



# Welcome Walkabout

# Vision

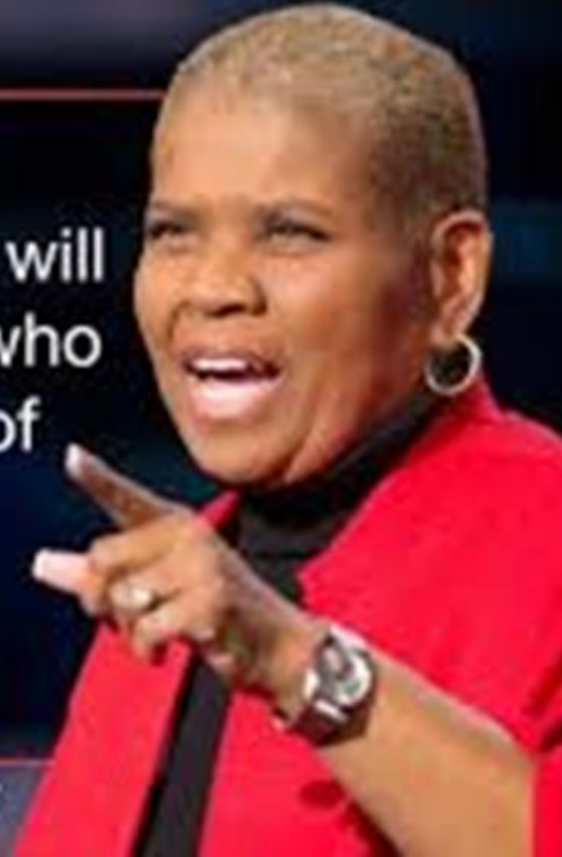


At Bengeo, we are a happy school community where children develop the curiosity, resilience, passion and knowledge to achieve and thrive.

# Our reason why

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



# Safeguarding

- Your child's safety is our priority
- Clear reporting channels
- Vetting and security
- Online safety matters
- Open communication



# Communication

- Multiple channels
- Welcoming parents
- Parent consultations
- Feedback welcomed
- Urgent updates



# Parental engagement



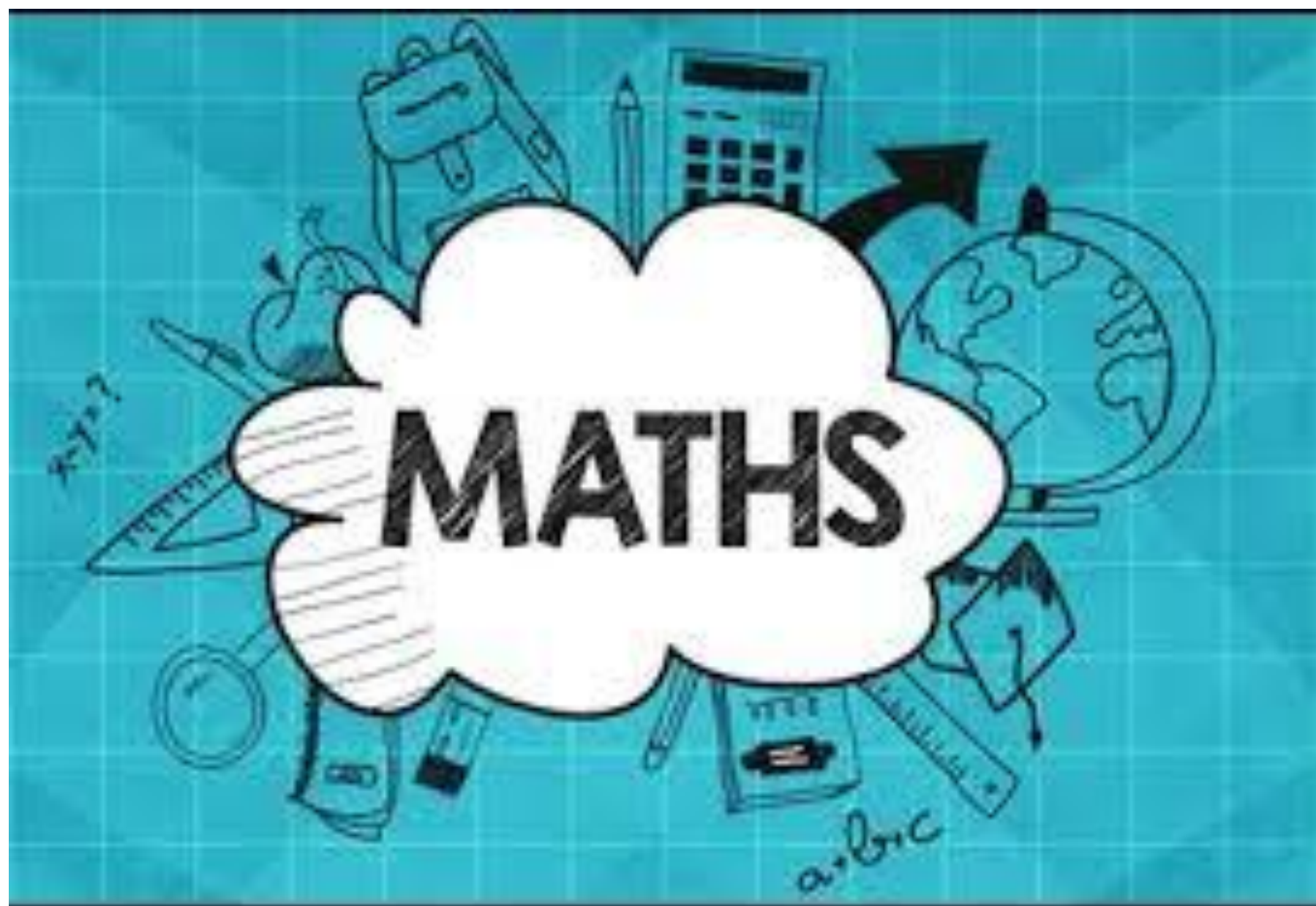
- Learning at home
- Join school events
- Parent volunteers
- Share your expertise
- Consistent expectations



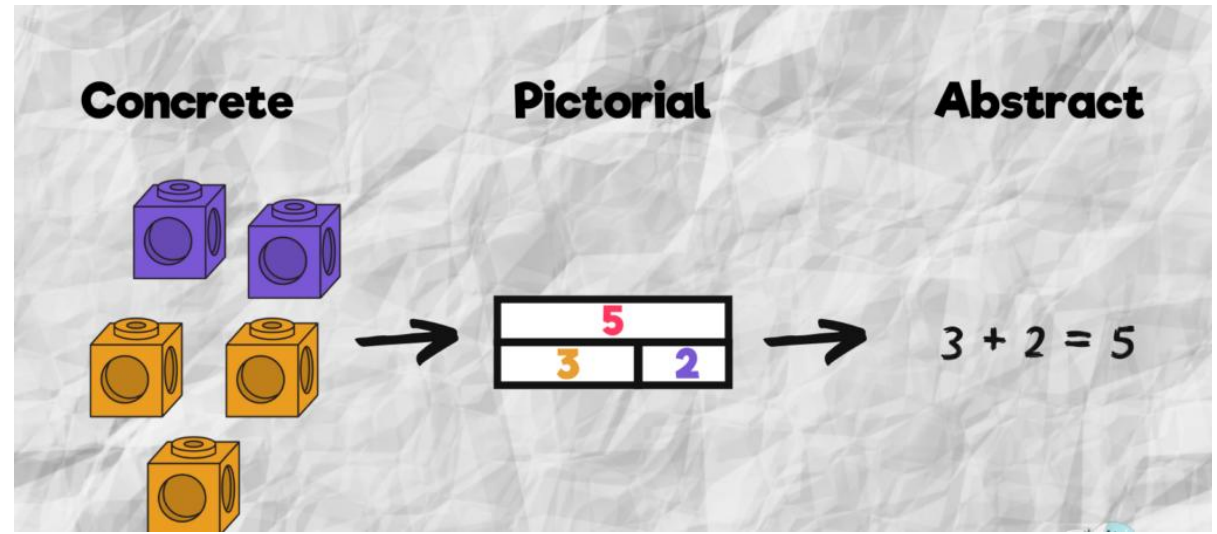
# Oracy

- Speaking and listening skills
- Across the curriculum
- Performances and presentations
- Home support
- Building future skills





# How we teach maths at Bengoe



**Investigations** "Why?"

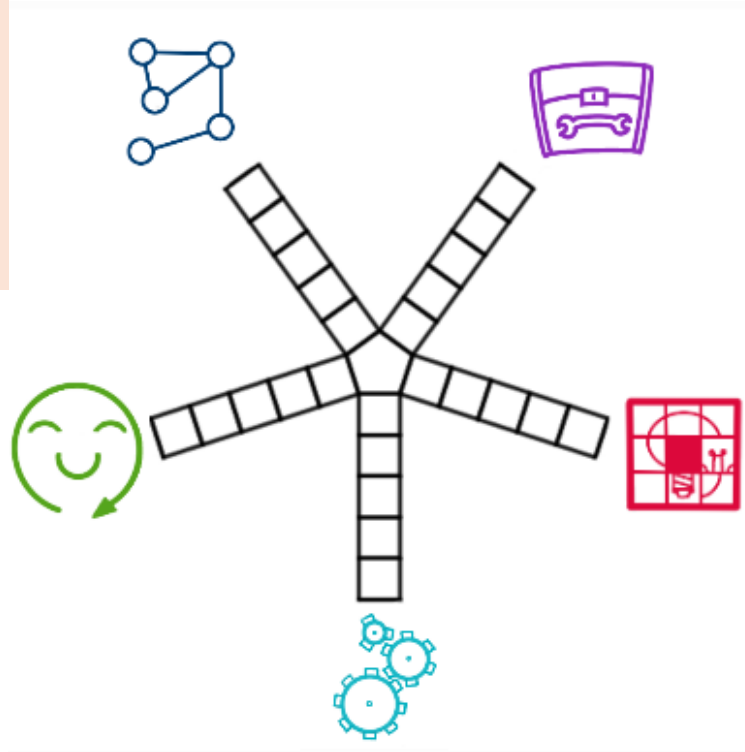
"What if?" "How?" "Let's try..."

Four magnifying glasses of increasing size, symbolizing investigation and inquiry.

# What makes a good mathematician?

**Understanding** - Maths is a network of linked ideas. Someone who can connect new mathematical thinking to what they already know and understand.

**Attitude/mindset** - Maths makes sense and is worth spending time on. They can enjoy Maths and become better at it by making mistakes and persevering.



**Tools** - Those who have a toolkit that they can choose tools from to help them solve problems. Practising using these tools helps them become a better mathematician.

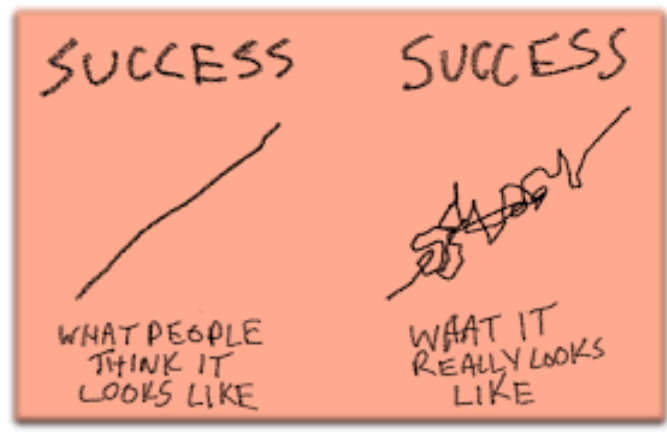
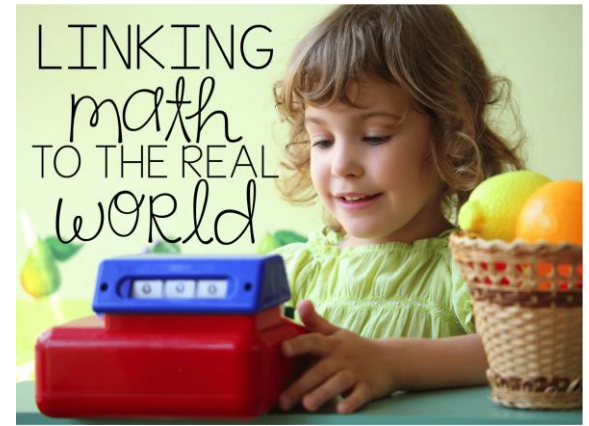
**Problem solving** - Problem solving is an important part of Maths. They can use their understanding, skills and reasoning to help them work towards solutions.

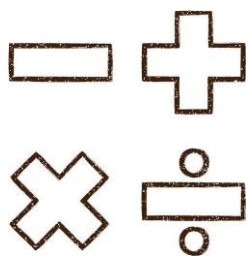
**Reasoning** - Maths is logical. They can convince themselves (and others) that their thinking is correct and they can explain, prove and show their reasoning to others.

# How to help at home

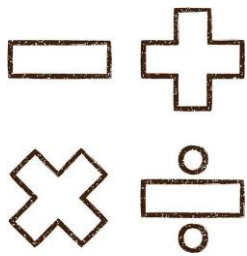


**DO PRAISE**  
THE PROCESS  
AND  
EFFORT





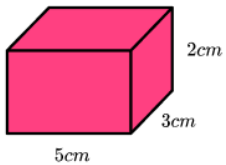
# Number Facts



- Number facts are basic arithmetic calculations (addition, subtraction, multiplication, division).
- **These include number bonds, fact families and times tables.**
- The goal is to learn these facts by heart so they can be used without needing to count or calculate each time.
- **Knowing basic number facts is essential for performing more complex calculations and solving multi-step problems efficiently.**
- Instant recall of these facts allows for faster and more flexible thinking about numbers, leading to mathematical fluency.
- **Recognising the relationship between inverse operations (like addition and subtraction) helps children understand deeper mathematical concepts.**

Volume = length × width × height

E.g.



		2	9
	×	6	5
<hr/>			
	1	4	5
1	7	4	0
<hr/>			
1	8	8	5

Formal written methods of multiplication and division

What are the factors of 18?

**18**

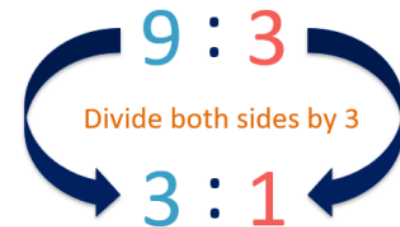
1, 2, 3, 6, 9, 18

Multiples, factors, factor pairs, common factors, prime numbers, square numbers, cube numbers

Area, perimeter and volume

# How times tables link to the rest of the maths curriculum

Ratio and proportion



Multiply and divide by 10, 100 or 1000

Th	H	T	O	.	t	h	th
			3	.	2	7	5
3	2	7	5	.	0	0	0

**Mean**  
Add all the numbers then divide by the amount of numbers  
9, 3, 1, 8, 3, 6  
 $9 + 3 + 1 + 8 + 3 + 6 = 30$   
 $30 \div 6 = 5$   
The mean is 5

$$\frac{4}{10} \div 2 = \frac{2}{5}$$

**Fractions**

Simplify, multiply, divide, add, subtract, compare and order

$$\frac{1}{3} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{4+3}{12} = \frac{7}{12}$$

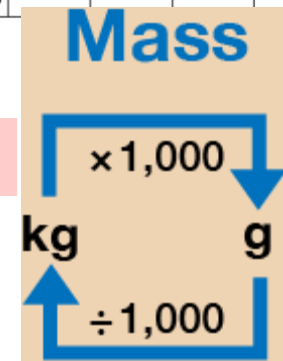
Percentages

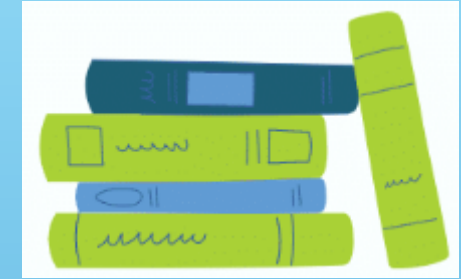
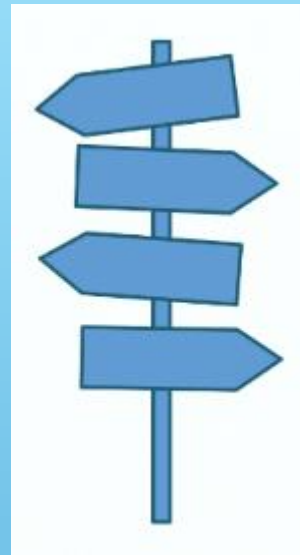
65% of 360

$$65\% = 50\% + 10\% + 5\%$$

$$65\% \text{ of } 360 = 180 + 36 + 18 = 234$$

Conversion of measures



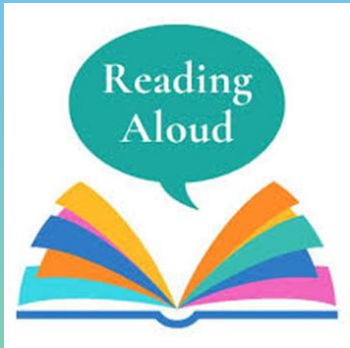


# Welcome Walkabout English

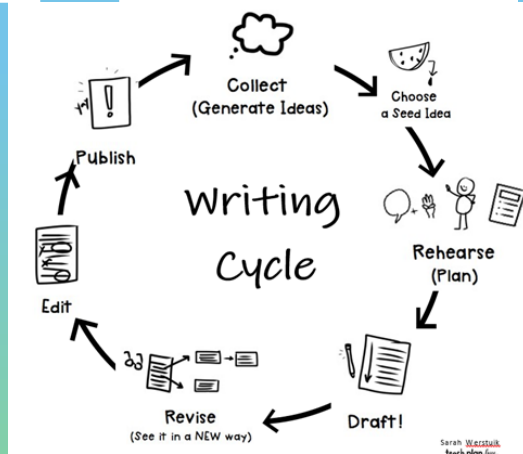


# How do we teach English at Benggeo?

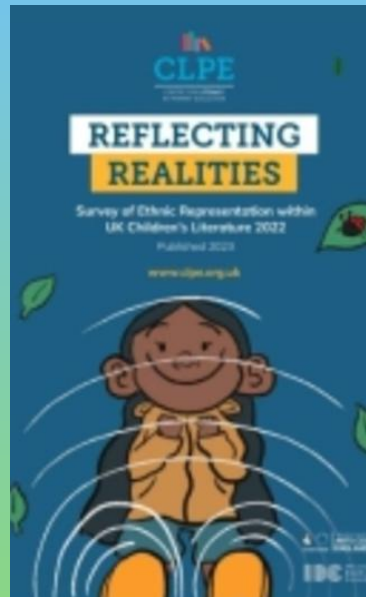
Reading for pleasure



Writing for pleasure



Reflecting realities



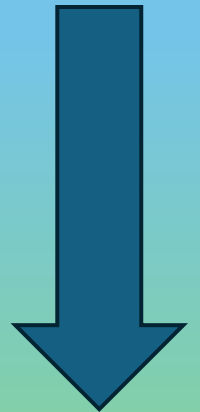
Synthetic phonics and word study

Read Write Inc.



Read Write Inc. Spelling - Sounds Chart												
Consonant sounds												
h	c	ch	d	f	g	gh	j	k	ll	m	n	ng
ss	ck	ch	dd	ff	gg	ph	qu	rr	sh	th	tt	wh
qu	ck	ch	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow	oo	oa	oi	ou
ea	ea	ea	ea	ea	ea	ea	ea	ea	ea	ea	ea	ea
oo	or	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo
oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo	oo

Continuous cursive script



Curves to start - Continuous Cursive Letters

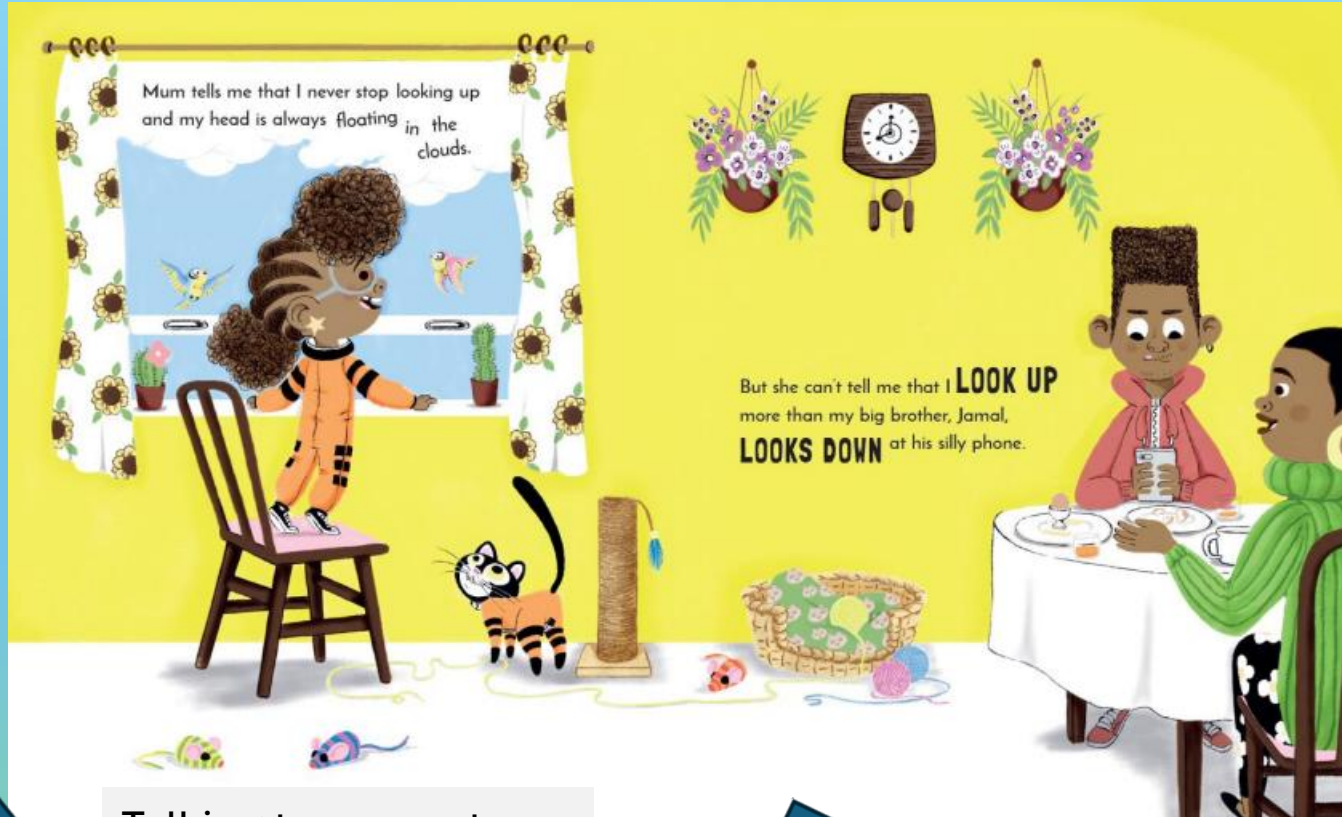
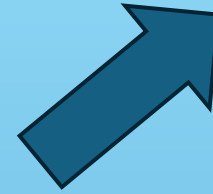




Writing own version, different ending; making something linked to the book.

## Take 5!

1. Explore it!



Reading of book and/or illustrations; asking questions to develop your child's awareness of language and vocabulary, including how this can be used for effect.



2. Illustrate it!

Drawing to develop your child's visualisation skills – key aspect of comprehension.

3. Talk about it!



Talking to support your child's understanding of key parts of the book, encouraging them to refer back to the book.

4. Imagine it!



Encouraging deeper responses, thinking beyond it and linking to real life.



5. Create it!



**pleasing**

8 letters  
6 sounds: p l e a s i n g  
2 syllables

How many sounds are there in the word? Is this number the same as the number of letters in the word?  
How many syllables are there?

unhappy  
slowly  
incompletely  
convention

Look and listen for prefixes and suffixes

con vent ion  
act of coming together  
  
in vent ion  
one who coming upon

Use an etymological dictionary to find out where the word comes from. Break the word up into morphemes. Deduce the meaning of each morpheme, then the whole word.

# Spelling Strategies

**Love**  
lovely, loved, loving, beloved, unloveable  
**Crumble**  
I love apple crumble. The rock crumbled.

Can you use this word in another word class?

Make up a mnemonic

**because**  
Big Elephants Can Always Understand Small Elephants

Group the same family of words together. Find other words that have the same morpheme.

**sign**  
resign  
assign  
design  
consign  
  
or  
night  
fight  
sight  
might

**Reading:** *We want children to...*

- Love reading and read often
- Be fluent and expressive
- Build a rich vocabulary
- Be moved and inspired by what they read

**Writing:** *We want children to...*

- Have control of grammar, punctuation and linguistic conventions
- Write for many different purposes and for a variety of audiences
- See themselves as writers

**Handwriting:** *We want children to...*

- Develop a comfortable pencil grip and seating position for writing
- Develop legible and joined handwriting

**Phonics/Spelling:** *We want children to...*

- Use phonic, visual, structural and semantic strategies to work out the spellings of words
- Learn to spell the words from the appropriate word list
- Accurately spell in their writing (not just in a test!)

**Oracy:** *We want children to...*

- Engage in discussions
- Articulate their ideas
- Learn through talk

# Parent readers

We are in need of parent readers in the following year groups:

Year 3 – Any day – 8.45 am

Year 4 – Mondays, Wednesdays, Fridays – 8.45 am

Year 5 – Mondays, Wednesdays, Fridays – 8.45 am or 1.20 pm

Year 6 – Any day – 8.45 am

Please sign up on the sheet provided with your name and your child(ren)'s name and class. A training session will be organised.

Classroom	Teacher	Subject
Acorn (Nursery)	Mrs Bartlam	PSHE and Nursery
Apple (Reception)	Mrs Cato	Phonics
Walnut (Reception)	Miss Cracknell	Early Years
Maple (Y1)	Mrs Law	Science
Holly (Y1)	Miss Walton	History
Cherry Blossom (Y2)	Mrs Carter	Art
Laurel (Y2)	Mrs Fitzgerald and Mrs Ladbrook	
Oak (Y3)	Mrs Paterson	RE
Monkey Puzzle (Y3)	Mr Battle	Design and Technology
Rowan (Y4)	Mr Bloomfield	Geography
Willow (Y4)	Mr Woodhouse	Computing
Pine (Y5)	Miss Court and Ms Potts	English
Cedar (Y5)	Mr Line	Spanish
Juniper (Y6)	Miss Seal	Music
Beech (Y6)	Mr Young and Miss Peters	Maths
KS2 Hall	Mrs Bennett	PE