Welcome to Owl Class Parents information evening.

Class Teachers - Mrs Blackmore and Mrs Tingley
Teaching Assistant - Mrs Bungay, Mrs Morton and Mrs Rideout

Tonight we will look at:

- Class Timetable
- Topic Web
- Behaviour expectations
- Reading
- Mathematical
- Zones of regulation
- Homework
- Communication – do look at the Owl Class information page on the school website
- Questions

AT1 Weekly Timetable Week A

Autumn 1 - Week A	Monday Mrs Blackmore Mrs Bungay Mrs Rideout	Tuesday Mrs Blackmore Mrs Morton Mrs Bungay *Homework in*	Wednesday Mrs Blackmore Mrs Morton Mrs Bungay	Thursday Mrs Tingley Mrs Morton Mrs Bungay *Homework home*	Friday Mrs Blackmore Mrs Morton Mrs Bungay (am) *Spelling test*
8:40	Early work/ Register	Early work/ Register	Spelling Shed Wednesday Welcome	Early work/ Register	Early work/ Register
8:55	English	English	English	English	English
9:45	Reading	Reading	Reading	Arithmetic	Reading
10:00	Collective Worship	Collective Worship		Collective Worship	Collective Worship
10:30	**B**	**R**	**E**	**A**	**K**
10:45	Fluency	Fluency	Fluency	Fluency	Fluency
11:00	Maths	Maths	Maths	Maths	Maths
12:00	**L**	**U**	**N**	**C**	**H**
1:00	Whole class read	Whole class read	Whole class read	Swimming	Whole class read
1:10	Spelling	Spelling	Spelling		Spelling
1:20	PSHE	Science	RE		Computing
2:00	Art (Mrs Rideout)		History	Whole class read	Mandarin (Tingting Yin and Mrs Morton)
3:10	**H**	**O**	**M**	**E**	

AT1 Weekly Timetable Week B

Autumn 1 - Week B	Monday Mrs Blackmore Mrs Bungay	Tuesday Mrs Blackmore Mrs Morton Mrs Bungay *Homework in*	Wednesday Mrs Blackmore Mrs Morton Mrs Bungay *Spelling test*	Thursday Mrs Tingley Mrs Morton Mrs Bungay *Homework home*	Friday Mrs Blackmore Mrs Morton Mrs Bungay (am) Mrs Tingley (pm)
8:40	Early work/ Register	Early work/ Register	Early work/ Register Wednesday Welcome	Early work/ Register	Early work/ Register
8:55	English	English	English	English	English
9:45	Reading	Reading	Reading	Reading	Reading
10:00	Collective Worship	Collective Worship		Collective Worship	Collective Worship
10:15	**B**	**R**	**E**	**A**	**K**
10:30	Fluency	fluency	fluency	fluency	fluency
11:00	Maths	Maths	Maths	Maths	Maths
12:00	**L**	**U**	**N**	**C**	**H**
1:00	Whole class read	Whole class read	Whole class read	Swimming	Whole class read
1:10	spelling	spelling	spelling		spelling
1:10	PSHE	Science	RE		Computing
2:00	Mandarin (Tingting Yin and Mrs Bungay)		History	Whole class read	Music (Mrs Tingley and Mrs Morton)
3:10	**H**	**O**	**M**	**E**	

Topic Web - on our website

Owl Class

Terms 1 and 2

Key Areas of Learning

As **Historians** we will be learning about **Ancient Greece** and its 2000 years of history. We will learn about when and where the Ancient Greeks lived, the five broad periods or 'Ages', some of the variation between different parts of Ancient Greece, and some key features of each age. We will look at Alexander the Great and decide whether he deserves his title 'Great'. We will be thinking about the evidence and sources through which we learn about Ancient Greece and will think about the impact of Ancient Greece on modern western civilisation and which we think is the most significant legacy. We will be making links to our history in some of our other subjects. In English we will be reading and using many of the Ancient Greek myths and legends. In Art, we will be looking at Ancient Greek pottery and their pots tell stories.

We will be having a weekly spelling test and a focus on reading for pleasure.

ENGLISH

This term our core texts are 'Greek Myths' written by Geraldine McCaughrean and Anthony Horowitz, 'The final Year' by Matt Goodfellow and "October October' by Katya Balen. We will write fiction which describes character, setting and atmosphere and integrates accurate and effective dialogue, and we will learn to build both tension and humour. We will write non-fiction texts including a balanced argument and a biography

Our poetry will begin with classic and move onto free verse.

We will focus on using verb tenses and inflections correctly, apostrophes for possession, pronouns to avoid repetition, fronted adverbials, and commas for clarity.

MATHS

We will start the year consolidating our understanding of place value and the four operations of addition, subtraction, multiplication and division, particularly in the context of multi-step word problems, and will learn new written methods including long division.

We will also focus on measure – converting between units of measure and area, perimeter and volume. We will learn to simplify, order, compare, add and subtract fractions.

All lessons will include reasoning and problem solving and we will have a weekly arithmetic test and times tables refresher.

RE

We will examine how creation stories and scientific theories address the origins of the universe, exploring whether they conflict or complement each other. We will then investigate whether Jesus is considered the Messiah, exploring different Christian and historical perspectives

COMPUTING

In Digital Literacy we will be exploring privacy and security. We will become data detectives and examine online sources to find out what we can about someone. We will be building on our understanding of computing systems, as we learn about how information is shared online.

PSHE

We are using 'Jigsaw' resources to focus on 'Being Me In My World', helping us to set goals for the year head, and think about our place in the wider world and 'Celebrating Difference' by gaining an appreciation for everybody in the diverse world we live in.

ART & DT

We will be creating portraits by painting and using mixed media. We will develop our understanding of backgrounds and use a range of colours or themes to represent an idea.

We will design and create an electrical Doodler.

PE

This term we will be swimming each Thursday.

We will be developing our fitness through our gymnastic skills.

MANDARIN

Mandarin: we will be having a specialist Mandarin teacher to introduce us to this important global language, starting at the very beginning.

MUSIC

In our music sessions we will develop our knowledge of composition, notation and film music.

EXPERIENCES

- Trip to the Ashmolean Museum
- Year 6 – Junior Citizen and IMPS
- Pantomime trip
- Christingle service in church

SCIENCE

As Scientists, we will begin the year investigating and learning about the human circulatory system and how we can live a healthy lifestyle. After half term, we will move on to the topic of electricity, building on what we have learnt earlier in the school.

SMSC

Explore the concept of democracy and justice in Ancient Athens
Promote confidence, mindfulness, and overcoming fear in the water — personal growth moments.
Reflect on the complexity and wonder of the human body — promote awe.

Stanton Harcourt CE Primary School

Rules

- Stay Safe
- Show Respect
- Work Hard
- Be Kind

Rewards

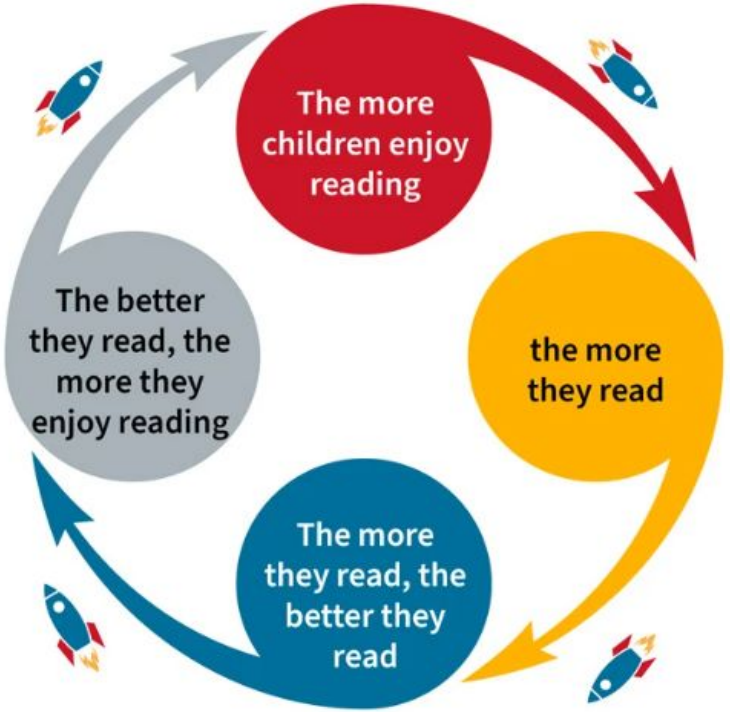
- House Points
- Postcards
- Achievement awards - Maths/Writer/Headteacher/Reader
- Winning house treat
- Class treat
- Positive feedback and acknowledgement

Zones of Regulation

Reading Fluency – reading aloud serves as a bridge from word recognition to comprehension.

Weekly reading opportunities:

- Begin every morning with a calm and relaxed independent reading session
- 1 x 1:1 read at least fortnightly
- Daily Guided reading session
- Daily whole class reading session
- Regular reading aloud of texts and passages

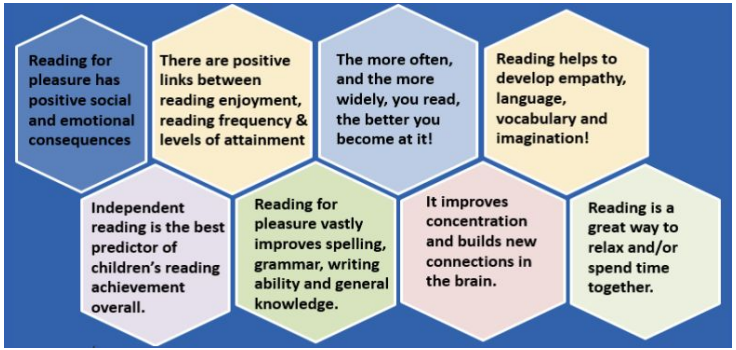


Reading

As your child progresses through KS2, it is still very important for you to listen to and discuss their reading. It is equally as important for them to have a regular chance to listen to you reading.

It is ideal to read at a time when you can both take time to relax, enjoy and discuss the story.

Children will bring reading books home from school to read with you. In KS2, these will often be free-choice novels. Ideally, schoolbooks should also be supplemented with additional reading material at home.



Multiplication

Year 5: revision of all multiplication and division facts for the multiplication tables up to 12 x 12.

Year 6: revision of all multiplication and division facts for the multiplication tables up to 12 x 12.

Knowing and using multiplication facts is a fundamental mathematical skill. Quick recall of these facts frees up valuable cognitive resources, allowing for faster and more accurate calculation of more complex problems. This helps children to tackle progressively more challenging content as they advance through the curriculum.

Take aways

Chant the table being learnt over and over, but using a different silly voice each time. Or take it in turns with a partner to say one fact each, again in a silly voice. Or try singing the tables along with your favourite song!

Look at the way the different digits work in the 9 times table. What happens when we add the digits of each answer? Challenge: does this continue even past 12 x 9?

Make a multiplication grid. Use squared paper to create a 13 x 13 grid. Across the top row write the numbers 1 to 12, and down the left hand column write the same numbers. Your challenge is to fill in the squares in the middle by multiplying the number at the far left by the number on top. To make an easier version, use numbers 1 to 3 or 1 to 5, depending on the tables being learnt.

There is a multitude of brilliant interactive games and apps to help with learning tables. Search on the internet and see what you can find.

Play tables bingo. Write the multiplication questions on separate pieces of paper and place in a bowl. Make a 4 by 3 square bingo card each and write 9 of the answer numbers onto it. Take it in turns to draw a question out – if the answer's on your card, cross it off. The winner is the first to cross off all their answers.

Look for patterns in the answers to the different tables. Do any tables have only even answers? Do any share a common digit?

Here's a handy trick for learning the 9x tables using your fingers. Hold all ten fingers up, palms facing you, then lower the finger relating to the number you are multiplying 9 by – for example, for 2 x 9 you would lower the index finger of your left hand. The fingers to the left of the lowered finger are the tens digit of the answer, the fingers to the right of the lowered digit are the units digit. So 2 x 9 = 18 (one finger to the left, 8 fingers to the right).

Make it real. Look for areas in everyday life where we need to use multiplication skills. For example, 'everyone wants three potatoes with dinner so how many potatoes do we need to get ready?'

Have a speed challenge – how many questions can you answer correctly in 30 seconds? Try mixing up the tables you know or throwing in some division questions too.

Once your multiplication grid is completed, used coloured pencils to find number patterns e.g. all numbers ending in a zero, or all even numbers.

Practise saying the table in different ways, e.g. '1 times 3 is 3, 2 times 3 is 6', or 'one 3 is 3, two 3s are 6', or '3, 6, 9 etc'.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

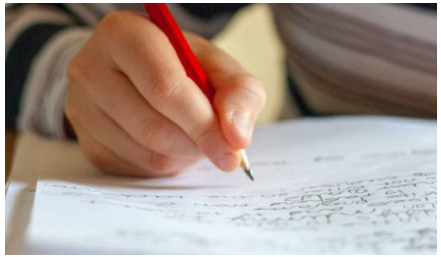
Our school year

Autumn	Spring	Summer
Junior Citizens 30th September (Year 6) Ashmolean Greeks workshop 8th October Greek day 22nd October Athletics 24th November	Woodlands residential 2nd - 6th February The Oxford Museum 'Moving Oxford' and walk 4th March	Bikeability (Year 5) 27th/28th April SATS week 11th - 14th May Cricket tournament (UKS2 boys) 19th May Owl Class production July Christ Church in Oxford TBC Mosque in Reading TBC

Homework expectations

- 20 minutes daily reading
- Regular times tables practice
- www.timestables.co.uk
- Spelling practice
- www.spellingshed.co.uk
- 1 x Activity to engage in the wider curriculum

Handwriting - Why is it important?



MYTH

"Practising handwriting is boring for children"

FACT

Handwriting can boost children's confidence, creativity and help develop a sense of pride and intrinsic motivation.

Handwriting is an important part of KS2 learning.

The 2025 Writing Framework emphasizes the importance of automaticity in handwriting, stating that "Fluent handwriting is a significant predictor of positive writing outcomes." Conversely, a lack of fluency in handwriting can lead to reduced motivation, hindered composition, and illegibility. We advise that your children write their handwriting spellings out into the homework books to reinforce their writing skills beyond the classroom.

How can I help my child to succeed?

Owl Class
Autumn 1

Home Learning Menu

Spelling Shed

Please have a go at one of the activities each week. You can either bring in work or photographs of what you have done. Homework will be collected each week on a **Tuesday.** House points will be awarded for effort and enthusiasm.

Our expectation is that children will read 20 minutes per day. They must practise their spellings and times tables 2 to 3 times per week. Logins for timestables.co.uk and Spelling Shed are in the Home Learning book.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
curious	suspicious	multiracial	substantial	commercial	cemetery	distant	dominancy
nutritious	atrocious	glacial	essential	initially	convenience	dominant	relevancy
ambitious	conscious	official	residential	financially	environment	abundant	vacancy
infectious	ferocious	judicial	confidential	controversially	immediately	ignorant	abundancy
obvious	spacious	facial	torrential	financial	sufficient	elegant	abundance
amphibious	luscious	especially	preferential	controversial	language	constant	hesitancy
notorious	delicious	crucial	influential	palatial	conscious	fragrant	extravagance
repetitious	gracious	artificial	potential	spatial	appreciate	brilliant	brilliance
devious	malicious	special	circumstantial	provincial	thorough	tolerant	tolerance
fictitious	precious	beneficial	impartial	initial	vegetable	vacant	elegance
x3, x6, x9	x4, x8	x12, x11	x7 x1 x0	All facts to 12x12	Divide by 3, 6, 9	Divide by 4, 8	Divide by 12, 11

Science	PSHE	Art	History
Practise measuring your heart rate (count the beats within 15 seconds and then multiply by 4 to get the beats per minute). Take it at lots of different times - when you wake, after different sorts of exercise, when watching television etc. Present your results in a table. When is your heart rate highest? When is it lowest?	Set yourself goals for the school year ahead. Think how you can display these so that they are meaningful and memorable.	The Greeks recorded major life events on story pots (we will look at some in art). Think about main events in your life and what you think is important to record. Create your own story art using these pots as inspiration. This could be a sketch, painting, drawing or a medium of your choosing.	Research either Hoplites (Greek foot soldiers) or Triremes (Greek war ships). What were the distinctive features and why were they so effective? Present your findings in any way you like - poster, model, slides.

Make sure that they have everything that they need each day:

Water bottle
Fruit snack
Coat
Outdoor wellies
Hair tied back if below ear length

Read with your child every day

Give regular opportunities to recite and explore times-tables.

Practise spellings, highlighting successes and working out where errors are occurring.

Communication

- Office email
- Note sent with child
- End of the day

Questions?