



Welcome to Key Stage 2
Transition

Key Stage 2 Staff



Staff

- Mr Aked, Mrs Chell - Trafalgar
- Miss Scott, Mrs Hart - Downing St
- Mr Pattison, Mrs Pollock - Park Lane
- Mr Williamson, Mrs Greensmith - Waterloo
- Mrs R Davies, Mrs Clarke, Mrs J Davies - Wimbledon
- Ms Greatbatch, Mrs Cooper - Wembley
- Mr Facey, Mrs Harold - Piccadilly
- Mr Bradshaw, Mrs Snape - Paddington

KKPs

Key Knowledge Points



Why did the dinosaurs become extinct?

Science 'Key Knowledge Points'

- Know the function of different parts of flowering plants and trees
 - Know how water is transported within plants
- Know the plant life cycle, especially the importance of flowers
- Know how soil is made and how fossils are formed

Other 'KKPs'

Art

- know how to create a background using a wash
- know how to use a range of brushes to create different effects in painting

Computing

- write programs that accomplish specific goals

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Viper Vocabulary



Behaviour expectations

We are a Rights Respecting School (RRS), we all have rights, but we also have responsibilities to help to make Priory the best that it can be.

All children are aware that if they make the right choices, then they chose positive consequences, now called Dojo rewards. Dojo rewards can be earned for a wide range of good learning behaviours.

If students don't fulfil their responsibilities then they face consequences, which will show as a negative Dojo.

If a child consistently chooses negative Dojos, then you will be asked to attend school to discuss how we can best support your child to make the right choices.



Drop-off and Collection

Expectations for drop-off and collection vary by year group.

However, children should not be on school grounds unsupervised before 8:40.

Year 3/4 - children are to be with an adult (or high school sibling until the doors open. They can be collected by high school siblings but not older Priory siblings.

Occasional exceptions can be made with prior discussion with Phase leader.



Work Hard Winnie



Don't Give Up Dave



Imagine Ivy

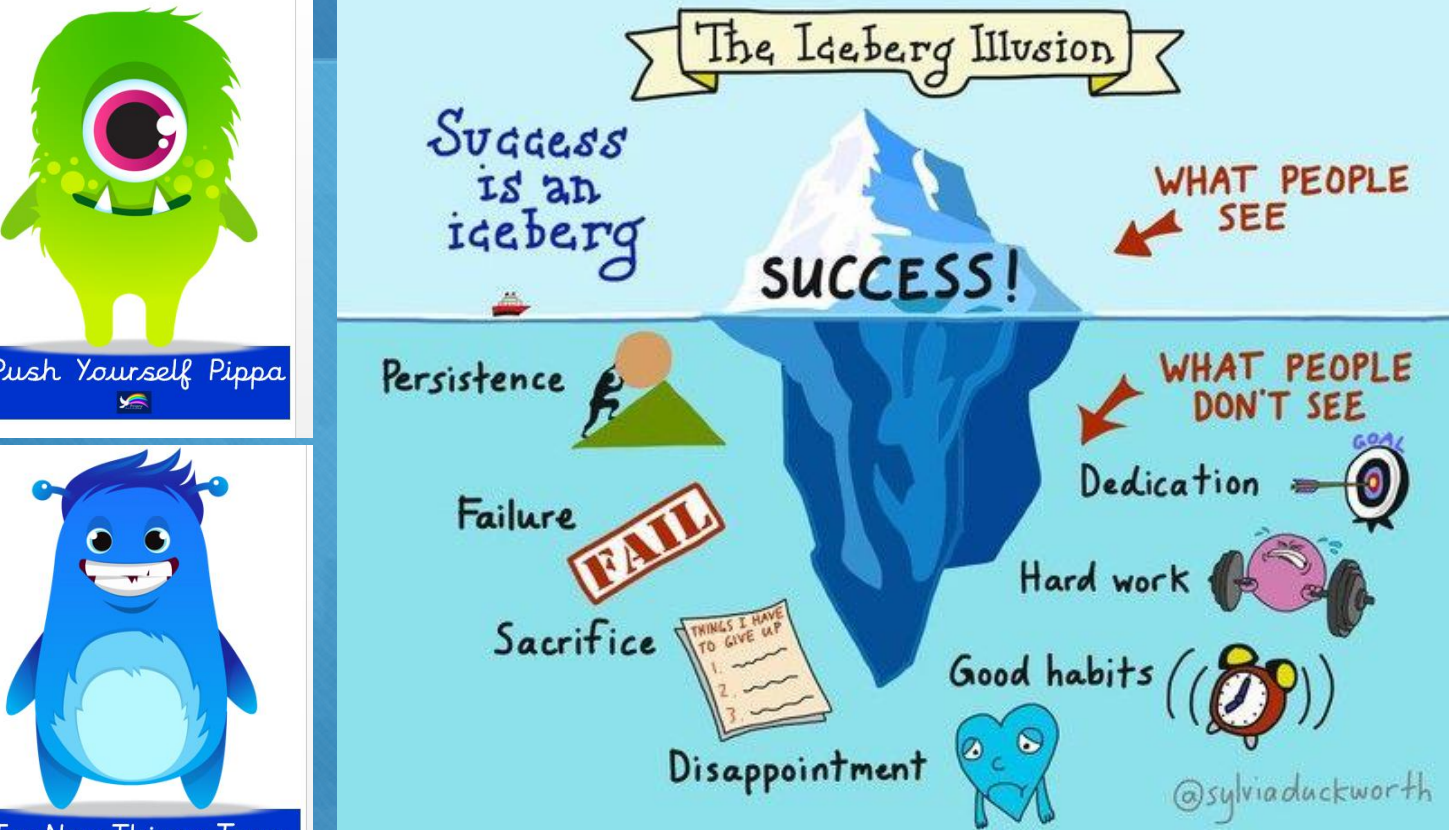


Improve Ivan

Growth Mindset



Push Yourself Pippa



Concentrate Conroy



Try New Things Terry



Understand Others Una



Growth Mindset

“In a *growth mindset*, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for accomplishment,”

- Carol Dweck

We actively promote this approach, accepting that mistakes are needed to make progress and understanding that if children put effort in and are challenging themselves, then progress will naturally occur.

Dojo



- Student progress (rewards and negative Dojos)
- Class story (school story)
- Portfolio - report - set up child's account



E-Safety

We will be teaching a range of E-Safety topics through the year and remind parents of the following:

- Social Media apps (especially Snapchat, Instagram, TikTok) are NOT suitable for Primary age children.
- Fortnite is a 12+ game and should not be played by any children in Primary school. We encourage children not to speak about it while at school.
- Metaverse - be aware of fluid user generated apps, such as Roblox, where content can change constantly.



Reading

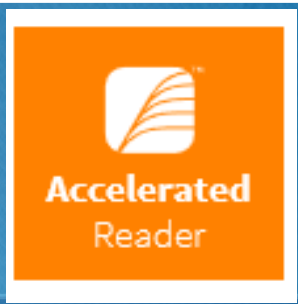
Daily reading has the most impact on the child's progress, but the minimum expectation is that pupil will read at least three times per week.

Children are allowed 2 books a week to take home. These books are to be returned to school daily. They will then quiz on this before changing it on Tuesdays.

It would be fantastic if the books from the reading scheme could be supplemented by reading of other books at home (where needed). It is possible to check these books' ZPD on arbookfind.co.uk

Accelerated Reader (AR)

- Computer based program enabling teachers to target and monitor pupil's independent reading and comprehension.
- Begins with Star Reader assessment taken in school
- Star Reader tests assesses pupil's reading and comprehension skills and gives an ideal range of development (ZPD) linked to the scheme i.e. 3.1-4.2 with the lower number being a comfortable reading zone and comprehension level and the upper being more difficult.
- Star Reader tests also provide a summary of development giving strengths and areas for development for readers which is sent to parents.



Accelerated Reader (AR)

- Children advised to choose books at the lower end of their ZPD to begin with and work towards the higher end.
- Star Reader Tests are completed half termly and therefore the ZPD's will be adjusted then.
- Please note that this replaces all previous book banded systems and children will no longer be progressing through to the next colour.
- Children can only complete 1 quiz per day.



Accelerated Reader (AR)

- Children can choose books within their ZPD range from a wide list of titles including many of their favourites such as...
Horrid Henry, Diary of a Wimpy Kid, Harry Potter, Rainbow Fairies, Jaqueline Wilson and many, many more!
- On completion of each book there will be an online comprehension 'quiz' taken in school. With every quiz that your child passes, the word count for that book is awarded and these build up to form certificates and rewards in school.
- Children will have 15 minutes in class reading their AR book per day.



Rapid Recall & Tables Champion

- 2-3 times per week
- Each child will restart from the beginning of the system to allow us to accurately measure their attainment.
- If you would like additional support in helping your child, speak to the class teacher - the actual tests are NOT able to be sent home to practise.



Home Learning

Pupils will receive 2 pieces of home learning per week. These will be online and book and 15 minutes worth of work is expected for each:

- 1) Spelling Shed - 10 per week around a particular spelling rule.
- 2) Times tables books (plus TT Rocks if possible) - focusing on the target tables.

If your child is unable to complete their home learning and needs time in class, please let their teacher know.



P.E.

Children are to come to school in uniform and change into kit for the session. Usual PE kit is expected (Coloured T-Shirt etc.) but warm clothes are to be worn where needed.

Long hair must be tied back and no jewellery is permitted. This is for health and safety reasons. If a child has recently had their ears pierced then we ask that you provide plasters to cover the ears during lessons. If they are able to be removed, the child must do this for themselves.

Inclusion



If your child has been identified as having additional needs (including emotional needs), they will receive support via the Inclusion Hub.

We will then work together with parents and staff in class to best support your child.

If you have any concerns, speak to your class teacher or the Inclusion Team, who are there to welcome you on the gate each morning.



Any Questions?

Thank you for attending and we hope this evening
has been informative.

