

Primary 4, 5 and 6
Curriculum Evening

OUR SHARED VISION

- To create a learning environment where we celebrate the achievements of every child and encourage all to reach their full potential.
- To live out the Gospel values and foster a community inspired by our Catholic faith.

***‘Make me glad
to have known
and met you’***





Child Protection Information



Mrs McFadden
Designated Teacher



Mrs Cowan
Deputy Designated Teacher



Mr McCann
Deputy Designated Teacher

Marie Claire McKillop - Governor for Child Protection

Brendan Carey - Chair of Governors

Child-Friendly Child Protection Poster



School Website

- <https://stpatricksrasharkin.com/>



Audit

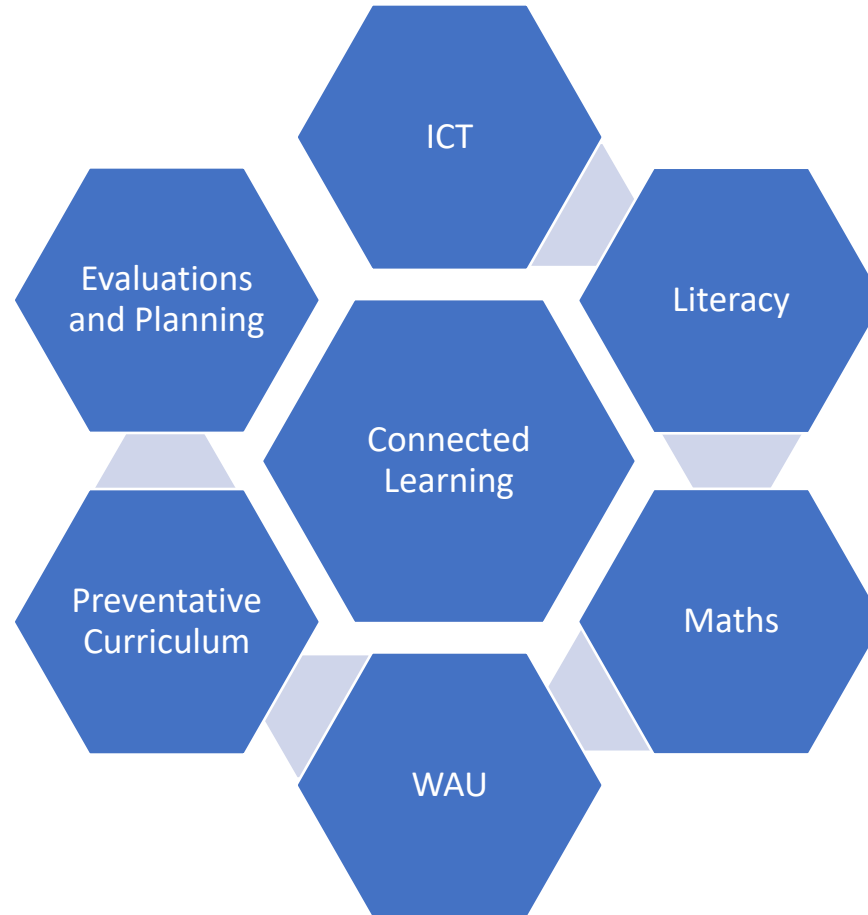
- Parents
- Pupils
- Staff
- PTA
- Governors
- School Council

Key Findings from Monitoring and Evaluating

- Curriculum Planning is good
- Lesson observations – all lessons were of a high standard
- Lessons demonstrated that we know the importance of practical and connected learning
- Children's work is well presented
- It is clear that children make good progress in Literacy and Numeracy
- Scores show children performing above the national average in Literacy and Numeracy

- Children are happy in school. (children and parents)
- Parents are positive about our pastoral care and the progress that their children are making
- Parents want to know how they can help more (curriculum evening)
- Parents want to be kept up to date with how their child performs throughout the year (spelling books/reading records/numeracy tests on Friday) – Curriculum evening
- After school clubs
- Toast

Moving Forward



Morning Routine



8:15am

Morning club begins - £1 per child



8:30am

Children arrive from the bus



8:45am

Supervision begins for all children. Please ensure children have a coat.



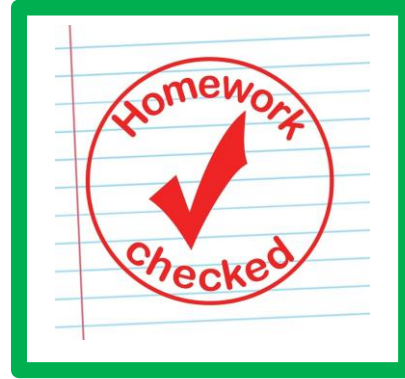
9:00am

Class begins

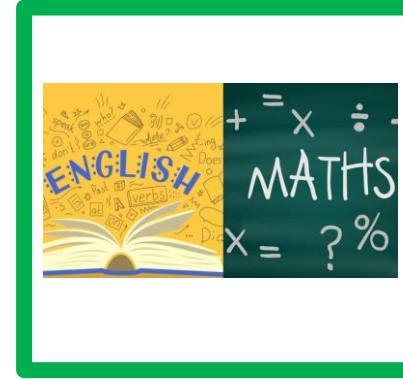
The School Day



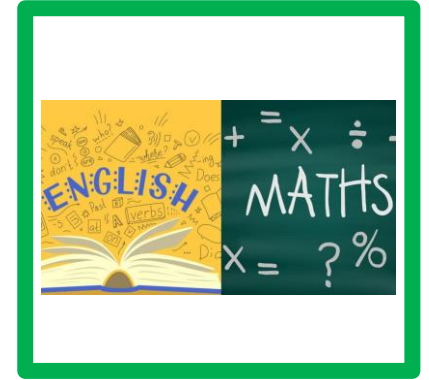
Prayers and
Registration/Dinner numbers
9:00 am



Homework marked
9:15 am



Morning lesson
(Maths or Literacy)
9:40 am



Mid-session lesson
(Maths or Literacy)
10:45 am



Lunch
(prayers before and after)



After Lunch
AR – 20 minutes daily



Afternoon lesson
(Religion, WAU, The Arts,
PDMU, PE)



Pack up and final prayer
3:00 pm

Sample Weekly Timetable

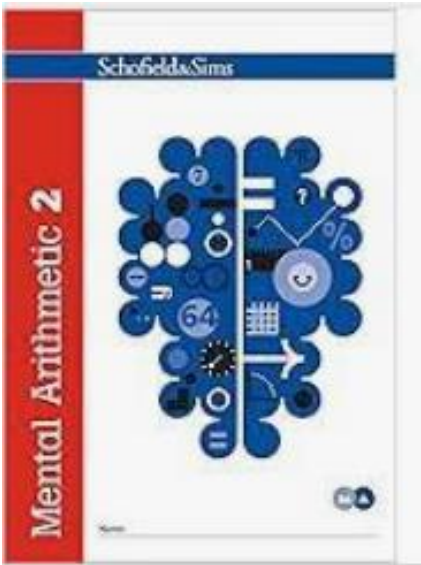
Monday	Tuesday	Wednesday	Thursday	Friday
Homework Preparation	Homework PE	Homework	Homework	Homework Attend Mass
Guided Reading/Literacy lesson Maths lesson	Maths lesson Literacy lesson	Guided Reading Follow Up/Literacy lesson Maths lesson	Maths lesson Literacy lesson	Spelling and Maths Check Up Maths lesson Literacy lesson
AR Religion/ WAU	AR Religion/ WAU	AR Religion/ PDMU	AR Religion/ The Arts	The Arts Golden Time

Homework

- Mental Arithmetic- MA
- Spelling (**Look, say, cover, write, check**) every night. Please do not leave learning to a Thursday evening.
- Literacy
- Reading
- P4 and P5 – parents should listen to all of the reading homework
- P6 and P7 – Parents should listen to their child read for at least 10 minutes each evening. Encourage talking about the book, predicting, opinions on characters.
- AR (20 minutes)

Homework Content

Mental Arithmetic (MA)



Week beginning 8 th Sep.		MA Test.1	
PART A. Mon		PART B. Tues	
1. 6,013		1. 12,006	
2. 41	✓	2. 4	✓
3. 9052	✓	3. 5p	✓
4. 61	✓	4. 107	✓
5. 56	✓	5. £1.40	✓
6. 70g	✓	6. 220g	✓
7. 108m	✓	7. 117	✓
8. 29	✓	8. 107	✓
9. 4350m	✓	9. 17p	✓
10. 650g	✓	10. 09:35 b. 20:50	✓
11. 709p	✓	11. 24	✓
12. 12	✓	12. 16p	✓
PART C. Weds		working out	
1. 336	✓	9653	7/11½
2. 100	✓	-601	
3. 2°C	✓	9052	
4. 16	✓		
5. 100, 1000	✓	48	13
6. 24	✓	336	117
1			
2			
3			

Spelling

WALT: spell			
Mon	Mon	Tues	Weds
winner	winner	winner	winner
writer	writer	writer	writer
partner	partner	partner	partner
discover	discover	discover	discover
centre	centre	centre	centre
fibre	fibre	fibre	fibre
theatre	theatre	theatre	theatre
mirror	mirror	mirror	mirror
calculator	calculator	calculator	calculator
actor	actor	actor	actor
tomorrow	tomorrow	tomorrow	tomorrow
answer	answer	answer	answer
journeys	journeys	journeys	journeys
doubt	doubt	doubt	doubt
officer	officer	officer	officer

Literacy – Day to Day

DAY 29

1. Circle and write the misspelt word.
The storm caused great damage.

2. Circle the word that is spelled correctly.
paragaph paragraph paragraph

3. Circle the letter(s) making an s sound in each word.
bicycle circle

4. Write the plural of *garage*.

5. *begin* + *ing* =

6. Circle a similar meaning to *prevent*.
stop change

7. Write the correct word.
These plants have grown/grow very well.

8. Write *cellar* or *cellar*.
The old furniture was put down into the

9. Shorten *they* and *have*.

10. *It's* or *it*?
I don't know. I can't hear you.

11. Circle the two verbs.
Here it comes, but it is on the wrong side of the road.

12. Which verb group is in the present tense? Circle it.
The two medicine who are getting out of the ambulance will help the man.

13. Write *did* or *done*.
I have _____ all the wedding for you.

14. Write the correct past tense of *catch*.
catched caught

15. Add commas.
Mum put her coffee sugar and jam in the press.

MY SCORE

DAY 30

1. Circle and write the misspelt word.
I'm the main computer in the play.

2. Circle the word that is spelled correctly.
uncommment amment amment

3. Write the missing s sound in each word, so the word is spelled correctly.
ceat hear hense east the

4. Write the plural of *these*.

5. *hide* + *ing* =

6. Circle the opposite of *below*.
start head

7. Write the correct word.
The expert man let out a painful grow/grown

8. Write *cellar* or *cellar*.
Mum put a great bargain from the

9. Shorten *you* and *would*.

10. *It's* or *it*?
I don't know. I can't hear you.

11. Circle the two verbs.
Here it comes, but it is on the wrong side of the road.

12. Which verb group is in the present tense? Circle it.
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catched caught

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MY SCORE

DAY 31

1. Write the correct spelling.
exstence exsence

2. Circle the word without a short i sound like *at*.
gem mystery myth myself pyramid

3. Circle the error and write it correctly.
Here's an important man.

4. Write a word that sounds the same as *beer* but is spelled differently.

5. Write the word with three syllables.
house various knowledge

6. Circle the opposite of *below*.
start head

7. Write the correct word.
The expert man let out a painful grow/grown

8. Write *cellar* or *cellar*.
Mum put a great bargain from the

9. Shorten *you* and *would*.

10. *It's* or *it*?
I don't know. I can't hear you.

11. Circle the two verbs.
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I have _____ all the wedding for you.

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MY SCORE

DAY 32

1. Write the correct spelling.
exstence exsence

2. Circle the word without a short i sound like *at*.
gem mystery myth myself pyramid

3. Circle the error and write it correctly.
Here's an important man.

4. Write a word that sounds the same as *beer* but is spelled differently.

5. Write the word with three syllables.
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6. Circle the opposite of *below*.
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MY SCORE

Parent Signature

Homework Guidance

Please support the school by ensuring that your child attempts their homework.

Take a positive, supportive and encouraging interest in your child's homework.

Provide a suitable place and time for your child to carry out homework.

Encourage your child to complete homework on their own, as much as possible.

Praise your child while they carry out their homework.

Talk to him/her about what they are doing.

Check homework to ensure that it is fully completed and neatly presented.

Sign homework as a record it has been checked.

Make sure that all homework books are put back into the schoolbag.

Children who are sick are never expected to do homework.

Liaise with the teacher when there is a problem or concern about homework.



- Children complete STAR testing three times a year, September, after Christmas and after Easter. This online test provides a ZPD range that is a suitable reading level for pupils.
- 20 minutes each day in school.
- At least 20 minutes each night at home.
- Data shows that the children who engage make very good progress.

Recommended Homework Time

Foundation Stage - (Primary 1 and 2)

- 15/20 minutes each night

Key Stage 1 - (Primary 3 and 4)

- 30/40 minutes each night

Key Stage 2 – (Primary 5, 6 & 7)

- 45/60 minutes each night

P6 and P7 – Transfer work is additional



Class Rules

RESPECT

ready

to learn new
things

everyone

is important
and equal

share

take turns and
be friendly

polite

kind actions
and words

effort

try your
best

care

for others and
our school

think

make a good
choice

Primary 4 Topics Covered

- **Marvellous Heroes**
- **Polar Regions**
- **Myths and Legends**
- **World War II**
- **Houses and Homes**



Primary 5 Topics Covered



Term 1
Mighty Me



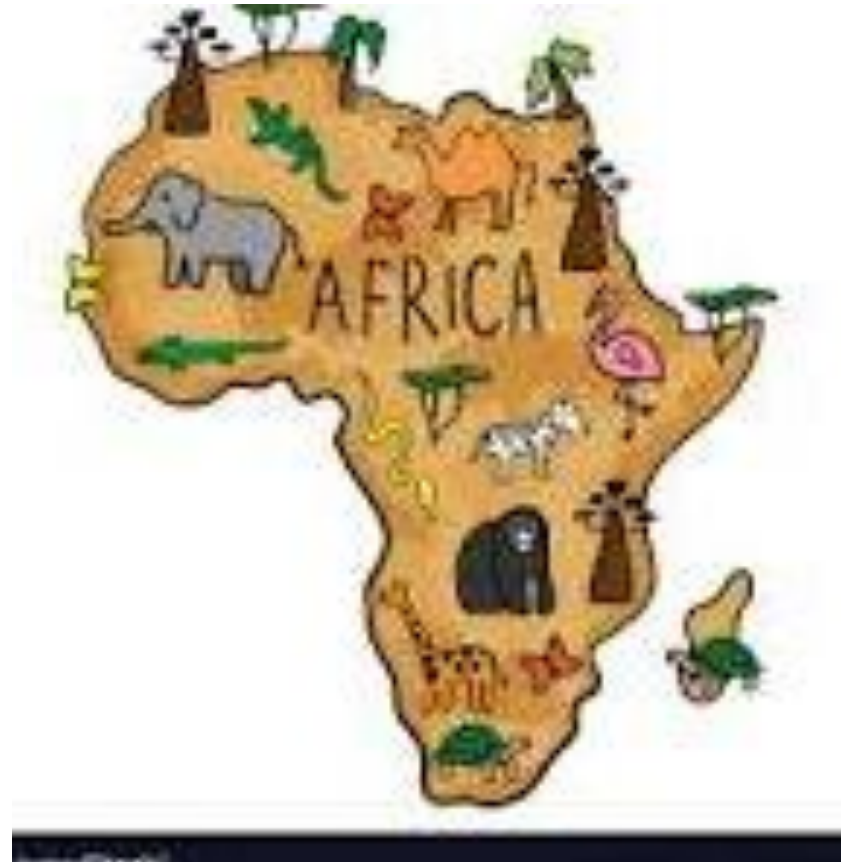
Term 2
Water



Term 3
Egyptians

Primary 6 Topics Covered

- **Prove It**
- **Survival**
- **Worlds Apart**
- **Fairtrade**
- **Bridges**



PE

- On Tuesdays with Healthy Kidz.
- Other sessions of PE covering agility, dance, games and athletics.
- P4 to P7 change for PE. It is important that pupils bring their gear and have their uniform clearly labelled.



Swimming

- Swimming is offered to Primary 5, 6 and 7
- Primary 6 begin, then Primary 7 and we finish with Primary 5
- £3 each week for 8 weeks (approximately)
- Appropriate behaviour

Your child should bring:

- Towel
- Swimming costume
- Goggles
- Swimming hat for girls

It is important to label all belongings.



Helping at home with Literacy and Numeracy?



Shopping



- Is it better to buy a pack of 6 crisps or individual bags?
- I'm paying with £10. What change will I get?
- What will the total cost be of the milk, ham and eggs?
- This say 10% off – how much will I save?
- Check the items purchases against the receipt
- The bar of chocolate costs 75p. What coins do I need to get the exact amount?
- What's the least number of coins I could use?

In the Kitchen

- How many litres in the milk carton?
- How many ml do you think are left?
- Read the side of cans in the cupboard? What weight are they?
- What would the weight of 2 cans, 3 cans etc be?
- Get the children involved in weighing out ingredients when baking?
- Reading scales



Out and About

- Look at how houses are numbered in the street – odd and even
- Look for shapes that tessellate (like floor tiles) hexagons, rectangles etc
- Number plates – rearrange the digits
 - What is the largest number you can make?
 - Smallest
 - Largest even, odd
 - Can you divide it by 2 in your head?

MAZ 2882

Games



- Cards – 25 or 45 is great for probability
- Monopoly – great for counting money.
- Connect 4 – logic and reasoning

Time

- Reading the clock
- what time is the movie on? What time is it over? How long does it last?
- What time does the train leave for Belfast? What time does it arrive

Doing Maths in Your Head



Every day we all do lots of mental calculations.

Help your child to work out answers in their head by asking questions, such as:

- **Conor wants to buy a video game. It costs £47. She only has £28. How much more does she need?**
- **A coat costs £100. In a sale it is marked down 20%. How much does it now cost?**
- **A clock shows 9.00. The clock is 15 minutes fast. What is the right time?**
“Hmm... It must be 15 min earlier, 8.55, 8.50...8.45”
- **One large pizza costs £8.99. How much would three cost?**
“Err... I could round up to £9.00, multiply by 3 and subtract 3p”
- **There are 14 trees in a garden 9 trees are cut down. How many are left?**
- **A bottle of water holds 500ml. How many litres would 4 four bottles hold?**

*** Remember to ask your child to explain how they worked out their answer***

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Useful Websites to Aid Learning

- <https://www.topmarks.co.uk/>
- <https://www.bbc.co.uk/bitesize>
- <https://home.oxfordowl.co.uk/>
- <http://www.crickweb.co.uk/ks2literacy.html>
- <http://www.crickweb.co.uk/ks1numeracy.html>
- https://www.ceopeducation.co.uk/8_10/

The image features decorative geometric shapes in the corners: a blue diamond-like shape in the top-left, a yellow diamond-like shape in the top-right, and a blue diamond-like shape in the bottom-center.

thank you!