Helping with reading: ages 7 to 11

- How to encourage your child to read
- Read yourself! Show a good example by talking about the reading you do at work and at home.
- Let your child know that reading is an important part of your life.
- Keep books safe. Make your child their own special place to keep their books in their bedroom.
- Visit your library – it's free to join! As well as taking out story books, use visits to the library as a time to find books and CD ROMs about your child's hobbies and interests.
- Make time to read. Set aside a time for reading for the family – after school or before bedtime.
- Encourage independent reading but don't be afraid to still tell a bedtime story.
- Don't just read books. Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.
- Let your child read with younger children. Encourage them to read to other members of the family.
- Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read. Let them read their favourites. Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.
- If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language.
- Link reading with writing: Make a scrap book with your child about their favourite star, group or team. Let them cut pictures out of magazines and papers and write their own captions.
- Buy a book of crosswords and wordsearches and try to solve them together. Make up your own puzzles to try out on family and friends.
- Spot words inside words. Help them to spot words they know within larger more complicated words.

English at Key Stage 2

CHRIST THE KING PRIMARY SCHOOL

Children are taught:

Speaking and listening:

- They speak to different audiences and use language for effect.
- They shape what they say with a clear beginning and ending.
- They listen carefully, picking out the main points of what people say, and ask questions or make comments.
- They work flexibly in groups, making different contributions.
- They write scripts or improvise plays and comment on how successful their performances are.
- They learn about how language changes in different situations, and between speech and writing.

Reading:

- They read a broad range of materials and use their knowledge of words, sentences and texts to understand the deeper meaning of texts: e.g. Character motivation and development, inference, deduction, meaning beyond the literal, making connections between different parts of the text, using knowledge of other texts they have read meaning.
- They get better at reading challenging, lengthy texts on their own, and they discuss the meanings of fiction and non-fiction with others

Writing:

- They write in a range of ways to explore feelings, explain, persuade, review and comment.
- They plan and draft their work, checking it for spelling, punctuation and grammar.
- They write legibly in joined-up and printed styles.

Around age 11, most children are able to:

Speaking and listening

- listen to presentations and discussions
- talk intelligently about what they have heard
- ·develop and shape ideas and stories, using language imaginatively to interest the listener
- ·use some of the features of formal English when the occasion is right.

Reading

- ·understand important ideas, themes, events and characters
- ·read between the lines
- ·give ideas about a text, supporting them by referring to it
- ·use different ways to find information in print and on screen (for example, an index, or web site links).

Writing

- ·write in a lively, thoughtful way in a range of forms
- ·organise ideas to draw them to the reader's attention
- use words adventurously, and for effect
- ·spell words accurately, most of the time
- ·use punctuation to show where sentences begin and end, and to
- make meaning clear within the sentence
- ·write legibly and fluently in joined-up writing.

Shape, space and measure ·

- § use a protractor to measure angles to the nearest degree ·
- § calculate the perimeter and area of shapes that can be split into rectangles
- § read and plot coordinates in all four quadrants
- § interpret numbers accurately on a range of measuring instruments
- § tell the time and solve problems involving time on a 12-hour or 24 -hour clock.

Handling data ·

- § solve a problem by collecting and using information in tables, graphs and charts.

Helping Your child developing their Mathematical Understanding.

Children do not just learn when they are seated at a desk undertaking rows of mathematical computations. Childrens' understanding is greatly enhanced if they are able to apply their knowledge in real situations such as:

*Children might be inspired to use their number knowledge to help with making family meals. Ways to do this could involve checking the ingredients lists in recipe books, helping with shopping for the right amounts of food and deciding on the right amount to spend. They could also work out the change, weigh ingredients, make the meal (with supervision) and then clear up

* At the supermarket– estimating the amount of spend as items are placed in basket rounding up or down amounts.
* Estimating amounts – numbers of people, money, distances, time
* Using addition to count on to work out correct change
* Practical activities:-Counting people

Maths
at
Key Stage 2

CHRIST THE KING PRIMARY SCHOOL

Maths

Children are taught about:

Number:

- § this includes numbers and the number system, calculations and ways of solving problems

Shape:

- § space and measures: this includes two-dimensional and three-dimensional shapes, position, movement and measurement.

Handling data:

- § this includes working out which questions can be answered by collecting data, organising it, putting it into graphs and diagrams and working out how it helps to answer the original questions.

Use and apply mathematics.

- § Children are taught how to use and apply mathematics.
  They decide how to tackle problems.
  They record what they do using mathematical language, symbols and diagrams, and explain their reasoning.
- § Children are taught how to use a calculator to solve certain sorts of problem, but usually they are expected to do maths in their heads or on paper.

Around age 11, most children are able to:

Using and applying mathematics ·

- § tackle a problem using different approaches, trying out ideas of their own ·apply maths to practical problems ·
- § present their results in a clear and organised way.

Number ·

- § multiply and divide decimals by 10 or 100, and whole numbers by 1000 in their heads ·
- § put in order a set of numbers with up to three decimal places ·work with decimals to add and subtract on paper ·
- § reduce a fraction to its simplest form (for example, four-sixteenths to one-quarter) ·
- § work out fractions of numbers or quantities (for example, they should be able to work out five-eighths of 32, seven-tenths of 40 and nine-one hundredths of 400 centimetres) ·
- § understand that a percentage is the number of parts in every hundred, and work out simple percentages of whole numbers ·
- § solve problems involving ratio and proportion ·
- § know all the times tables and use them to divide as well as multiply
- § use +, -, ÷, and \ to solve problems given in words, which could be about numbers or measures (kilograms, kilometres and so on) ·
- § use paper and pencil methods of multiplying and dividing for harder calculations (for example, 434.25 multiplied by 8, 195 divided by 6 and 352 multiplied by 27).

Science
at
Key Stage 2



Children look at and explore:

Life processes and living things, including:-

- including facts about their own bodies (such as the importance of a varied diet and exercise for good health),
- the purpose of roots and flowers in plants, how animals and plants are classified, and the habitats animals and plants need to live in

Materials and their properties, including:-

- how they can be used, how they change (for example, through burning, freezing, boiling).
- how some materials can be mixed and separated.

Physical processes, including:-

- electric circuits, magnets,
- the forces of gravity and friction and how light and sound travel.
- They also learn some basic facts about the Sun, Earth and Moon.

Scientific enquiry.

- Through work in these three areas children are taught about scientific enquiry. The teacher or children ask questions, then the children work together to try to answer the questions, by finding things out and recording data (for example, measurements).
- They look for patterns in the data. They think about their tests and comparisons and whether or not these are a fair way to help answer the questions.

Around age 11, most children are able to

Scientific enquiry ·

- recognise that scientific ideas are based on evidence ·
- suggest practical ways to answer scientific questions ·
- set up a fair test by varying one thing while keeping everything else the same (for example, to see the effect of light on plant growth they could change the lighting conditions but keep the water supply and temperature the same) ·
- choose the equipment they need ·
- make a series of observations or measurements, and record them using tables, bar charts and simple graphs ·
- make predictions (for example, that coins are magnetic) and draw conclusions (for example, 'from my own observations and from what I have found out from reference books, only steel coins are magnetic').Life processes and living things · name major body organs (for example, heart and lungs), and know where these organs are · name plant organs, such as a stamen ·
- identify and group animals and plants by using methods ('keys') based on their features · explain some ideas about the food chain (for example, animals eat other animals and plants, some are predators, some are prey, some are both).

Materials and their properties ·

- classify materials by their different properties (for example, as solid, liquid, gas) ·
- describe ways of separating substances (for example, filtering) ·
- use scientific names for some important changes (for example, evaporation, condensation) §
- use knowledge about which changes can or cannot be reversed (for example, melted chocolate goes hard again but cooked egg ·stays cooked)

Physical processes ·

§ connect, make changes to and draw diagrams of simple electrical circuits ·
§ describe what happens to light and sound when we see and hear
§ describe the appearance of the Sun, Earth and Moon and how their positions change ·
§ make generalisations about forces (for example, magnets attract and repel, friction slows things down).

Making connections with their school work:

- Discovering light and electricity at home.
- A simple circuit

- Look at a battery with your child. Find the + (positive) and – (negative) ends, where electrical wires connect to the battery.
- Shadow play
- Talk with your child about where else they see mirrors. In school? At the shops? - size & shape

Light for growth

If there wasn't any light, we would all die. This is because:

· plants need light to grow
· we need plants for food.

Talk with your child about sound - tiny shaking movements of the different sounds. percussion instruments, like a drum, make a noise when you beat them. Others work when you shake them.

Try making a range of shakers with your child

Carry out some simple experiments together.

- Can you hear sounds through closed doors?
- Cup your hands around your ears when you're listening to music. Does the music sound louder? (You are catching more sound.)
- How well can you hear on a windy day
- The light spectrum
- Can they name a simple property of each material?
- Show your child other insulators being used around the home.

Marking time

The Earth's spin and its movement around the Sun gives us our basic units of time – the day and year. The Earth takes 24 hours, or one day, to spin around once. And it takes just over 365 days, or one year, to orbit (travel around) the Sun.

So: one spin = one day one orbit = one year.

You could bring this to life by asking your child to work out different lengths of time in spins and orbits. For example:

How many spins is it until the weekend?
How many orbits and spins old are you?
How many orbits old am I?

Over the Moon

The Moon moves around the Earth, taking about a month to complete a full cycle. Talk with your child about the different phases of the Moon – the way it looks when it is:waxing – getting larger and brighter

There are nine planets in the solar system, all of which orbit the Sun at different distances. In order of closeness to the Sun, these are:

Mercury · Venus · Earth · Mars · Jupiter · Saturn · Uranus · Neptune · Pluto

Ask your child to make up a silly phrase to help them remember the order of the planets, using the initial letters of the planets' names. For example:

Most Vegetables Eat My Jam Sandwiches Up. Not Parsnips! The sky at night

The most exciting way to get your child interested in the solar system is to encourage them to look at it.

On a clear night, take them out after dark and look at the sky. If possible, try to find somewhere away from the glare of street lights, which can interfere with your view of the stars. In the countryside, where it is darker, you should be able to see as many as 3000 stars.

You could begin by taking a closer look at the Moon with your child (it will be easiest to do this when there is a full Moon). You should be able to see lots of shadows and dark marks – these are mountains, craters and lava-filled basins (called 'seas'). Can your child see a pattern in these marks? Some people think they can see a rabbit, a cat, or even the Man in the Moon.

A year in the life of a plant

Looking at one special tree over the course of a year can help your child to understand its life cycle. They will be able to see:

- leaves and flowers grow in the spring
- fruits arrive in the summer
- seeds, nuts and falling leaves in the autumn
- the shape of the tree, the bark and twigs in the winter.

You could get your child to draw the tree at different times of the year, then Ask your child to keep a record of when the Sun shines into different rooms of your home. When does their bedroom get most light? When is it sunny in the kitchen? Help them to work out which way different rooms are facing by the direction of the Sun.

With your child, look at a collection of different vegetables. Try to find clues to help you decide which part of the plant each vegetable comes from. Encourage your child to use all of their senses – to look, smell, feel and taste
Take the seeds out of some different fruits, then clean and dry the seeds. Show your child the different seeds and the pieces of fruit, and ask them which seeds they think belong to which. Cut open some new fruits
Planting bulbs.

In the autumn, you could plant some bulbs with your child. Buy a packet from a garden centre – the dwarf varieties of daffodils, tulips and narcissi are all good. Put some compost in a pot and plant the bulbs, following the instructions on the packet. Get your child to decorate the pot and wait until spring. Encourage them to care for the bulbs as they grow. After the bulbs have flowered and the leaves have died down, lift the bulbs from the pot ready for replanting next year.

You could try growing hyacinths in a glass jar of water, so that your child can see the roots growing. You can buy special hyacinth jars for this.
Sowing seeds
In the spring, help your child to grow some plants from seed – either for flowers, or for food. They will need a small patch of garden or a large pot.

Plant spotting

Put a loop of string around a small area of your garden or local park. See how many different plants your child can find inside the string. Encourage them not to pull up the plants or harm them in any way – explain that plants need to stay in the ground or they will die.

Then do the same thing in a field or wood. Talk with your child about why different types of plant grow in different places.