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**This is our little parents
handbook. It's our way
of helping you help them.**



Year 5 / Year 6 / Year 7

“Parents are amongst those who have the greatest influence upon the values that their children learn in everyday life.”

This booklet is set in the context of our belief that children should have opportunities for joy; opportunities for discovery and opportunities for wonder. Our aim is for the children to delight in effort; delight in achievement and delight in acceptance.

Parent Potential

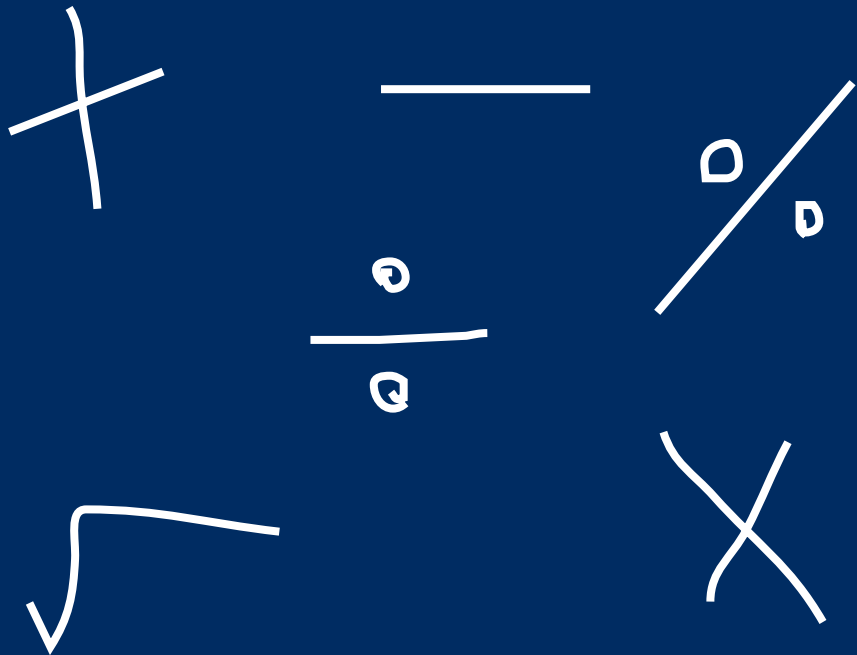
From birth children are learning from their parents, for example, through communication and first hand experiences. When a child begins school the role parents play in educating their children does not come to an end.

This booklet has been produced to provide you with an insight into Key Stage Two and to help you to help them.

Contents

Number and other areas of maths
Language and Literacy
The Arts
The World Around Us
Personal Development and Mutual Understanding
Thinking Skills
Assessment for Learning
P.E.

U + US =
A better
understanding of
maths and how it
can be fun.



What it means.

Numeracy is the development and application of mathematics across the curriculum and in real life situations.

Skills in numeracy will help children to make informed and responsible choices and decisions throughout their lives. We use skills in numeracy to plan our time, handle money, manage our own budgets, organise our homes and carry out DIY tasks.

It is important to encourage your child to use their knowledge of mathematical language to talk about their work and explain their findings. As they explain how they have arrived at their solutions, children begin to link different ideas in mathematics.

How you can help.

Rhyme the multiplication tables everywhere you go!

Let the children use physical money to buy their own things in shopping (e.g. pocket money) and encourage them to think ahead about what change to expect.

Talk about other forms of payment (e.g. credit card, direct debit, etc).

Discuss journey distance, speed and time taken on regular trips both walking and in a car.

Encourage your child to look up and spot weather vanes on top of buildings.

Look at the patterns of tiles on floors.

Encourage your child to chart their progress in computer games.

Talk about how long a programme will last using the TV viewing list.

Use body parts to measure size of a room and draw their room to scale.

Get your child to notice weights on tins and packets and labels.

Language and Literacy

Language and Literacy are necessary for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore a key to learning as well as a key to enjoyment and personal growth.

Talking and Listening

When your child is listening to things on TV ask them questions about it to check their understanding.

Discuss your day.

Encourage your child to join a drama club. Try the Crescent Arts Centre or the Ulster Museum Film Club.

Reading

Read, read, read and then read some more. This is fundamental to developing vocabulary and mastering any kind of text. Encourage your child to join the library and visit their friends. Talk to your child about different authors and visit No Alibis and the Oxfam Bookshops on Botanic Avenue. Let your child see you enjoy reading! Encourage them to read the newspaper and tell you about what they have just read.

Writing

Have a dictionary and a thesaurus in the house.

Have fun making a journal using recycled paper.

Build up a family history.

Children should express thoughts, feelings and opinions in imaginative and factual writing. They will talk about and plan what they're going to write and begin to check their work against specific criteria.



Spelling

What it means.

This builds on the teaching and learning in earlier key stages and equips children with the knowledge and confidence to use a variety of skills to spell words correctly.

Children are encouraged to identify tricky sections of words to be learnt and select effective memorisation techniques.

How you can help.

Encourage your child to expand their homeworks by looking for more words using similar spelling patterns.

Experiment with language through word games, riddles and rhymes.

Expand vocabulary by using the dictionary and thesaurus.

Encourage your child to "have a go" at spelling unfamiliar words and explain their thinking.

Encourage your child to recognise and notice how words are constructed and spelt.

Build up a bank of useful words with your child.

Try the Look, Cover, Write, Check method.



Children's creative, expressive & physical development is closely linked with all aspects of their learning.

What it means.

Creativity is developed through every area of the curriculum. Art and Design, Drama and Music provide rich opportunities for developing creativity, allowing children to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sound, drama and dance.

Encourage them to...

Art

Watch out for Art classes in the Ulster Museum and the Crescent Arts Centre and W5.

Start to build collections of rocks and shells, etc. Visit W5 to see their great collection.

Look at the work of different artists especially in the museum to see work first hand. Examine the content and methods used.

Read the City matters magazine.

Take up an interest in an area for example birds and take a sketch pad into the gardens.

Music

Have a look at the classes offered at the School of Music.

Investigate ways of preserving music they create, for example, by developing graphic scores or using recording technology.

Play familiar tunes by ear

Sing along to a variety of favourite songs at home and on journeys.

Discuss and make suggestions about their own and other's music-making.

Drama

Enrol in local drama clubs.

Engage in a range of creative and imaginative role-play situations.

Use drama to explore their own and others' feelings about issues, and by negotiating situations both in and out of role.

What it means.

The World Around Us is presented as four strands (Interdependence, Place, Movement and Energy and Change Over Time) that connect learning across geography, history and science and technology.

Children will be presented with opportunities to:

- examine and collect real data and samples;
- investigate similarities and differences, patterns and change;
- design and carry out fair tests;
- use increasingly precise subject specific vocabulary, notation and symbols;
- use resources such as atlases, maps and digital sources to describe places and environments investigated;
- combine designing and making skills and techniques with knowledge and understanding in order to present solutions;
- develop a sense of change over time and how the past has affected the present.

Encourage them to...

Ask questions about why things happen.

Track journeys on the plane using the maps shown, continents covered, timezones.

Ask about cause and effect.

Further research topics covered in school.

Think about how living things rely on each other within the natural world.

Go outside as much as possible!



What it means.

PDMU does not begin or end at school. The environment created in school is only part of the wider world that children inhabit. .

Children are greatly influenced by society's values – especially by religious beliefs, parental values, the media and their peers. Consequently, PDMU provision is most effective when it is based on a consistent approach and where the responsibility is shared by parents and the wider community. The ultimate aim is to encourage each child to become personally, emotionally, socially and physically effective to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices throughout their lives.

Encourage them to...

Face problems, trying to resolve and learn from them.

Develop strategies to resist unwanted peer/sibling pressure and behaviour.

Recognise, express and manage feelings in a positive and safe way.

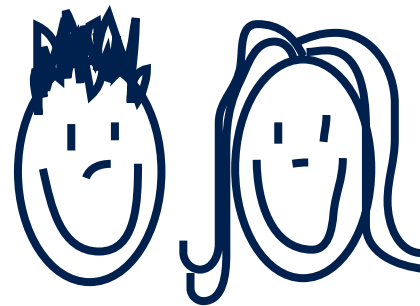
Reflect upon their progress and set goals for improvement.

Recognise the harmful effects tobacco, alcohol and other illegal substances can have on themselves and others.

Recognise, discuss and understand the nature of bullying and the harm that can result.

Explore and examine what influences their views, feelings and behaviour.

Recognise that people have different beliefs that shape the way they live.



What it means.

Thinking skills are tools that help children to go beyond the acquisition of knowledge to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their own progress.

Encourage them to...

Managing Information

- Ask deeper and wider questions to clarify a task, to plan and set goals.
- Develop methods for collating and recording information and monitoring progress on a task.

Thinking, problem solving + decision-making

- Try alternative problem-solving solutions and approaches.
- Make and test predictions, examine evidence and make links between possible causes and effects.
- Discriminate between fact and opinion and question the reliability of evidence.

Being Creative

- See opportunities in mistakes and failures
- Experiment with objects and ideas in a playful way. Make ideas real by experimenting with different ideas, actions and outcomes.
- Experiment with different modes of thinking (e.g., visualisation).

Working with Others

- Be willing to help others with their learning.
- Understand and learn to respond to feedback.
- Work with their peers to reach agreements and begin to manage disagreements.

Self management

- Make links between their learning in different contexts.
- Work towards personal targets identified by themselves.
- Become more self-directed by working on their own or with a group.
- Learn ways to manage their own time.

What it means.

Assessment for Learning should underpin every aspect of a child's development. The focus is on children taking ownership and responsibility for their own learning.

It reassures children that new learning always involves struggles and challenges and equips them with confidence that they can move forward. They reflect on what they have learnt and how they have learnt.

How you can help.

Challenge your child to do things for themselves.

Celebrate mistakes as a learning opportunity.

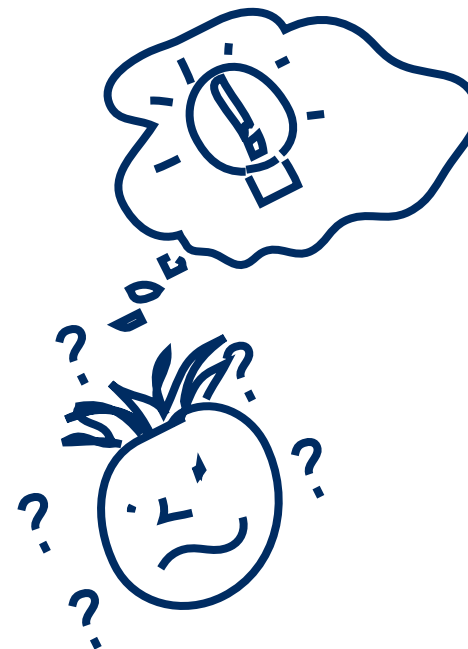
Don't be afraid of children 'failing' things - they, like us, learn more from what doesn't work than from what does.

Talk about things you, as a grown up, have learned today and about problems you've had and how you've overcome them.

When you are in the middle of a problem talk through it with your child.

Talk about the things your child has learned and revisit them often.

Remember, whatever your child wants to learn is far more important than what you want them to learn.



What it means.

Physical Development and Movement is about experiencing and developing a range of fundamental movement skills that will improve co-ordination, locomotion, control, balance and manipulation.

Through regular and frequent participation in Physical Education, children should understand the benefits of physical activity and the relationship between physical activity and good health

Encourage them to...

Develop an understanding of the relationship between physical activity, good health and well-being.

Apply rules and safety procedures in the appropriate context.

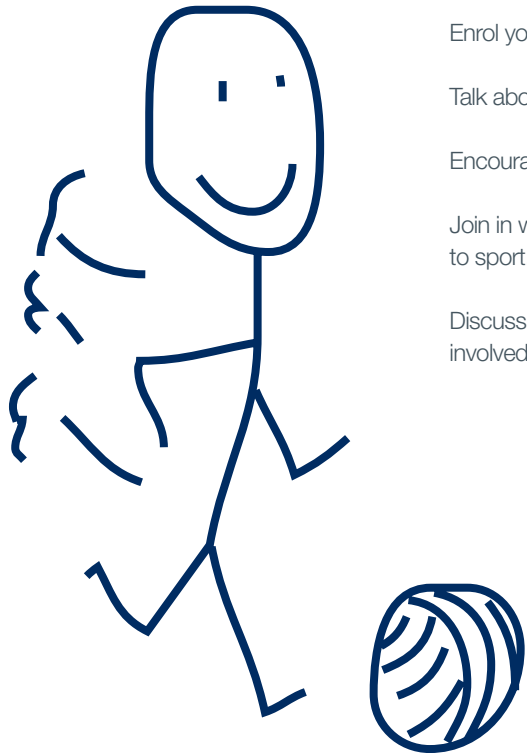
Enrol your child in extra curricular sports activities.

Talk about the benefits of physical activity.

Encourage your child to play outdoors where possible.

Join in with your children to promote a positive attitude to sport.

Discuss rules of popular games and the emotions involved in winning and losing.



We hope you have found this book helpful. If you are interested in finding out more please speak to your child's teacher.

Thank you.