digit number from a two-digit number, firstly make the larger number on 2 ten frames. Remove the smaller number, thinking carefully about how you have partitioned the number to make 10, this supports mental methods of subtraction.

When adding three single-digit numbers, children can make each number on 3 separate 10 frames before considering which order to add the numbers in. They may be able to find a number bond to 10 which makes the calculation easier. Once again, the ten frames support the link to effective mental methods of addition as well as the importance of commutativity.

Number Tracks

$5 + 3 = 8$

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$10 - 4 = 6$

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$8 + 7 = 15$

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
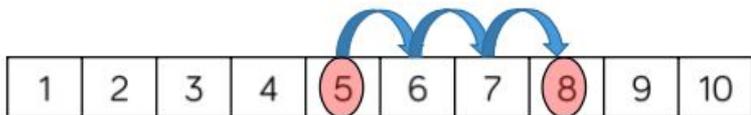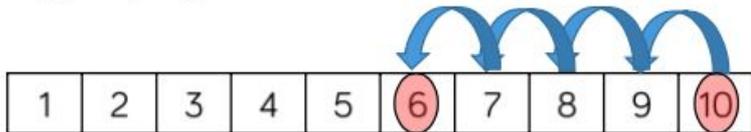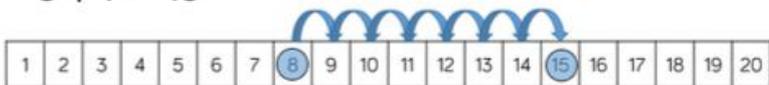
Benefits

Number tracks are useful to support children in their understanding of augmentation and reduction.

When adding, children count on to find the total of the numbers. On a number track, children can place a counter on the starting number and then count on to find the total.

When subtracting, children count back to find their answer. They start at the minuend and then take away the subtrahend to find the difference between the numbers.

Number tracks can work well alongside ten frames and bead strings which can also model counting on or counting back.

Playing board games can help children to become familiar with the idea of counting on using a number track before they move on to number lines.

$5 + 3 = 8$

$8 + 7 = 15$

$2 \quad 5$

$+ 2 \qquad + 5$

$14 - 6 = 8$

$4 \quad 2$

$- 2 \qquad - 4$
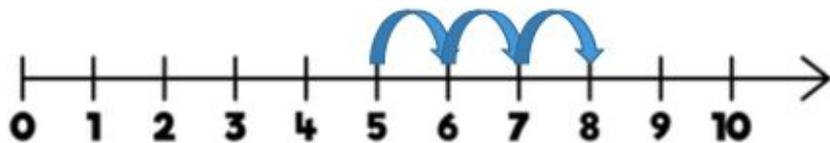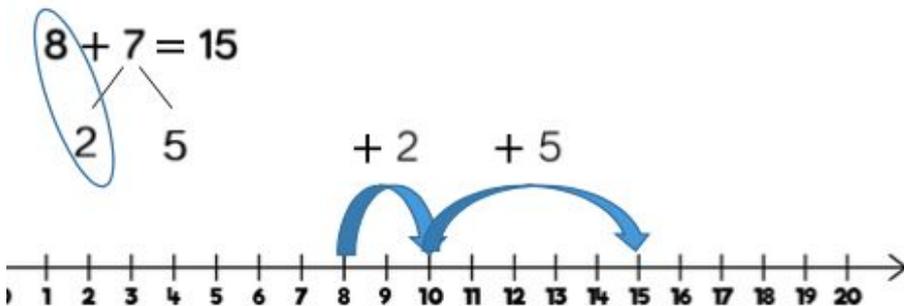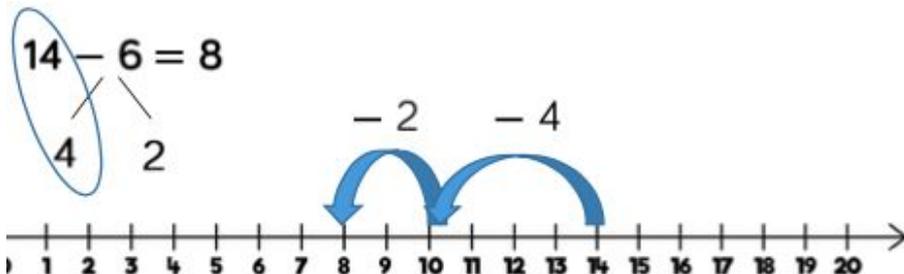
Benefits

Labelled number lines support children in their understanding of addition and subtraction as augmentation and reduction.

Children can start by counting on or back in ones, up or down the number line. This skill links directly to the use of the number track.

Progressing further, children can add numbers by jumping to the nearest 10 and then jumping to the total. This links to the making 10 method which can also be supported by ten frames. The smaller number is partitioned to support children to make a number bond to 10 and to then add on the remaining part.

Children can subtract numbers by firstly jumping to the nearest 10. Again, this can be supported by ten frames so children can see how they partition the smaller number into the two separate jumps.

$35 + 37 = 72$
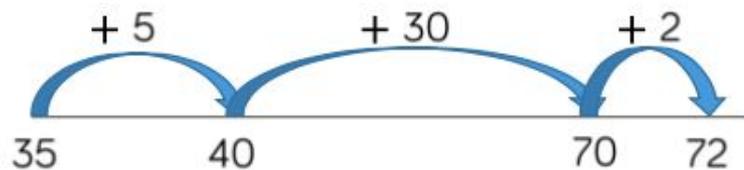
$35 + 37 = 72$
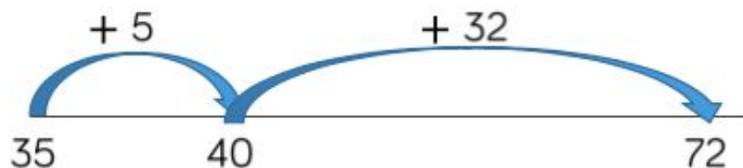
$72 - 35 = 37$
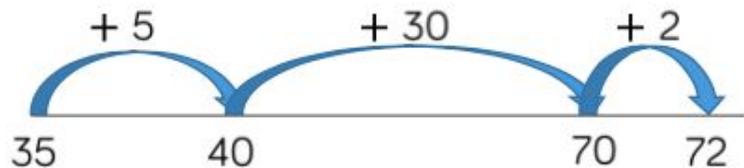
Benefits

Blank number lines provide children with a structure to add and subtract numbers in smaller parts.

Developing from labelled number lines, children can add by jumping to the nearest 10 and then adding the rest of the number either as a whole or by adding the tens and ones separately.

Children may also count back on a number line to subtract, again by jumping to the nearest 10 and then subtracting the rest of the number.

Blank number lines can also be used effectively to help children subtract by finding the difference between numbers. This can be done by starting with the smaller number and then counting on to the larger number. They then add up the parts they have counted on to find the difference between the numbers.

Base 10/Dienes (subtraction)

Tens	Ones

$$\begin{array}{r} {}^{5}\!\!\diagup{}^{1}65 \\ -\ 28 \\ \hline 37 \end{array}$$

Hundreds	Tens	Ones
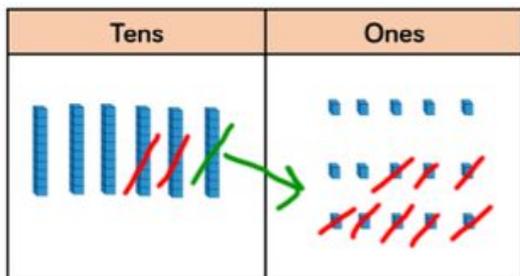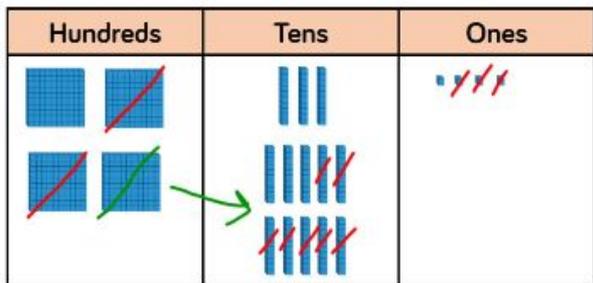
$$\begin{array}{r} {}^{3}\!\!\diagup{}^{1}435 \\ -\ 273 \\ \hline 262 \end{array}$$

Benefits

Using Base 10 or Dienes is an effective way to support children's understanding of column subtraction. It is important that children write out their calculations alongside using or drawing Base 10 so they can see the clear links between the written method and the model.

Children should first subtract without an exchange before moving on to subtraction with exchange. When building the model, children should just make the minuend using Base 10, they then subtract the subtrahend. Highlight this difference to addition to avoid errors by making both numbers. Children start with the smallest place value column. When there are not enough ones/tens/hundreds to subtract in a column, children need to move to the column to the left and exchange e.g. exchange 1 ten for 10 ones. They can then subtract efficiently.

This model is efficient with up to 4-digit numbers. Place value counters are more efficient with larger numbers and decimals.

HOME
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INFORMATION
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Admissions

Attendance

Behaviour

Curriculum

Eco-School

Governors

Hiring St Bon's facilities

Ofsted, Diocesan inspections, assessment and results

Online Safety

Our amazing staff team

Policies

Prospectus

Pupil Premium and Sports Premium

Maths

At St Bonaventure's we follow the National Curriculum and believe that numeracy is essential for our children to progress in the future. We want every child to feel confident and fluent enough as mathematicians to contribute to engaging, varied and fun maths lessons, where they work together to explore links across the curriculum and apply their knowledge to new challenges. Each lesson or lesson block will cover fluency (secure knowledge and application of facts), reasoning (explaining the meaning behind maths concepts) and problem solving (using knowledge and skills in varied contexts).

Above all, we want all our children, teachers and families to know that maths is a creative and interesting pursuit, where there can be more than one way of looking at things; more than one strategy to solve a problem. Maths is not just about learning facts and getting an answer. Everyone at St Bon's is a mathematician.

Our Calculation Policy

Parents often wonder about how we present mathematical ideas, and what the methods and representations the children know from school mean. They can often be very different from what we older people learned at school!

We follow the White Rose scheme in our maths lessons, which give a consistent set of various representations and methods which **emphasise understanding** over rote learning methods without understanding.

Here are two guides to how we teach the four operations, and how you can help at home. Please take the time to look through these:

🗎 Addition and subtraction calculation policy

🗎 Multiplication and division calculation policy

Return to School

Teachers are doing very small 'unit tests' after each topic so that teachers can check who needs extra reinforcement and which learning objectives need to be recapped. This is not repetition or holding back, it is making sure we can deeply embed mastery of the concepts; the children really understand the *why* not just the *how*, and can transfer the skills to other unfamiliar contexts.

White Rose has 'ready-to-progress' criteria which are a set of learning objectives that are the most important to master before moving on the next year. Teachers will be focussing most on these to give extra time for recapping.

Number Bonds

This is a focus for us in Terms 5 and 6.

Number bonds are facts which are intended to be recalled quickly and accurately.

They are essential knowledge to be able to access later skills such as the four operations ➕➖✖️➗ and most arithmetic.

What are Number Bonds?

A number bond is a fact about two or more numbers which sum to make another number, for example to make 10, or 20, or 100 etc.

An example of a number bond fact is that:

4 + 6 = 10

57 + 43 = 100

0.12 + 0.88 = 1

The number bonds your children should aim to know

- Reception
  - Be familiar with the numbers to **10**; learn the number bonds to 5, e.g. 3+2 = 5
- Year 1
  - Number bonds to 10 and within **10**, for example 3+7=10, 8-5=3
- Year 2
  - Number bonds to 20 and within **20**, for example 14+6=20, 17-8=9
- Year 3
  - Number bonds to **100**, for example 66+34=100 and 100-29=71
- Year 4
  - Number bonds to **100**, for example 66+34=100 and 100-29=71
- Year 5
  - Number bonds to **1000**, for example 109+891=1000 and 1000-245=755
- Year 6
  - **Decimals** to 10, for example 0.824+0.176=1 and 10 - 7.51 = 2.49

How you can help your child

Number bonds are one of the things which have the most impact on improving maths confidence, and are also something which can be practised at home. So are subitising (being familiar with what a number of objects looks like), and times tables facts.

These are the easiest and most useful things that we recommend parents can help with at home. Play games and make it a regular part of the day...

Some ideas:
- Link it to a common task: walking up the stairs and saying a few out loud
- Watch or make a song about some of the facts (YouTube number bonds)
- Stick post-its, magnetic numbers, counters etc and post them around the house
- Have older siblings teach younger siblings: often older ones need to brush up their earlier knowledge!

Sometimes, we might see groups within a picture.

In this picture, I can see 1 duckling at the front, a group of 2 in the middle and 1 at the back.
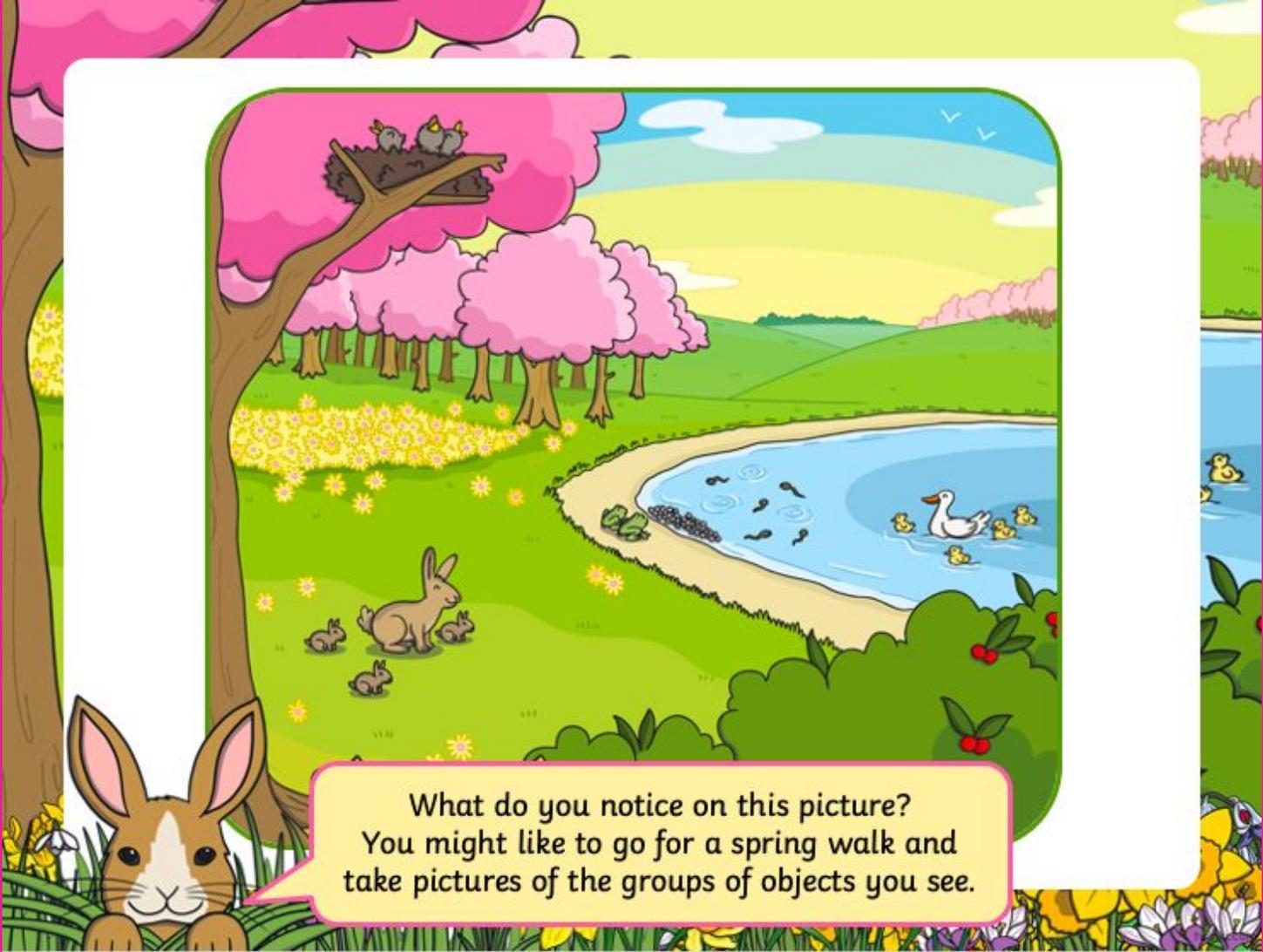
What do you notice on this picture?
You might like to go for a spring walk and
take pictures of the groups of objects you see.

Websites

- https://whiterosemaths.com/for-parents/
- https://nrich.maths.org/primary
- https://classroom.thenational.academy
- https://www.youtube.com/watch?v=poImS5iWfE Farmer Pete Number Bonds
- Search YouTube for number bonds songs