



Halam Church of England Primary School

**Welcome to the
Curriculum and Reading
Open Evening**



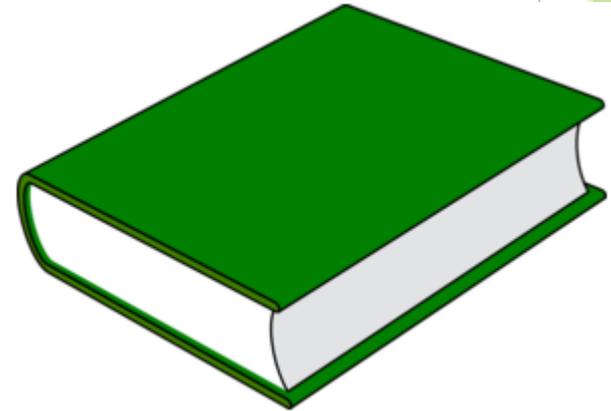
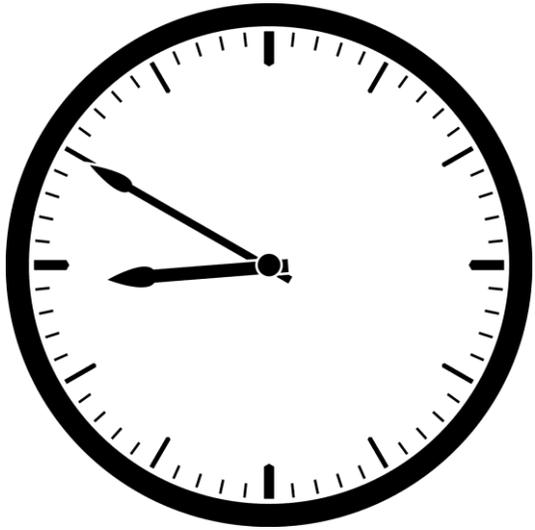


Ready to Learn





Ready to Learn





The Curriculum at Halam

- An enquiry-approach methodology, pupils are curious and motivated to learn
- The sequencing of knowledge and skills and builds on prior learning
- Supports pupils to do more, know, and remember more





The Curriculum at Haram

- The curriculum requires deep thinking from pupils and encourages learners to use a question as the starting point to their learning.
- Each learning challenge or topic is based around a series of questions.
- These challenges provide opportunities for pupils to research, ask their own questions, and reflect on their own learning.
- The topics are linked to either Science, History and/or Geography, each topic is linked to high quality literature texts.
- We have a two year cycle for all subjects, with a topic focus or driver in Science, Geography and History.



What would Traction Man use to build our school?

Why were the Ancient Greeks ruled by their Gods?

Why is planet Earth in danger?

What has changed since your grandparents were young?

Why do so many people go to the Mediterranean for their holidays?

How can we recreate the wonder of Ancient Egypt?

How will five-a-day help to keep us healthy?



	Autumn		Spring	Summer
F2 Y1 Y2	Seasons Memories, old toys- Dogger		Animals - Meerkat Mail and Lost and Found	Plants growing Our local area- Halam- The Naughty Bus
Y3 Y4	Electricity Stone Age	Rocks Romans	Water The Ancient Greeks	Animals and Humans Rivers and Cities
	Animals Rainforests		Materials Vikings and Anglo Saxons	Forces Around the World in 100 days

Why can't penguins live near the equator?

Why can't meerkats live near the South Pole?

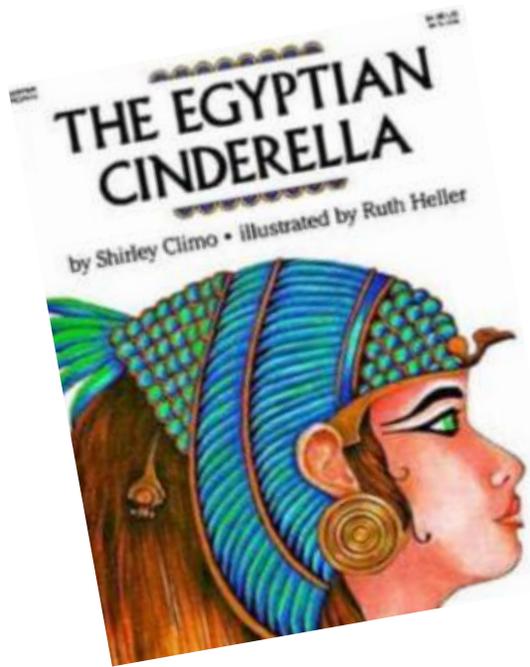
	Autumn		Spring	Summer
Y2	The Great Fire of London	Staying healthy	Our school- Traction Man Kenya- Handa's surprise	Growing Famous people Seaside
Y3 Y4	Light and Dark Egypt/Indus	Sound Egypt/Indus	Volcanoes/Climate Change Our Bodies	British animals London
Y5 Y6	Earth and Space- Cosmic Trash	Wonder Trash	Heart Islamic civilisation- Arabian Nights	Electricity Changes in Britain (slavery)



Why can't penguins live near the equator?

Hot and Cold Places KS1 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
North Pole	The North Pole is the northernmost place on Earth. When at the North Pole all directions point south.		
South Pole	The South Pole is the southernmost place on Earth. When at the South Pole all directions point north.		Animals that live in the polar regions <ul style="list-style-type: none"> • penguins • polar bears • Arctic foxes • seal • reindeer • walrus
Equator	An imaginary line around the centre of the Earth. It is very hot at the Equator. It divides the Earth into the north and south hemispheres.		
Meerkats	Animals that are often found in dry places like deserts. They belong to the mongoose family.	Animals that live close to the equator <ul style="list-style-type: none"> • meerkats • lizards • scorpions • coyotes • camels 	
Penguins	A large seabird that cannot fly. Found in the South Pole. There are many types with the most famous probably being the Emperor penguin.		
Polar Bears	A large, white Arctic Bear found in the North Pole. It is one of the most popular animals in the world.		
desert	A desert is a very dry place that experiences little rain and therefore plants don't grow there. It is difficult to find water in a desert.		
hemisphere	It is half the Earth divided into north and south by the equator. Britain is in the northern hemisphere.		
humid	When there is a lot of moisture in the air it is said to be humid. Hot countries are often very humid.		
scorching	To burn slightly or to cause a change in colour because of the heat.		
camouflage	When an animals markings helps it to blend in with its environment.		



Ancient Egypt KS2 Knowledge Mat

Subject Specific Vocabulary	
archaeologist	People who discover our history by looking at artefacts that have been found.
pharaohs	The word pharaoh originally meant 'great house', but came to mean the person who resided in it.
tombs	Ancient Egypt is known for its magnificent and beautiful tombs. The most well known are within the pyramids in the Valley of the Kings.
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.
hieroglyphs	The term hieroglyph refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus.
vizier	The vizier in ancient Egypt was the most powerful position after the king. A vizier was the equivalent of a modern day prime minister.
scribe	A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.
mummy	Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus.
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form paper.
scarab	Scarabs are amulets formed to look like the dung beetle, an animal associated by the ancient Egyptians with life, rebirth and the sun god Re.



Sticky Egyptian knowledge

- ☐ Cleopatra was the last pharaoh of Egypt before the Romans took over.
- ☐ Tutankhamen was known as the boy king, famous because his tomb was found in 1922.
- ☐ Egyptian men and women wore make-up.
- ☐ The Egyptians were the first civilization to invent writing.

Egyptian Artefacts

- scarab** 
- sphinx** 
- death mask** 

Exciting books



How can we recreate the wonder of Ancient Egypt?



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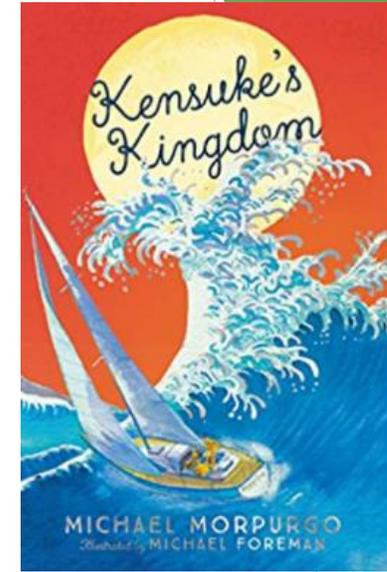
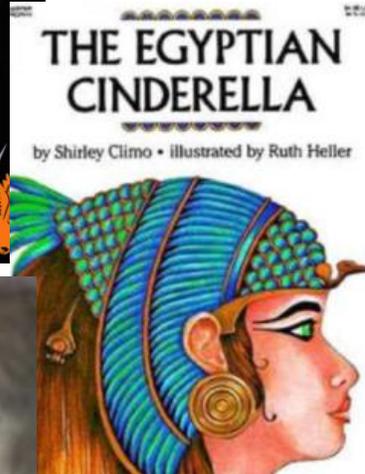
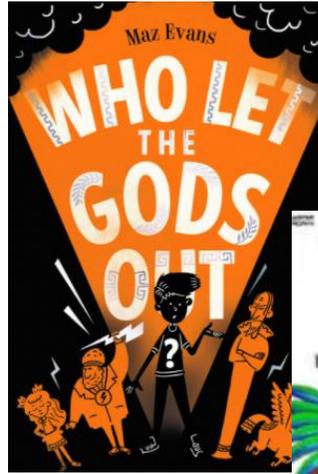
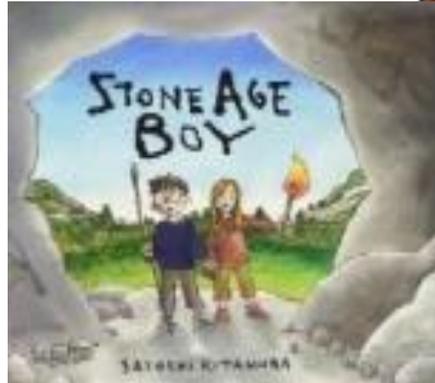
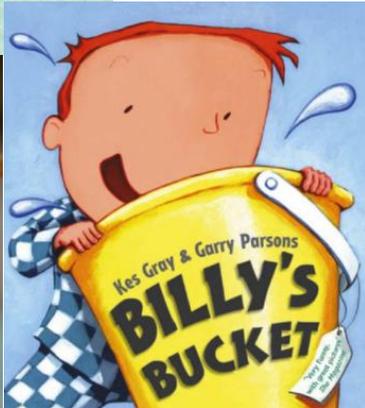
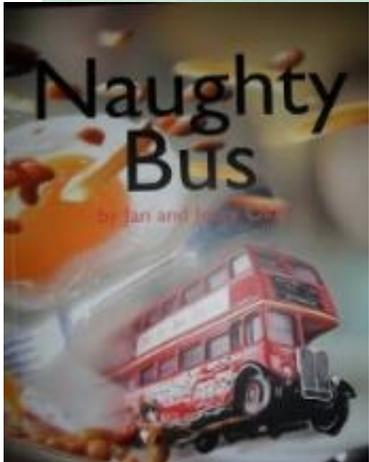
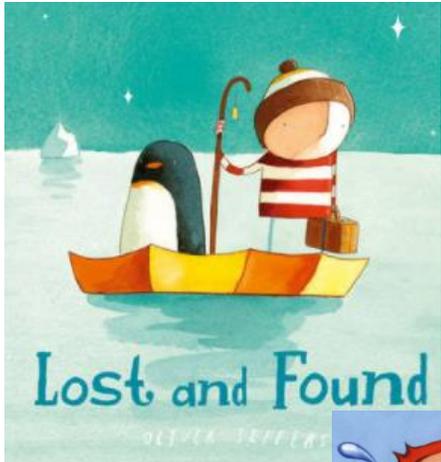


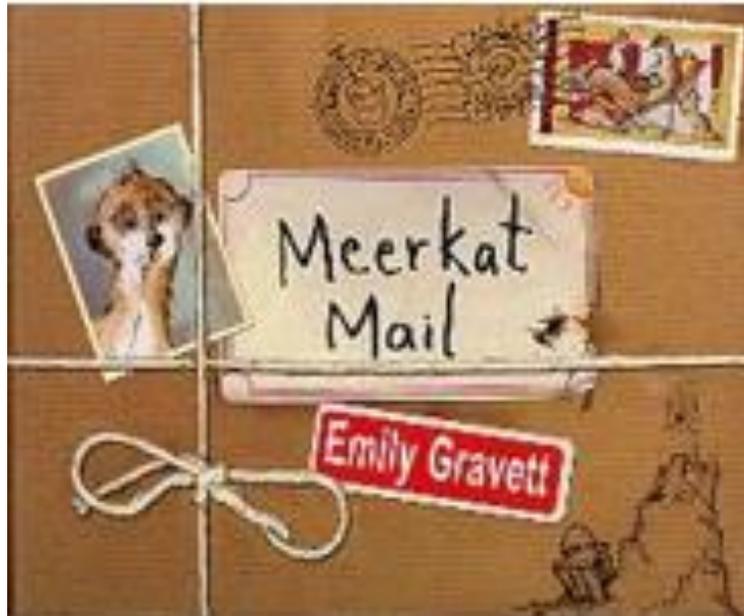
English Reading





English- High quality texts

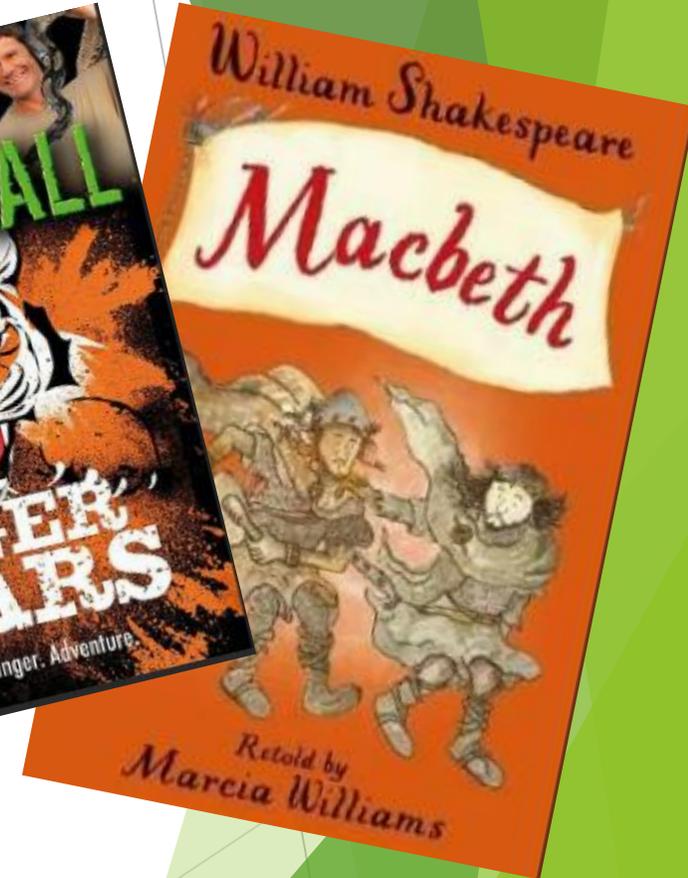
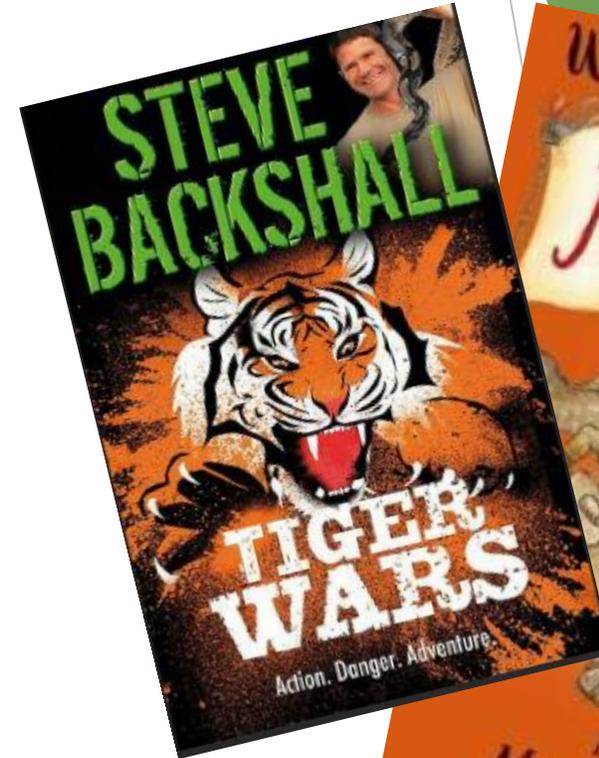
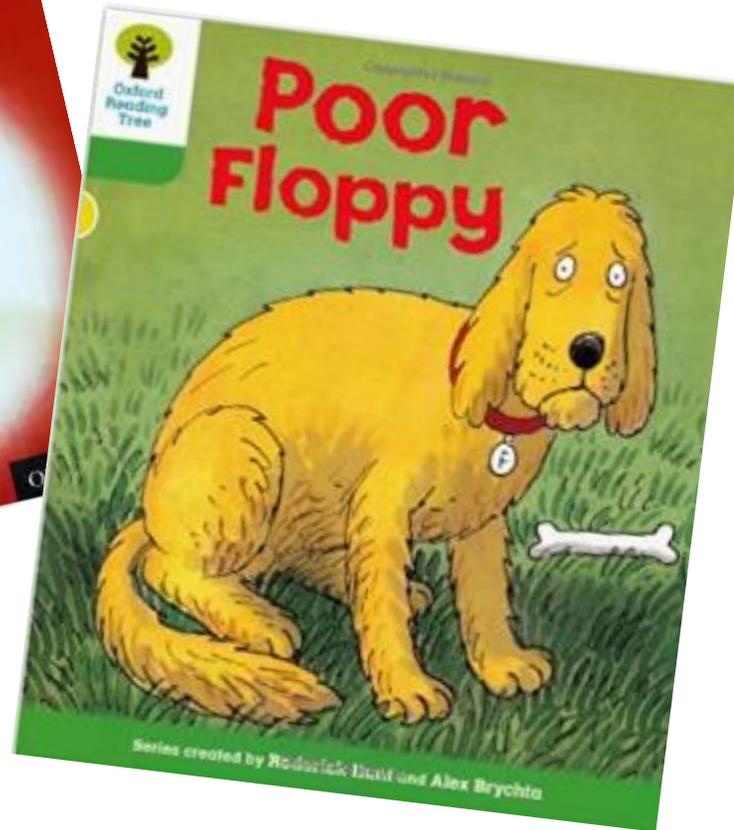




Subject Specific Vocabulary		Interesting Books	Sticky Knowledge about habitats
dinosaur	Dinosaurs were the main animals on Earth for more than 150 million years. They were lizard-like reptiles.	 	<input type="checkbox"/> A habitat is a place that an animal lives. It provides the animal with food, water and shelter.
indigenous	Produced, growing, living, or occurring naturally in a particular region or environment.		<input type="checkbox"/> There are many different sorts of habitats around the world from forests to grasslands and from mountain slopes to deserts.
rivers	A river is a flowing, moving stream of water. Usually a river feeds water into an ocean, lake, pond, or even another river.	Important facts to know by the end of the habitats topic: <ul style="list-style-type: none"> • know how a specific habitat provides for the basic needs of things living there • identify and name plants and animals in a range of habitats • match living things to their habitat • know how animals find their food • name some different sources of food for animals 	<input type="checkbox"/> Animals like cockroaches are really important in a habitat - they eat the dead plants and recycle the nutrients back into the soil.
woodland	Woodland is a low-density forest with plenty of sunlight and limited shade.		<input type="checkbox"/> People are causing harm to many habitats. Forests are being burnt down, lakes and rivers polluted and the polar ice caps are melting.
ponds	A pond is a body of water smaller than a lake. Ponds support a very wide range of wildlife.		<input type="checkbox"/> Because resources like water and food may be limited, plant and animal species often compete with each other for food and water.
sea	A sea is part of the ocean partially enclosed by land. Seas are found on the margins of the ocean and are partially enclosed by land.		<input type="checkbox"/> Because the Earth is always changing, habitats are constantly changing.
rainforest	Tropical rainforests are forests with tall trees, warm climates and lots of rain.		
desert	A desert is any large region that gets very little rain each year. Very few plants or animals live in desert areas.		
species	A group of animals, plants or other living things that all share common characteristics and that are all classified as alike in some manner.		
microhabitats	Microhabitats are the small-scale physical requirements of a particular organism or a community of organisms.		



English- Reading





Wednesday Super reading this
morning. Read with lots of
confidence. P202 next.
Z.Hg.

Wednesday
Well done Eleanor great reading -
Moved on to next Story as Eleanor
Wasnt enjoying it - (The train that broke in
NS, Kent) - pg-241 next

Monday Magic & Misadventure

Great reading Eleanor, nearly another
book finished. Well done
357 page - next

Tuesday

The Flying Dream.
Super reading E! - Booked finished



English- Phonics

ay



may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl





Read Write Inc.
Phonics

What is *Read Write Inc.*
Phonics?



What is Read Write Inc.?

Find out how Read Write Inc.
Phonics helps your child.

Read Write Inc.
Phonics

How to say the sounds



How to say the sounds

Learn how to pronounce the
Read Write Inc. sounds.

Read Write Inc.
Phonics

Sound-blending



What is Sound-blending?

Ruth Miskin's way of teaching
children to blend sounds.

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

[phonics pure sounds video \(oxfordowl.co.uk\)](#)



English Writing

Slither down the snake

S

S





English- Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.
- Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).
- Use a sentence structure and layout matched to requirements of text type.
- Use semi-colon, colon or dash to mark the boundary between independent clauses.
- Use colon to introduce a list and semi colon within a list.
- Use correct punctuation of bullet points.
- Use hyphens to avoid ambiguity.
- Use full range of punctuation matched to requirements of text type.
- Use wide range of devices to build cohesion within and across paragraphs.
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



On the cobbled-stone street, I deposited my dusty stool: it had scratches from where I placed my antique metronome (that digs into the wood) like I do every day. As I started, the ticking of the metronome ^(tick tick) was drowned out by cars racing by and market sellers persuading people to buy their food. Focused, I began to elegantly stum the double 'bass' strings. If I were famous, I would be a talented musician, that everyone loved. Lost in my dreams, the spotlight shone on me. Like a balloon, the scenery drifted away - I was playing in the orchestra - with a crowd applauding for me. "Ain't he marvellous, an impressed man said strolling by, "If I were him, I would be the 'ppiest man alive!" When I was about to get to the peaceful chorus, I was interrupted by an ear-rattling sound: it was coming from a dog with tins tied to its tail; ~~it was~~ being chased by three mischievous rascals. The disturbance of the cars made me come back to reality. Do those kids know what kidneys is?



His knuckle bones throbbed — his anger infected me like a contagious disease. My wagging tail went flat: my smiling teeth became vicious fangs. "AAAAAAHH!!" My ambush was successful; the boys dropped the machine and fled. Proudly, I approached the machine. The man spoiled me with praise, but... CRASH, BANG!! The heirloom was knocked over because of my uncontrollable excitement and obliterated into small pieces. I covered behind a bunch of; my chaotic actions had led to the destruction of his relic. His happiness had become despair once more. For a while after, his wrinkly face was staring at me, infuriated.



English

- Spelling,
- Punctuation
- Grammar

played throw being was were
listened to jog to be am are
eaten drove
ran singing **Verb** is will be been

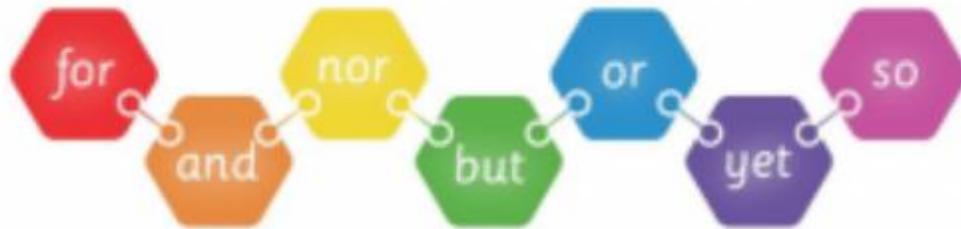
Verbs are **action** or **being** words.

I **sang** a song.
We **played** until nine.
He **snored**.
I **am** hungry.
They **will be** coming.
It **ended**.
She **ran** a marathon.
It **is** over.
You **were** brilliant.
I **wrote** a letter.
She **is** twelve.
We **are** late.

accommodate
accompany
according
achieve

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped

Co-ordinating Conjunctions



bargain
bruise
category
cemetery



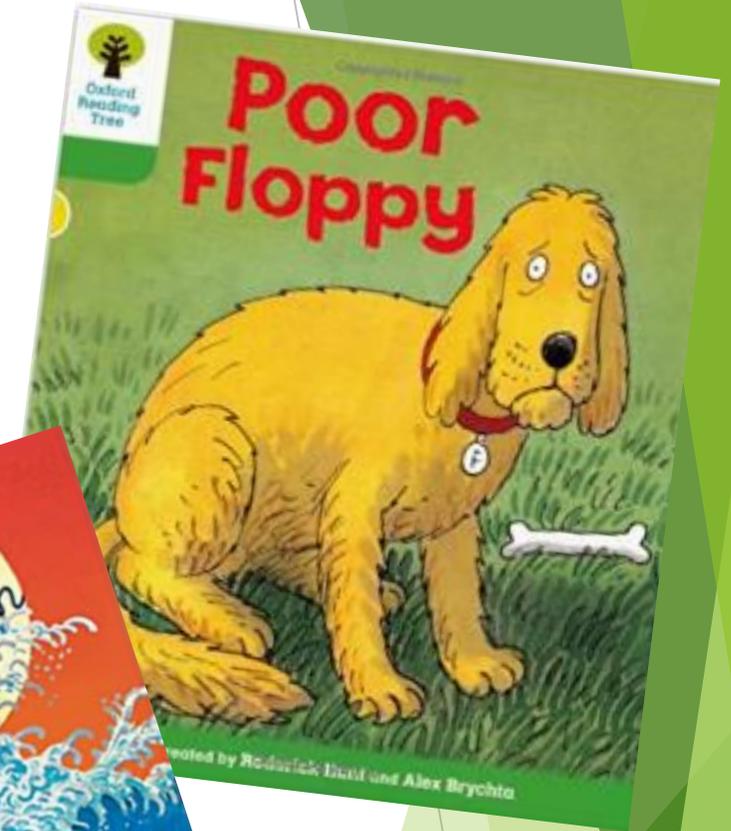
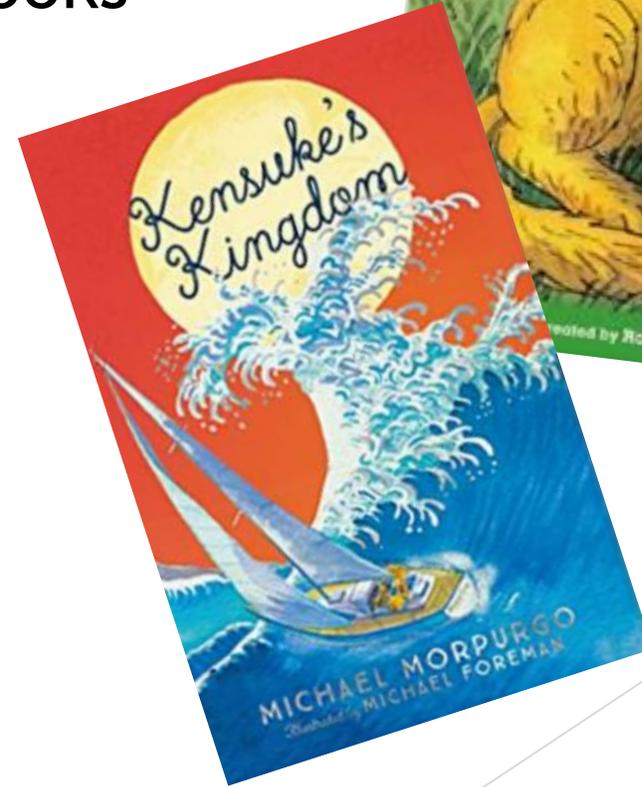
How to help your child, homework

- Daily reading
- Reading for pleasure
(know a story to tell a story, repeat reading)
- Oracy, vocabulary and talk
- Spellings



Resources

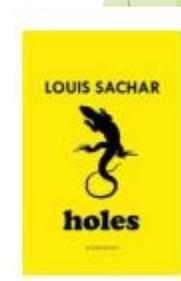
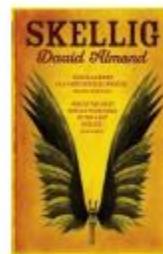
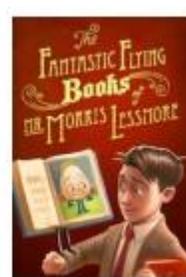
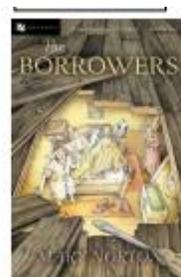
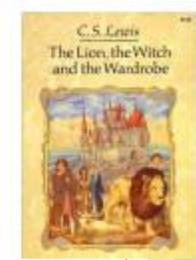
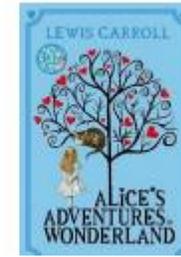
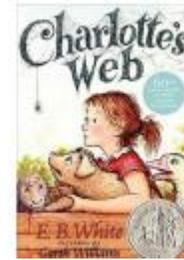
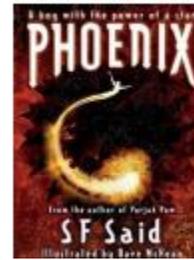
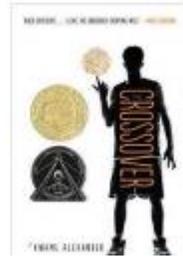
- Book banded Reading books
- Reading Eggs
- Spelling Frame





Reading for pleasure

100 books list





Maths

- Mastery approach-
- Relationships, patterns, fluency
- Depth, applying
- Reasoning, conjecture

$$0.125 \times 8 =$$

Skill: Solve 1-step problems using multiplication

One bag holds 5 apples.
How many apples do 4 bags hold?

$$5 + 5 + 5 + 5 = 20$$
$$4 \times 5 = 20$$
$$5 \times 4 = 20$$



Skill: Add 1-digit numbers within 10

$4 + 3 = 7$

Skill: Subtract numbers with up to 3 digits

$$435 - 273 = 162$$

Hundreds	Tens	Ones

$$\begin{array}{r} 3 \quad 1 \\ 435 \\ - 273 \\ \hline 162 \end{array}$$

Hundreds	Tens	Ones



How to help your child, homework



- Fluency- number system, number bonds, multiplication facts
- Oracy- Maths talk in whole sentences (the answer is not enough)
Tell me, how do you know?
- Look for Patterns and Relationships in number
- Multiplication expectations in Y4





Resources

- Calculation Policy
- Mathletics
- Numberblocks



Addition	Subtraction	Multiplication	Division
<p>Children are encouraged to gain a sense of the number system through the use of counting concrete objects.</p>  <p>They combine objects in practical ways and count all.</p>  <p>They understand addition as counting on and will count on in ones and twos using objects, cubes, bead string and number line.</p> 	<p>Children are encouraged to gain a sense of the number system through the use of counting concrete objects.</p>  <p>They understand subtraction as counting out.</p>  <p>They begin to count back in ones and twos using objects, cubes, bead string and number line.</p> 	<p>Children use concrete objects to make and count equal groups of objects.</p>  <p>They will count on in twos using a bead string and number line.</p> <p>They understand doubling as repeated addition. $2 + 2 = 4$</p> <p>They use concrete and pictorial representation to record their calculations. Higher attaining children may be able to represent</p>	<p>Children use concrete objects to count and share equally into 2 groups.</p> <p>6 cakes shared between 2 people each person gets 3 cakes. $6 \div 2 = 3$</p>  <p>They count a set of objects and halve them by making two equal groups.</p> <p>They understand sharing and halving as dividing by 2.</p> <p>They will begin to use objects to</p>



