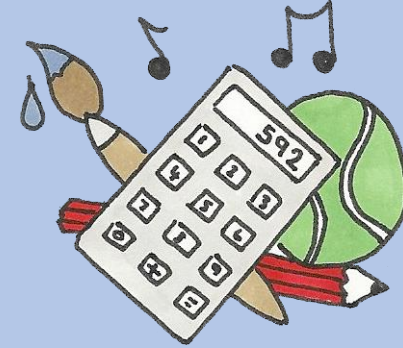
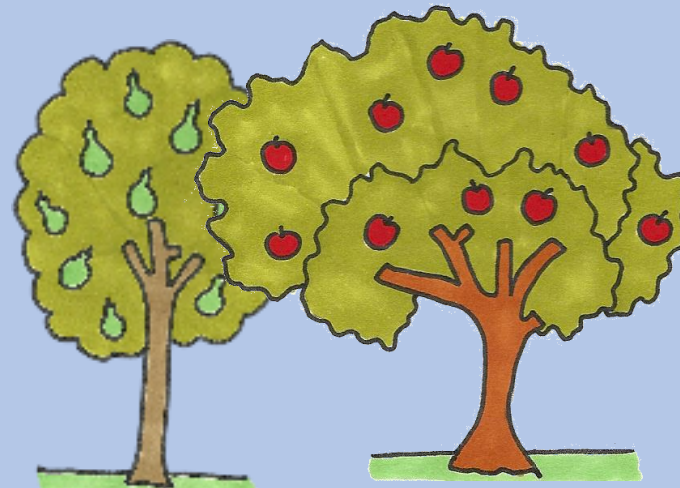
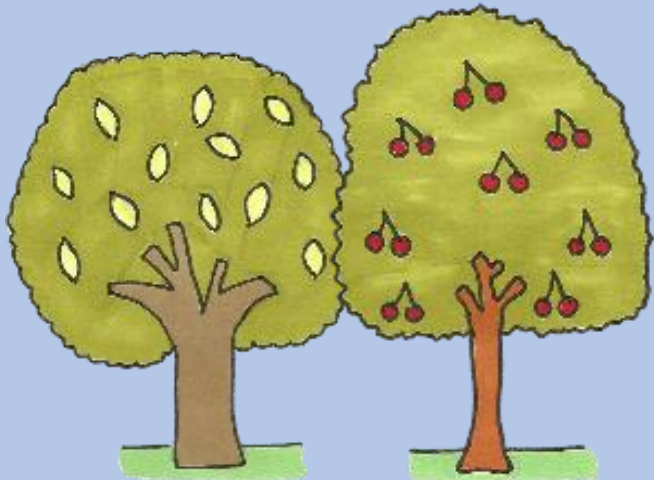


Welcome!



A commitment to excellence within a caring, Christian environment.
'I can do all things through Christ who strengthens me' – Philippians 4:13






Information

Welcome to our Website


New!

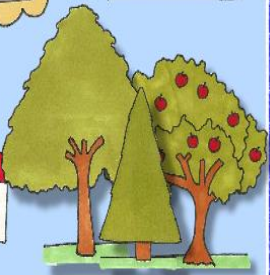
Hutton All Saints'
Church of England Primary School












Hutton All Saints'
C. of E. Primary School


Curriculum and Clubs


Clubs




Curriculum Overviews



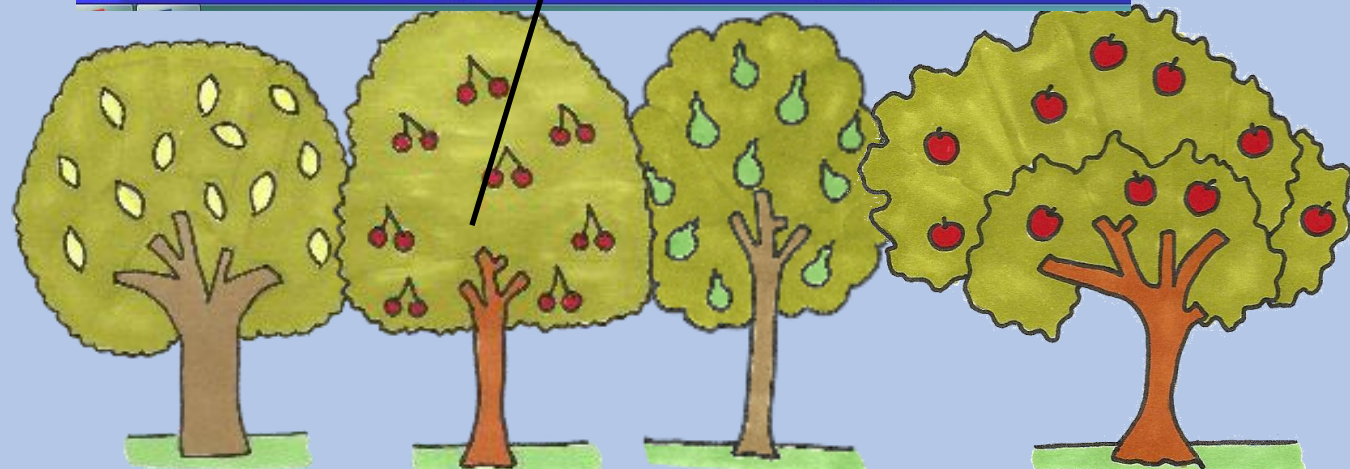
Help for Parents



Phonics



P.E.



Curriculum and Clubs



Clubs



Phonics



Help for Parents



Curriculum Overviews



P.E.

Curriculum Overviews



Hutton All Saints' is committed to meeting the requirements of the national primary curriculum in a way that is memorable, fun and brings learning to life. Therefore, we have a topic based curriculum with each phase covering a certain topic each term; they are mainly based on either a History or Geography subject but can also encompass many of the other foundation subjects. Please see below for each classes Curriculum Overview showing the key learning for the term. We do many other activities which enrich our curriculum and improve the Social, Moral, Spiritual and Cultural development of our pupils. Please visit our Curriculum enrichment page giving more details.

For further guidance and information visit - <https://www.gov.uk/government/collections/national-curriculum>

A useful publication for parents, detailing the National Curriculum 2014. [Click here](#)



Apple Class



Pear Class



Lime Class



Cherry Class



Beech Class



Pine Class



Willow Class



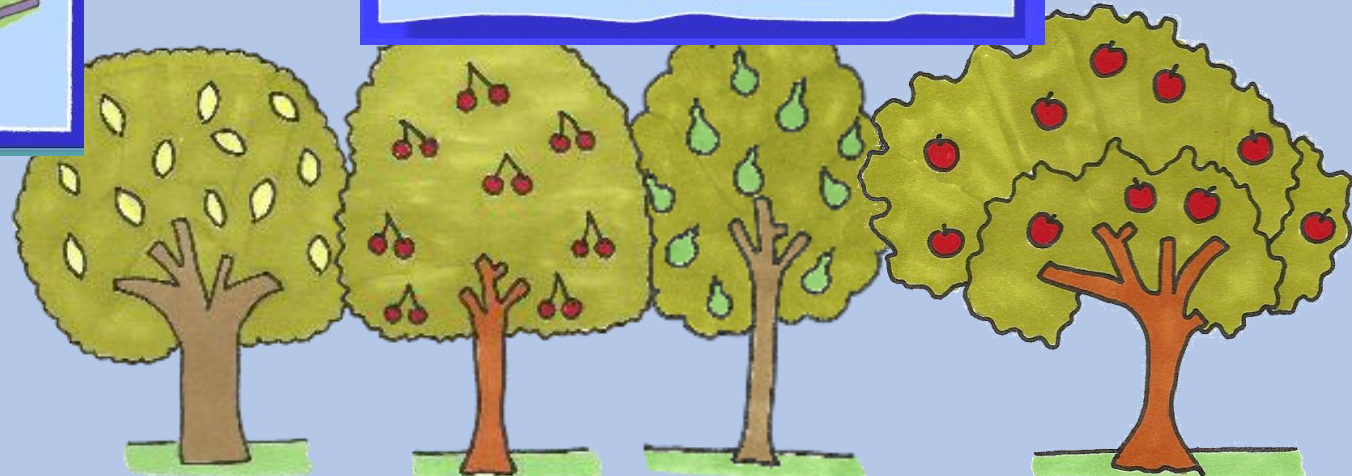
Sycamore Class



Curriculum Enrichment

Early Learning Goals

Writing Curriculum Objectives





In **Mathematics** we will consolidate and extend our knowledge of place value, and then move on to calculation methods to use with the four operations (+ - x ÷). With these, we will focus on both improving mental calculation and formal, written strategies. We will then apply this knowledge to solve complex word problems. After half term, we will investigate and calculate the perimeter and area of simple and compound shapes, considering the use of these skills in the 'real world'. We will also investigate and interpret line graphs and timetables through statistical analysis.

In **P.S.H.E.**, Year 5 will be learning about relationships, families and friendships, including on online relationships. We will also look at bullying: attempting to define it and understand how to react to it, should it occur.

In our **Topic** lessons, the areas we will focus on include: Life in the 1930s; using historical sources; the course of the War; Hitler and the Nazis; the countries involved in WWII; the Blitz; the Evacuation; British life during the war; rationing and propaganda; Anne Frank and the Holocaust. Our **DT** lessons will involve designing and making Anderson shelters.

Many of our **English** activities will follow our topic of 'World War II'; we will be exploring texts set during this time, including *Goodnight Mister Tom* by Michelle Magorian; *An Eagle in the Snow* by Michael Morpurgo and *The Diary of a Young Girl* by Anne Frank. Some of the text types we will cover include story settings, biographies and diary entries. We will also improve our reading comprehension, spelling, punctuation and grammar in separate weekly lessons.

In **French** lessons, as well as revising previously learnt vocabulary, we will move on to learning ways to describe people using various adjectives.

In **Science** lessons, we will be exploring forces. We will be learning about gravity, friction, air and water resistance. The children will develop their knowledge through a range of theory and investigative lessons, enabling them to discover where forces can be a help or hindrance.

Over the course of this year, in **Computing** lessons, we will start by learning how to stay safe online, keeping passwords secure, protecting personal information, using websites safely, asking permission before downloading and the effects of posting comments and communicating with others. In the second half of term we will learn how to be computer programmers, planning and inputting instructions to create a sequence.

During **P.E.**, the children will be working on increasing their strength, flexibility and fitness. Through gymnastics. We will also be learning invasion games skills, and applying them to tag rugby.

During our **R.E.** lessons we will study the question of whether it is reasonable to believe in God, considering the views of Christians, Humanists, Atheists and Agnostics. We will also study the Incarnation and consider whether Jesus was the Messiah, using Biblical evidence to sup-

In **Music** we will explore the genre of rock and roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar. Pupils consolidate their learning on rhythm and pitch notation

This term's values:
Creativity
Peace

World War II Year 5
Autumn Term 2023



In **Mathematics** we will consolidate and extend our knowledge of place value, and then move on to calculation methods to use with the four operations (+ - x ÷). With these, we will focus on both improving mental calculation and formal, written strategies. We will then apply this knowledge to solve complex word problems. After half term, we will broaden our knowledge of fractions.

In **P.S.H.E.**, Year 6 will be studying "Rights, Rules and Responsibilities" and learning about human rights and the UK parliamentary system. We will then move on to look at managing our own emotions and personal safety.

Our **Topic** this term is World War II. The areas we will focus on include: Life in the 1930s; using historical sources; the course of the War; Hitler and the Nazis; the countries involved in WWII; the Blitz; the Evacuation; British life during the war; rationing and propaganda; Anne Frank and the Holocaust. We have planned an exciting trip to The Imperial War Museum in Duxford.

In **Art** this term we will begin by learning sketching techniques, particularly focussing on depth and shadows. We will then look at art work from World War II posters and advertisements. Our D.T. unit will link with computing, where we will design 3D models of Anderson shelters and make dioramas.

In **Science** lessons we will firstly study the topic of Evolution and Inheritance. We will be looking at theories of evolution, the idea of adaptation and how scientists use evidence to support their ideas of evolution. After half term our science unit will be Animals including Humans. We will look in detail at the human circulatory system. We will also learn about the impact of drugs and alcohol on the human body, particularly the circulatory system.

Many of our **English** activities will follow our topic of 'World War II'; we will be exploring biographies of famous people, writing letters in role, studying poetry based on conflicts and developing our narrative writing. We will also improve our reading comprehension, and spelling, punctuation and grammar.

In **French** our unit is called "Ou vas-tu?". We will learn how to give and understand simple directions in French, discuss places in a town and talk about the weather.

During **P.E.**, the children will be working on increasing their strength, flexibility and fitness through gymnastic lessons in the first half term and fitness lessons in the second half term. We will also be learning invasion game skills, and applying these to football and handball with the help of our P.E. Specialist Coach Chris.

During our **R.E.** lessons we will be exploring the questions, "How and why does religion bring peace and conflict?", and "Was Jesus the Messiah?". We will investigate the viewpoints from Christianity, Islam, Judaism and Hinduism. Our school value for the first half term is 'Creativity' and 'Peace' for the second half.

In **Computing** lessons, We will start by learning how to stay safe online, keeping passwords secure, protecting personal information, using websites safely, asking permission before downloading and the effects of posting comments and communicating with others.

Children will use devices to create 3D models of Anderson shelters. They will also be studying ways of tracking and interpreting data using technology. This will include the use of spreadsheet programs such as Excel.

In **Music** we will start by exploring Rock and Roll music through singing, instrumental playing, composition and improvisation, and listening and appraising. After half term we will go on to listen and appraise the music that was performed during World War 2. Pupils will recap and expand upon features such as expression, dynamics and phrasing to sing songs. They will learn how to perform as class and in smaller group ensembles and how to communicate effectively as an ensemble.

World War II

Year 6



Teachers in KS2:

Beech (Year 3) –Mrs. Baptiste & Mrs. Biggs

Pine (Year 4) –Miss Nuttall

Willow (Year 5) – Mr. Horne supported by Mr Byles, Mrs Allen and Mrs Polley

Sycamore (Year 6) – Mrs. Severn & Mrs. Ashton (groups) supported by Mrs Martin and Mrs Polley

Sports Coaches – Chris and Ricky from CMXSC

Maths

From Year 4

Before year six, every child should be confident in calculating using the **compact column method**. In this stage, the recording is reduced further:

Examples:

$$\begin{array}{r} 47 \\ + 76 \\ \hline 123 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 368 \\ + 493 \\ \hline 861 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 864 \\ + 383 \\ \hline 1247 \\ \hline 11 \end{array}$$

Here $7 + 6 = 13$, the 3 is placed in the ones column and the 1 (representing a ten) is carried under to the tens column and the children have to include this 1 when adding up the next column.

Bar modelling and the part whole model is continued to be used to aid the understanding.

Addition using decimal numbers

In Year 2 children will be introduced to decimal notation in the form of mixed money values. Around year three, children will be taught that decimal notation allows us to record tenths of a number.

Maths



From Year 4

This method leads to a more **compact column method**. Please do not use the vocabulary 'borrow' as the exchanged digit does not get given back. In Year 4 children can use this method to solve problems using larger numbers and decimals in the context of money.

E.g. $73 - 24 =$

$$\begin{array}{r} 6 \quad 1 \\ \cancel{7} \quad 3 \\ - 2 \quad 4 \\ \hline 4 \quad 9 \end{array}$$

which can be applied
to 3 or 4 digit numbers

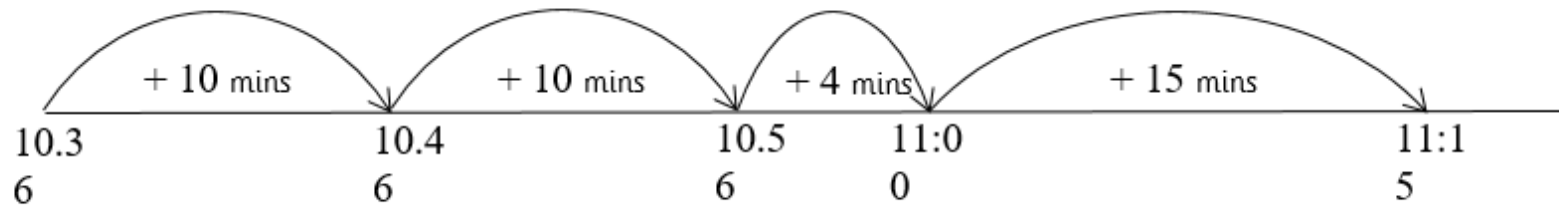
$563 - 271$

$$\begin{array}{r} 4 \quad 1 \\ \cancel{5} \quad 6 \quad 3 \\ - 2 \quad 7 \quad 1 \\ \hline 2 \quad 9 \quad 2 \end{array}$$

Using The Number Line

The empty number line is useful to use at any stage of development, particularly when introducing a new number concept to ensure that children understand the place value of each digit.

E.g. Elapsed time : Find the difference between **10:36** and **11:15**



Mentally: $10 + 10 + 15 + 4 = 39$ mins

Should children add minutes and it equals more than an hour e.g. 80 mins, they should ensure they convert this back into hours and minutes.

Maths

From Year 4

TO x TO

As this will be a new concept, children should go back to the simplest layout – the grid method.

E.g. 27×56

X	20	7
50	1000	350
6	120	42

→

1	0	0	0
	3	5	0
	1	2	0
+		4	2
1	5	1	2

If children are confident with their mental addition, this second step can be done mentally.

TO x TO

As with the TO x O, children can learn the expanded column method alongside the grid method, once the grid method is secure. This interim step will help children to understand the process of the traditional column method.

Maths



TO x TO

As with the TO x O, children can learn the expanded column method alongside the grid method, once the grid method is secure. This interim step will help children to understand the process of the traditional column method.

Hutton All Saints' Primary School

Calculation Policy

$$\begin{array}{r} 27 \\ \times 56 \\ \hline 162 \\ 1350 \\ \hline 1512 \end{array}$$

6 X 7
6 X 20
50 X 7
50 X 20

If children are using this method they should write these number sentences but should check that they have calculated each of these steps.

TO x TO

$$\begin{array}{r} 27 \\ \times 56 \\ \hline 162 \\ 1350 \\ \hline 1512 \end{array}$$

When calculating with these written recordings, children should be able to recognise that they are still multiplying 5 tens by 7. This way they do not need to 'add a 0'; the answer is 50.

Maths



For chunking, children need to use times-tables facts to solve division problems.

E.g. $128 \div 4$

$$\begin{array}{r} 128 \\ - 40 \\ \hline 88 \\ - 40 \\ \hline 48 \\ - 40 \\ \hline 8 \\ - 8 \\ \hline 0 \end{array} \quad \begin{array}{r} 10 \\ \hline 10 \\ \hline 10 \\ \hline 2 \end{array} \times 4$$

Mentally: $10 + 10 + 10 + 2$ lots of 4 = 32 lots of 4

This method can also be used when there is a remainder:

E.g. $97 \div 3 = 32 \text{ r } 1$

$$\begin{array}{r} 97 \\ - 60 \\ \hline 37 \\ - 30 \\ \hline 7 \\ - 6 \\ \hline 1 \end{array} \quad \begin{array}{r} 20 \\ \hline 10 \\ \hline 2 \end{array} \times 3$$

Children should become used to using quick multiplication facts as below without writing them down:

$$3 \times 2 = 6$$

$$3 \times 4 = 12 \text{ (double 6)}$$

$$3 \times 8 = 24 \text{ (double 12)}$$

$$3 \times 10 = 30$$

$$3 \times 5 = 15 \text{ (half 30)}$$

Children should also recognise from around year 3 that division number sentences may be written as shown here: $3 \overline{)65}$ They should also know that when written like this they need to divide 65 by 3. They can use chunking to find the answer.

The traditional 'bus stop' method is only used when children are fully secure with chunking. This method should be first introduced with short division (a) and then explained with long division (b).

Maths



The traditional 'bus stop' method is only used when children are fully secure with chunking. This method should be first introduced with short division (a) and then explained with long division (b).

(a)
$$\begin{array}{r} 114 \\ 4 \overline{) 4516} \end{array}$$
 'The digit 1 represents one ten has been exchanged for 10 ones.'

Hutton All Saints' Primary School

Calculation Policy

In readiness for year six, children will be introduced to standard written methods of long division:

$$\begin{array}{r} 23 \text{ r } 8 \\ 24 \overline{) 560} \\ - 480 \\ \hline 80 \\ - 72 \\ \hline 8 \end{array}$$

Maths



How to help your child at home

- Regularly revise times tables up to 12 x 12
- Regularly revise number bonds
- Telling the time (analogue and digital)
- Using money and calculating change

Reading



It is important for children to read aloud regularly in order to support pronunciation, expression, comprehension and vocabulary.

Your child should be reading books from a variety of genres.

You must sign your child's reading diary at least three times a week to confirm that they have read either to an adult or independently at home.

Please encourage your child to note down any new, challenging or interesting vocabulary in their reading diary, then use a dictionary to find out the meaning of the word.

Regularly talk to your child about their reading. Ask questions.



Writing

- Non-negotiables of writing
- Talk For Writing (cold and hot writes)
- Spellings (spelling book programme)
- Spoken language – modelled correctly





Google Classrooms

- Children have been given log-ins
- You will see regular updates regarding children's learning and pictures of special events on Google Classrooms.



Assessments



- Assessments occur throughout the year.
- Teachers use a variety of assessment methods to track and support your child. Not just written tests.

Government tests:

- Year 6 - SATS



Reports



Hutton All Saints' C. of E. Primary School Termly Report



Name: Mickey MOUSE

Term: Autumn 2021

Attendance: 100%

	Attainment for this term	Effort and behaviour in class	Reading at home / homework effort	Targets
English - Reading	S	A	A	To use a dictionary effectively to find the meaning of unknown words. Record these words and their definitions in your reading record.
English - Writing (including G.P.S.)	D		U	To independently choose adverbs to describe verbs when writing, e.g. <i>The girl ran quickly down the road.</i>
Mathematics	D			To practise counting to and from 100 in <u>teens</u> - start from a random number, i.e. 93, and try to notice the pattern in the numbers.
Science	S			

Attainment grades: E = working at an emerging level; D = working at a developing level; S = secure level (expected standard); G = working at a greater depth.

Effort and behaviour grades: A = always good; U = usually good; S = sometimes good; R = rarely good.

Interventions your child has received this term:
Numicon, Nessy spelling and reading program.

Class teacher's signature: _____

Pupil's signature: _____

General



- Children need a named water bottle and snack for playtime (only fruit and vegetables)
- Healthy packed lunch
- Take responsibility for their own belongings – pencil cases
- Encourage regular hand washing
- Attendance at school is vital
- Encourage good manners









General Admin

- Studybugs please before 8:30am
- Guidance letter
- Forms – can just write on paper do not need to print as long as we have the information needed (exception school dinner menu) copies are always in the office.
- Payment on school gateway- payments can be ‘chipped away at’
- Clubs – external agencies contact directly with queries
- Name items please
- Ensure children have their equipment for the day.

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>



Websites

- <https://www.bbc.co.uk/bitesize/primary>
- <https://www.theschoolrun.com/>
- <https://www.topmarks.co.uk/>
- You tube/Wikipedia – do you trust the site you are looking at?



E-Safety Tips for the home



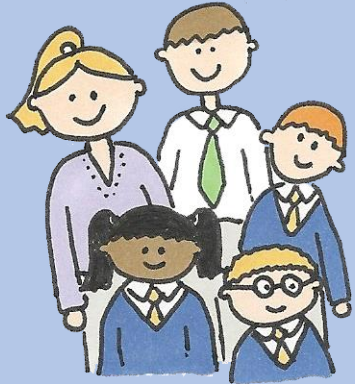
Click for more
tips

- Use technology in a high-traffic area of your home.
- Establish limits for which sites and duration.
- Understand the settings and show children how to protect themselves; be familiar with the applications yourself.
- Watch for apps linked to your bank account details.
- Encourage children to report to you with any concerns; refrain from banning them from devices or games as they may not come to you for help in the future.
- These sites provide up to date information on keeping your children safe:
- <https://esafetytraining.org/>
- <https://www.facebook.com/The2johns/>



UKS2 info

- Walking home alone
- Cycling
- Contacting the teacher
- Let us know if your child is being collected by someone else.
- Uniform
- Read DASH
- Secondary schools



Any
Questions?

