



Welcoming - Kind - Polite - Successful

# 'Welcoming your children to Upper Key Stage 2'

# Objectives of this meeting

- Meet the teaching team at UKS2
- Where to find out about what your child is learning
- Marvellous Me
- Expectations for Years 5 and 6
- Trips, activities and Y6 Residential

# Who works in UKS2?



Mr McCrum – Kingfisher Class Teacher

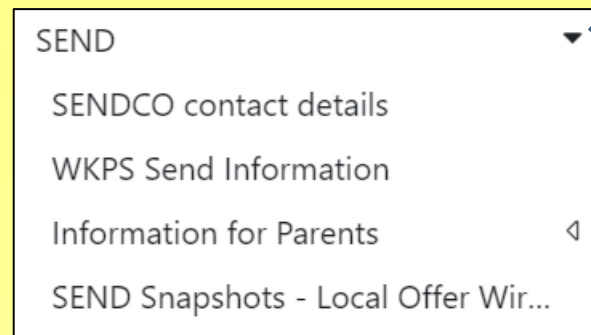
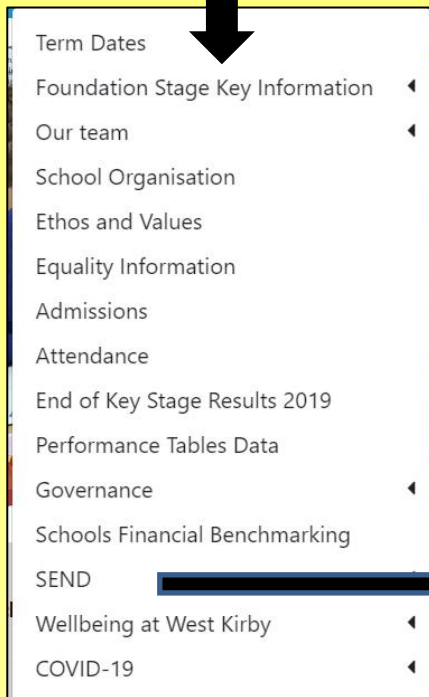
Mrs Hearty – Kingfisher Class TA

Miss R Gerrard  – Egret Class Teacher

Mrs K Sadler  & Mrs T McCann  – Cormorant  
Class Teachers

Ms R Lancashire  – Cormorant Class TA

# SEND/SENDCo





SEND Policy



SEND Information Report



West Kirby Accessibility Plan

## What is the Local Offer?

The Local Offer sets out what is available for your child in your area if they have special educational needs and or a disability.

Visit the [Local Offer Wirral website](http://www.localofferwirral.org) to find out more.

Website: [www.localofferwirral.org](http://www.localofferwirral.org)

Facebook: [The Local Offer Wirral](#)

Twitter: [@lowirral](#)



## WKPS Send Information

### Information for Parents

Information for Parents

Glossary of SEND Acronyms  
& Abbreviations

ADHD

Autism

Dyslexia

Dyscalculia

Dyspraxia

Dysgraphia

Hidden disabilities

Attachment Disorder

Oppositional Defiant  
Disorder

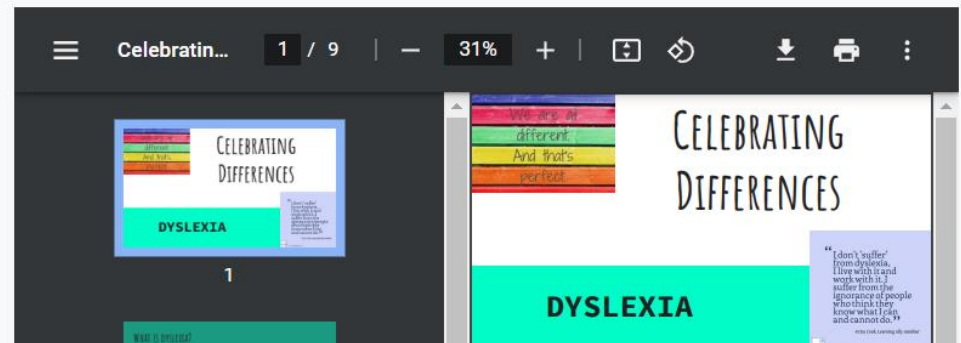
Pathological Demand  
Avoidance Syndrome

Sensory Services- Hearing  
/Visual Impairment

Speech, Language &  
Communication Needs

SEND Snapshots - Local Offer

## Dyslexia



**Welcoming Kind Polite Successful**



## The School Day



Whistle / Doors open 8.40 am

8.45 am – 10.25 am Lessons

10.25 am – 10.45 am Break Time

10.45 am – 11.45 am Lessons

12.00pm – 1.00 pm Lunch Time

1.00 pm – 3.20 pm Lessons

3.20pm Home Time



# Attendance



## #EVERYDAYCOUNTS



HIGH ATTENDANCE AT SCHOOL GETS YOUR CHILD'S LIFE OFF TO A *FLYING START!*



INCREASING ATTENDANCE BY JUST 5% CAN DOUBLE THE CHANCES OF GAINING GOOD QUALIFICATIONS

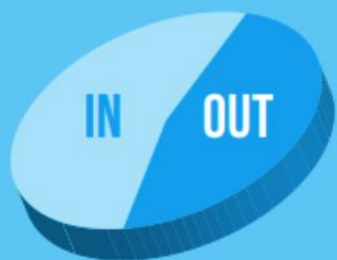


MISSING TWO DAYS A MONTH MEANS A CHILD MISSES 10% OF THE SCHOOL YEAR

GOOD ATTENDANCE IN PRIMARY SCHOOL



Writing + MATHS SKILLS



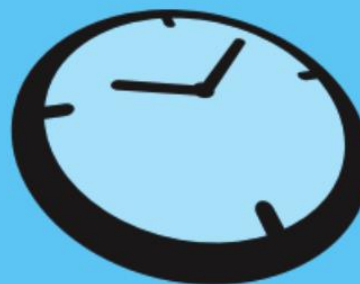
THERE ARE 175 DAYS A YEAR NOT SPENT IN SCHOOL

PLENTY OF TIME FOR SHOPPING, HOLIDAYS AND APPOINTMENTS!



100s OF SUBJECTS | 1000s OF CLASSES

ENDLESS POSSIBILITIES



TURNING UP JUST 5 MINUTES LATE EVERY DAY ADDS UP TO OVER 3 DAYS LOST IN THE YEAR!

MORE SCHOOL=



HIGHER GRADES



INCREASED CONFIDENCE



MORE FRIENDS



BRIGHTER FUTURE



# Attendance

*\*From statutory school age*



## Responsibilities and Expectations of Parents & Carers...

- To take family holidays during school holiday periods, and to be aware that there is no entitlement to withdraw children for authorised leave of absence during term time. Any request for leave of absence during term time should be made in writing (using the correct form) and in advance to the Headteacher.

Changes in Government Regulations mean that as of 1<sup>st</sup> September 2013, there is no entitlement for parents to withdraw their children for authorised leave of absence in term time. A Headteacher can only grant leave if there are exceptional circumstances surrounding the request. If the Headteacher is satisfied that there are exceptional circumstances to warrant the granting of leave of absence, the Headteacher will then determine the number of school days a child can be away from school.

- To talk to us at school as soon as possible if your child becomes reluctant to come to school for any reasons, or if there are any other issues impacting on school attendance. This is so that any problems can be quickly identified and over come.

# Attendance

*\*From statutory school age*



#EVERYDAYCOUNTS



97%

This is the expected attendance of all compulsory age school children.  
If your child's attendance drops below this, this is where stepped interventions start to be implemented.

*Phone call home, letter of concern, 1:1 meeting, fixed penalty notice (in cases of unauthorised attendance), attendance panel meeting, involvement of Wirral Attendance Officer.*

# Expectations in English - writing

- Handwriting needs to be legible and show the ability to join clearly. To gain Greater Depth in NCT at Y6, the writing **must be joined**.
- Spellings on the Year 5/6 list contain some rather tricky spellings. A copy is on our website. Spelling need to be **mostly** correct in creative and free writing.
- Learn their weekly spellings-



# Expectations in English - writing

- Punctuation showing use of commas to clarify meaning, hyphens, brackets, dashes or commas to indicate parenthesis, semicolons, colons and bullet points.
- Grammar & Vocab showing formal and informal speech and writing, including subjunctive forms, various verb tenses, expanded noun phrases to convey complicated information concisely, modal verbs or adverbs, relative clauses beginning with who, which, where, when, whose, that or with an implied and relative pronouns.

# Expectations in English - reading

- Read every day, doesn't have to be a book, could be a newspaper or magazine.
- Be able to apply their growing knowledge of root words, prefixes and suffixes
- Read aloud and understand the meaning of new words that they meet
- Express their opinion on what they have read, discuss character and plot development.

# Reading at Key Stage 2



In Upper Key Stage Two we would like children to read for 30 minutes per evening.

As a minimum all children in Upper Key Stage 2 should talk to an adult about what they are reading twice a week.

Please encourage your child to read as wide a variety of books as possible – they need to hone their reading skills across a wide range of genres and text types.



# Reading for Pleasure

## What is it?

Quite simply reading because you enjoy reading!

If you can encourage your child to read for pleasure, they will really reap the benefits. It might not seem like a particularly important task, but actually, research shows that reading for pleasure can be directly linked to children's success throughout their time at school and even into adulthood.

Reading for pleasure opens up new worlds for children. It gives them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters. Interestingly, reading for pleasure also improves children's well-being and empathy. It helps them to understand their own identity, and gives them an insight into the world and the views of others.



Please encourage the children to record what they have read in their homework diaries.

The image shows an open homework diary. The left page contains a table with three columns: 'Date', 'Book title and page number', and 'Parent/Teacher/Pupil Comments'. The right page also contains a table with the same three columns. Below the table on the right page, there is a section titled 'Words to learn' with three lines for writing. Below that is a section titled 'Progress' with three lines for writing and a small square box. At the bottom right of the 'Progress' section, there is a label 'Date:' followed by a line for writing.

Date	Book title and page number	Parent/Teacher/Pupil Comments

Date	Book title and page number	Parent/Teacher/Pupil Comments

Words to learn

Progress

Date:

# Reading for Pleasure

## Why encourage it?

While learning discrete reading skills is vital, recent research into reading shows that developing positive attitudes towards reading can also play a key role in children's development:

*Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.* Children's and Young People's Reading Today

Research also shows that reading for pleasure has a positive impact on children's attainment, in fact

*developing a love of reading can be more important for a child's educational success than their family's socio-economic background.*

Being able to read well is a key life skill for children.



# Reading for Pleasure in school.

We place reading and books at the centre of the curriculum.

We recognise that being able to read well is a key life skill for children, whatever their background.

We believe that every child can learn to read with the right teaching and support.

We build time for all children to read independently, read aloud and be read to during the school day.

We are actively promoting reading for pleasure and sharing books we like and read with the children.

We are developing the school environment to support reading- library, classrooms.

We believe that every teacher should be an advocate for reading.

We want children to learn to love books, and we are prepared to make this an absolute priority.



# How to encourage it at home?

**Set aside a special time** – just a few minutes a day is enough to create a reading habit.

**Get caught reading yourself** – show that reading for pleasure is not just for children.

**Read to each other** – if your child really doesn't want to read on their own, then read together. You read a page, then they read a page. Or one of you could read any dialogue. Be brave and put on different voices.

**Value the books they choose to read** – all reading is valuable for a child's development. Some of us prefer non-fiction; some of us prefer comics. One child might like superhero books; another might a book of football statistics.

**Set a challenge** – can they read ten books before they're ten? Can they read a book from six different genres: a comic, an information book, a funny book, a sci-fi book, a classic and an instruction manual?

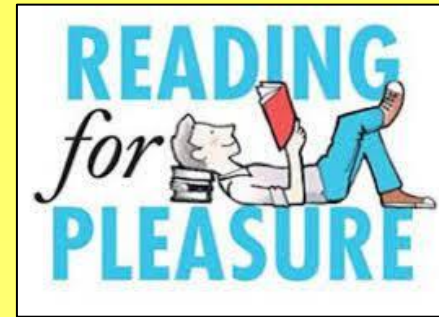
**Reading buddies** – reading to a younger sibling can boost your child's self-confidence and communication skills.

**Audiobooks** – audiobooks allow children to experience a book above their own reading level. It also allows you to share a book together or make the most of those car journeys. Listening to a story over and over again can improve vocabulary and encourage deeper comprehension.

**Read-a-thon** – join a sponsored reading event to raise money for charity.

**Stage and screen** – use your child's favourite films or games as a springboard into reading. Knowing the characters and storyline can be a helpful bridge into reading a longer story.

**Book club** – find out about local book clubs.



# Expectations in Maths

- Every child by the time they leave Year 4 is expected to know all of their times tables up to  $12 \times 12$ .
- In UKS2 knowing your times tables is a **non-negotiable** as so much of our maths curriculum relies on children having a secure knowledge and quick recall of these number facts.
- Complete their Mathletics tasks each week.





# Mathletics at Key Stage 2

## The aims for using Mathletics



- For the children to feel more confident with their Maths ability in solving calculations and working through problems.
- To be able to consolidate their Maths strategies and identify any gaps in their learning.
- To reinforce the topics covered in school.
- **MarvellousMe**



# MarvellousMe



MarvellousMe makes it easy for teachers to tell parents about their child's learning and achievements.

Teachers can award a badge to recognise the positive things children do in class.

Postcards tell parents specifically about their child's learning, giving parents classroom insight and conversation-starters. It enables children and parents to talk about what's been happening in school.

Spellings and Mathletics reminders will be sent on Marvellous Me so please sign up to the free app.



*Welcoming Kind Polite Successful*



# 'Knowledge Organisers'

We want to work in partnership with you to ensure that all of our pupils enjoy learning and are curious.

# Navigating our Website

All of our Knowledge Organisers are on our school website.

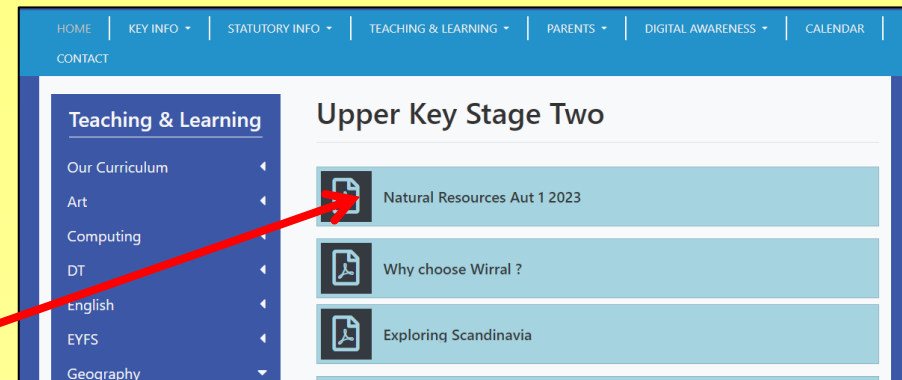
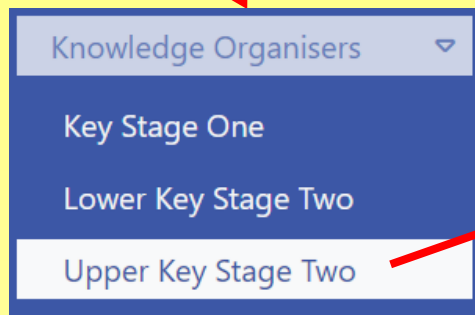
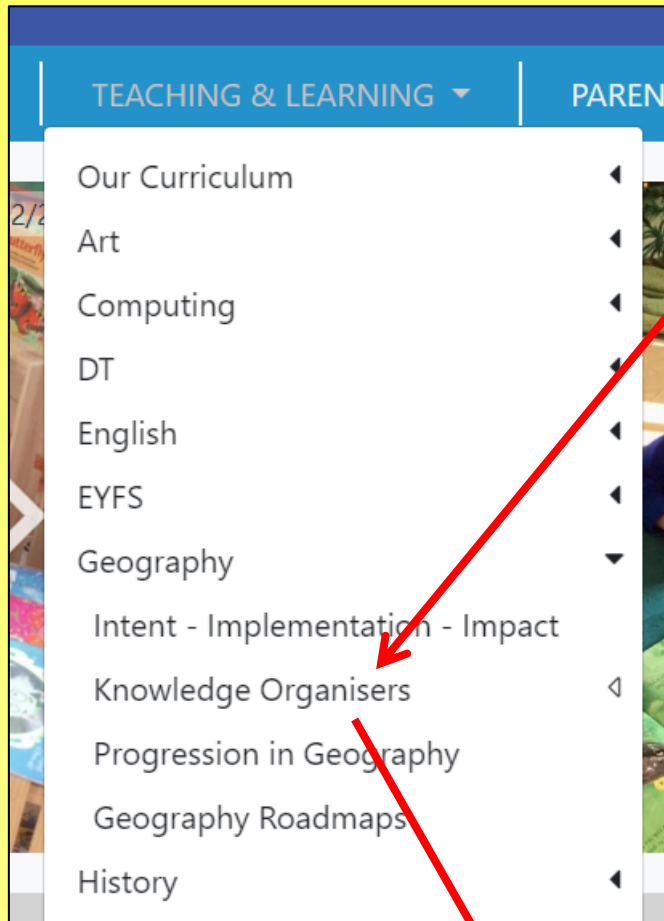
From the Home page click the 'Teaching & Learning' tab



Welcoming - Kind - Polite - Successful

HOME | KEY INFO ▼ | STATUTORY INFO ▼ | TEACHING & LEARNING ▼ | PARENTS ▼ | DIGITAL AWARENESS ▼ | CALENDAR | CONTACT

All of our subjects have **Knowledge Organiser** for your child's phase. Here you will also find other information about the structure of the curriculum here at West Kirby Primary School.



# Knowledge Organisers

These are used in all lessons from Maths to Music.

The children refer to them and quiz each other on the information on them.

Knowledge organisers can be found on our website for each subject.



### The Generation of Energy

Nearly all modern and emerging technology relies on electrical energy and it is therefore crucial that efficient ways of generating electricity are developed and used. This is a global problem.

There are two main ways in which electrical energy is produced:

- through the burning of fuels;
- through the use of the natural environment (green energy).

Although nuclear and fossil fuels differ, the way that electricity is generated from the energy that they release is similar.

The energy is used to heat water.

The steam powers huge steam turbines, creating movement energy.

This powers an electrical generator.

The electricity is then passed on to the national grid via a transformer.

Energy from power stations cannot be stored. It is simply generated on demand for consumers.



### Non-Renewable Energy

This group of energy sources is the traditional group of energy sources used in the UK to power manufacturing, homes and energy production. They are seen as more convenient and more readily available than renewable sources.

### Fossil Fuels

Fossil fuels are finite natural resources. All fossil fuels are derived from the remains of plants and organisms that lived millions of years ago. Scientists can identify areas in the geography where it is likely fossil fuels exist and the fuels are mined or drilled and pumped from their location. The three fossil fuels are:

- coal
- oil
- natural gas

### Green Energy Sources:

**Wind Power** has seen considerable investment over the past ten years in Europe. As the UK is surrounded by sea, offshore wind farms have been established all around the island. Elsewhere in Europe, it is common to see huge arrays of the tall windmills throughout the countryside. Wind turbines produce electricity when the wind turns the three huge rotor blades. This kinetic energy is transferred through a shaft to a gearbox and then to a generator where electricity is produced. It is then fed into the national grid.

**Solar Power** Huge arrays of solar cells are now commonplace in some parts of the UK. Unlike all other forms of energy production, solar farms do not require turbines to transfer movement energy to generators. Solar cells create electromotive force that is converted into alternating current and supplied to the national grid.

### Enquiry questions

**What other forms of renewable 'green' energy sources can you find out about?**

**What are the advantages and disadvantages of 'green' energy sources?**

### Vocabulary Dozen

<b>renewable energy</b>	created by resources that nature can replace, such as wind, water and sunlight.
<b>conserve</b>	use as few resources as possible
<b>non-renewable energy</b>	a source of energy that will eventually run out as it cannot be made as quickly as it is consumed, such as coal.
<b>abundant</b>	available in large quantities
<b>minerals</b>	solid, naturally occurring inorganic substances
<b>turbine</b>	a machine for producing continuous power
<b>extracted</b>	remove or take out, especially by effort or force
<b>distributed</b>	shared or spread out
<b>hydroelectric</b>	the generation of electricity using flowing water
<b>nuclear fuel</b>	made using the metal uranium, the fuel is used in a nuclear reactor, which produces lots of electricity from very small amounts of nuclear fuel.
<b>import</b>	bring (goods or services) into a country from abroad for sale
<b>export</b>	send (goods or services) to another country for sale

### Prior knowledge

KS1 - Understand geographical similarities and differences through studying the human and physical geography of an area of the UK, and a contrasting non European country.

LKS2 - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

# Road Maps

These show the coverage in that subject for the year across the whole school.

This are also found on our website under the Teaching and Learning tab.

Locate the subject, and the drop down menu for that subject offers information on Intent-Implementation-Impact, progression, our roadmaps and knowledge organisers





### Locational Knowledge

We are Britain!

### Place Knowledge

Around the World.

The children will explore the human and physical features of different continents.

### Geographical Skills

Welcome to Wirral.

Key stage

1



Children will explore aerial photographs and will use compass directions to describe routes on a map.

The children will name, locate and identify characteristics of the four countries and capital cities of the UK.

The children will learn about the key aspects of human and physical features of coasts & mountains.

### Human and Physical Geography

Coasts & Mountains

### Place Knowledge

San Francisco

Lower Key stage

2

### Geographical skills

Wonderful West Kirby



The children will compare the similarities and difference of San Francisco to the UK.

The children will use maps, atlases, globes and digital/computer to locate places and find information.

Upper Key stage

2

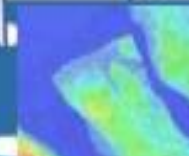
The children will research where their ancestors travelled to settle in the UK and the rest of the world.

The children will compare the physical and human features of Scandinavia to the UK.

### Locational Knowledge

Why choose Wirral?

The children will recognise the topography of Wirral and find out about land use.



### Locational Knowledge

Where do we come from?

### Place Knowledge

Exploring Scandinavia.

Curriculum Road Map 2022-2023 - Geography

# Our Creative Curriculum 2023-2024

- Autumn Term 1– Natural Resources
- Autumn Term 2 – The Maya -We will look at the achievements of the Maya, a none-European society that provides contrasts with British history. .
- Spring Term – The Rainforest-We will look at locational and physical geography as well as human geography. We will compare the Amazon and Brazil to The Mersey & The Dee and West Kirby
- Summer Term – Ancient Egypt – We will look at the achievements of this, one of the earliest civilizations.

English and different subjects are often linked together to support the development of the children's learning.

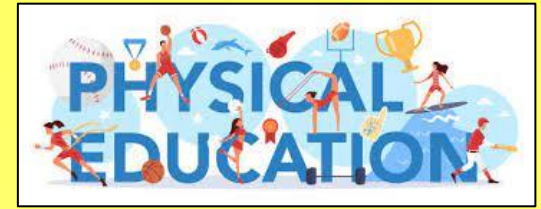
Computing is also used to develop these themes, but we also include teaching Internet Safety; our Digital Awareness.

# Book Bag, library books and the Home Learning Diary



- Book Bags/school bag, should be returned to school every week on a Thursday with your child's library books and their Home Learning Diary.
- Every child in Year 5 and 6 will be expected to bring in the Home Learning Diary so that class teachers can keep track of home learning and respond to any comments or queries you have.
- We ask parents to **sign** to say which activities have been completed each week and to make a note if **any difficulties were encountered** or if you have any queries.
- In **Years 5 and 6** the children are asked to keep their **own record** of what they have completed during the week.

# PE & Swimming



- All children are expected to participate in PE lessons. On the day when your child has PE (**Thursday** for all KS2 and **Wednesday** for Cormorant Class 6, **Tuesday** for Egret Class 5/6 and **Friday** for Kingfisher Class 5) they will be required to attend school in their PE Kit, and remain in their kit for the whole day.
- Our indoor PE Kit is a pale blue t-shirt, navy shorts and trainers. Please see our uniform policy. Please ensure no earrings are worn on P.E days.
- During outdoor PE lessons, and when the weather becomes colder we suggest your child wears joggers and request that these are black or navy.
- Your child will participate in an intensive **1 week swimming block**. This means they will go swimming **every day in their week** and so will need a swimming kit in school every day during this time. ***Class 5 – 2<sup>nd</sup> October, Class 6 – 4<sup>th</sup> March, Class 5/6 -26<sup>th</sup> Feb.***



# Rewards and Sanctions

- Children are awarded team points for good work, behaviour and displaying good manners or kindness to others; our WKPS values. Children are in River Teams which remain the same as they move through school.
- These are totalled weekly and the winning team are celebrated in assembly.
- Throughout the school we follow the same behaviour management system so all children are familiar with it.
- Children will have their names recorded by their class teacher or any member of staff for any incident that is not in line with our School Behaviour Policy.
- Children may be given a warning, but an orange or red card means they miss some of their play time and reflect on their actions.
- Children who do not receive a red or orange card for the week receive an extra play time.

BEHAVIOUR RECORD	
	
Class _____	
Week _____	
<b>BELOW THE LINE</b>	
Name	Tally
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<b>ORANGE CARD</b>	
Name	Tally
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<b>RED CARD</b>	
Name	Tally
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



## Keeping in Contact

- Phone or email the school office
- Use the queries email for our phase which will be picked up by Mrs McCann who will then forward the email to the right person:  
[UKS2@westkirbyprimaryschool.co.uk](mailto:UKS2@westkirbyprimaryschool.co.uk)
- Make an appointment to come in and see us before or after school
- Use the Home Learning Diary as a point of contact -we will respond to your messages.

# Questions



Thank you all for attending today  
and for supporting the Upper KS2  
teaching team at

West Kirby Primary.

We hope that your child enjoys their  
time in UKS2 and that they really  
achieve their best in class.



Welcoming Kind Polite Successful

