

# Welcome to Meet The Teacher 2025-26

Class: Rashford



# Welcome to Rashford class

- Class Teacher: Miss Farren
- Teaching Assistant: Miss Cave
- PE day: Tuesday



## The Power of ME Curriculum Goals

OPINION  
**ME**

To form own opinions whilst respecting others.

ADVENTURE  
**ME**

To challenge themselves and achieve something they didn't think was possible by facing fears.

SAFE  
**ME**

Take steps to keep themselves safe both in the real and digital world

PERFORMER  
**ME**

To develop presence, confidence and the ability to use voice to speak to audience

MONEY  
**ME**

To develop an appreciation for the value of money and the ability to work within a budget

CARING  
**ME**

To show empathy and kindness to everyone and all living things.

DIGITAL  
**ME**

To use technology with expertise and creativity to demonstrate ideas.

GIVING BACK  
**ME**

To be part of the community and value the importance of giving back and connection.

DIFFERENT  
**ME**

To celebrate and value difference

INSPIRED  
**ME**

To have high aspirations for themselves for the future and value the journey of success.

RESPONSIBLE  
**ME**

To be responsible for themselves and their actions

# Who can help?

Always contact class teacher as first point of contact



# Communication

We believe that a genuine partnership between parents and the school is central to pupils achieving their best. We encourage dialogue with parents to ensure we collaborate effectively for the benefit of the children

We believe, in the first instance communication is better face to face wherever possible but we know that this is not always possible.

# Year group emails

- Emails from parents to the class teacher should be primarily used for information sharing – parent emails to school work best when they are brief and informative.
- Emails should not be used to replace meetings or telephone calls where these are the more appropriate
- Please keep your e-mails succinct and to the point: less than 8 lines is appreciated. Please do not send long, highly detailed e-mails relating to a concern - simply send an e-mail requesting a face-to-face meeting outlining the reason for the meeting.
- If you are making a complaint, please do so through the [admin@barnehurstfederation.co.uk](mailto:admin@barnehurstfederation.co.uk) not through year group emails
- Teachers are not expected to read parent emails between 8:40 and 15:45 when they are teaching or at weekends and holidays
- If parents need to convey urgent information, they should always email or telephone the school office in the first instance (copying the year group)
- If parents do raise a concern, an initial response or acknowledgment should usually be provided to parents within 48 hours (Monday to Friday).
- Emails should always be respectful and constructive as the tone and intent of email can easily be misunderstood
- Teachers will forward parent emails to a member of the leadership team for support where the email does not meet the guidelines set out or where the issues raised are complicated and require leadership involvement.



# Attendance Matters



- Regular attendance helps children learn new skills, build confidence, and stay connected with friends.
- Excellent attendance and punctuality have a positive impact on academic achievement.
- Missing school means missing vital learning opportunities and can lead to underachievement and isolation.

- Children should be in school at all times.
- We do understand that 100% is not always possible due to a child being unwell.
- If you are not sure if your child is well enough for school, speak to us or check this website [Is my child too ill for school? - NHS](#)
- Please call before 9am if your child will not be at school because of illness



Did you know:

- 90% Attendance equates to half a day week missed from school
- This equates to 4 weeks of school missed over a year

<b>Attendance during one school year</b>	<b>Equals days absent</b>	<b>Which is approximately weeks absent</b>	<b>Which means this number of lessons missed</b>
<b>95%</b>	<b>9 days</b>	<b>2 weeks</b>	<b>50 lessons</b>
<b>90%</b>	<b>19 days</b>	<b>4 weeks</b>	<b>100 lessons</b>
<b>85%</b>	<b>29 days</b>	<b>6 weeks</b>	<b>150 lessons</b>
<b>80%</b>	<b>38 days</b>	<b>8 weeks</b>	<b>200 lessons</b>
<b>75%</b>	<b>48 days</b>	<b>10 weeks</b>	<b>250 lessons</b>
<b>70%</b>	<b>57 days</b>	<b>11.5 weeks</b>	<b>290 lessons</b>

# Ways to encourage good attendance

- Phone school as soon as possible to tell us why your child is absent.
- Only grant days at home for genuine illness - if you give in to pleading now you will have bigger problems in the future!
- Arrange for a friend/family member to take your child to school if you are unable to do it yourself (or use The Base wraparound care)
- Avoid taking holidays in term time. They will not be authorised.
- Establish a good bedtime routine. If your child gets a good nights sleep it will make mornings less of a struggle!
- Make sure your child gets up in plenty of time to get ready for school. Rushing around makes children anxious



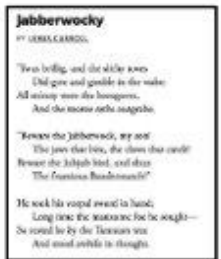
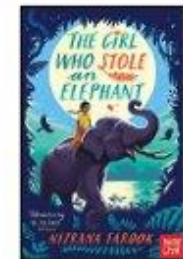
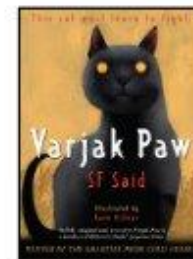
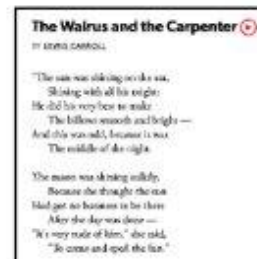
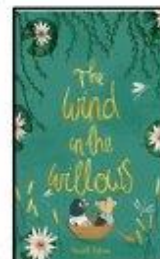
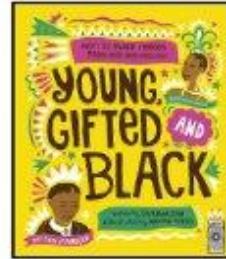
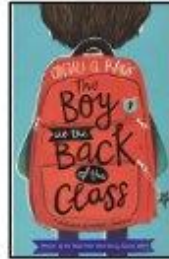
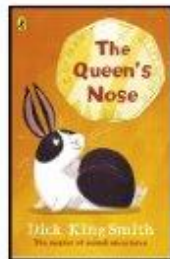
## **Taking your child out of school for medical appointments disrupts their learning.**

Try to book appointments for after  
school or during school holidays.

# What are we learning in English?

- poems which explore form
- persuasive adverts
- first person diary entries
- critical analysis of narrative poetry
- third person adventure stories
- news reports
- stories from other cultures
- explanatory texts

	Transcription	VGPS	Composition
4	<ul style="list-style-type: none"> <li>○ Joined fluent handwriting</li> <li>○ Spelling using phonics, etymology, morphology etc</li> <li>○ Secure use of a range of affixes</li> <li>○ Check and correct spelling using a dictionary</li> <li>○ Identify and correct transcriptional errors with a high degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>○ Spell common homophones (e.g. here, weather, who's)</li> <li>○ Varied sentence structure</li> <li>○ Sustained tense/perspective</li> <li>○ Inverted commas and other associated punctuation</li> <li>○ Detail added through a range of devices, including fronted adverbials</li> <li>○ Apostrophes for plural possession</li> </ul>	<ul style="list-style-type: none"> <li>○ Write dictated sentences containing spellings and punctuation taught so far</li> <li>○ Write well-structured paragraphs around a theme</li> <li>○ Plan, draft and edit simple whole texts that follow a tight structure</li> <li>○ Create simple narrative settings, characters and plots</li> </ul>



# What are we learning in Maths?

Number and Place Value	Addition and Subtraction	Multiplication	Fractions, including decimals
<ul style="list-style-type: none"> <li>•count in multiples of 6, 7, 9, 25 and 1,000</li> <li>•find 1,000 more or less than a given number</li> <li>•count backwards through 0 to include negative numbers</li> <li>•recognise the place value of each digit in a four-digit number</li> <li>•order and compare numbers beyond 1,000</li> <li>•round any number to the nearest 10, 100 or 1,000</li> </ul>	<ul style="list-style-type: none"> <li>•add and subtract numbers with up to 4 digits using the formal written methods</li> <li>•estimate and use inverse operations to check answers to a calculation</li> <li>•solve addition and subtraction two-step problems in contexts,</li> </ul>	<ul style="list-style-type: none"> <li>•recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• multiplying by 0 and 1;</li> <li>•dividing by 1;</li> <li>•multiplying together 3 numbers</li> <li>•recognise and use factor pairs and commutativity in mental calculations</li> <li>•multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul>	<ul style="list-style-type: none"> <li>•recognise and show, using diagrams, families of common equivalent fractions</li> <li>•<u>count up</u> and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>•solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities</li> <li>•add and subtract fractions with the same denominator</li> <li>•recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>•find the effect of dividing a one- or two-digit number by 10 and 100</li> <li>•round decimals with 1 decimal place to the nearest whole number</li> <li>•compare numbers with the same number of decimal places up to 2 decimal places</li> </ul>
Geometry (position and direction) <ul style="list-style-type: none"> <li>- Coordinates</li> <li>- Translation</li> <li>- polygons</li> </ul>	Geometry (properties of shape) <ul style="list-style-type: none"> <li>- Quadrilaterals</li> <li>- Triangles</li> <li>- Angles</li> <li>- Symmetry</li> </ul>	Statistics <ul style="list-style-type: none"> <li>- Interpret data</li> <li>- Present in charts</li> </ul>	Measurement <ul style="list-style-type: none"> <li>-units of measure</li> <li>- Time</li> <li>- Money</li> <li>- Area / perimeter</li> </ul>

# Statutory Assessments

- Reception Baseline
- Year 1 Phonics
- Year 2 phonics re-take
- Year 4 Multiplication check
- Year 6 SATS

# What other stuff are we learning?

- Science investigations – state of matter, sound and electricity
- Romans and Anglo-Saxons
- Global – sustainable development
- World biomes and protecting ecosystems
- Keynote, clips, Garage Band and Scratch
- abstract art, Art Deco and cityscapes
- Roman catapults and torches
- RSHE – Introduction to puberty



## Trips and visits

- Science Museum – 15.10.25
- English Heritage Roman Artefacts Workshop Lullingston Visit – 26<sup>th</sup>/28<sup>th</sup> November (tbc)
- Fairfield Hall performance – 19.3.26
- City Hall - 9.3.26/13.3.26
- Pizza Express – class 1 28.04.26 & class 2 05.05.26
- Eltham Palace – Art Deco
- Bushcraft Camping Residential – July (tbc)

# Volunteers on trips

- 1. Email Year group email by deadline**
- 2. Historical Involvement review**
- 3. Random Selection**
- 4. Final Selection and Briefing**

## **Adaptations to trips**

# Reading records

## Progress Tracker

Reading colour bands	Date
Lilac	
Pink	
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White/Silver	
Lime	
Brown/Ruby	
Grey	
Dark Blue	
Dark Red	



Title / Author:

Title	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Pages read						

Reading strategies / support

At home reading comments for the week

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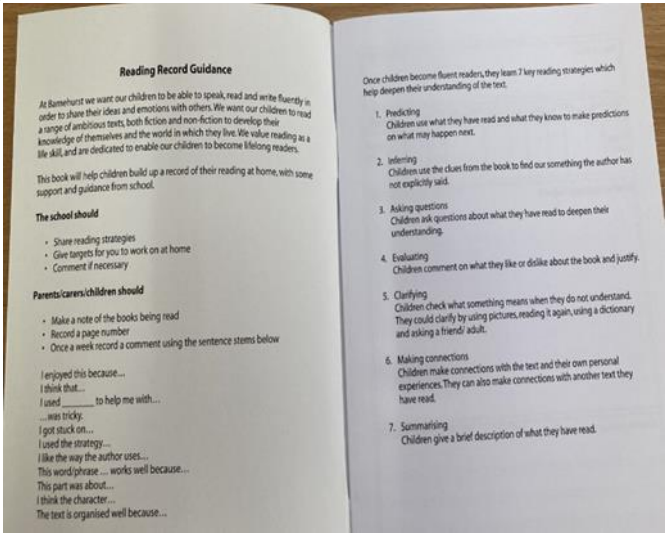
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Page numbers  
**DAILY**

Teachers add a  
weekly reading  
prompt

**EYFS/KS1: parents complete once a week**  
**KS2: children complete once a week, parents sign**

**Front: Reading info**  
**Back: logins and passwords**



Please use one page a week. New reading records are available on Arbor.

Teachers will acknowledge once a week.

# Spelling homework / Library

- Issued on a Friday
- Returned by the following Wednesday
- Opportunity to practise what is learnt in class

**Home learning**

**cious** is often used for the /ʃəs/ sound if the root word ends in **ce**  
**tious** is usually used if the root word would take the **-tion** suffix in its noun form.

Circle the correct ending for each word.

nutri cious tious	pre cious tious	infec cious tious
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Complete each word by adding **cious** or **tious**. Write the whole word.

gra__	ambi__	nutri__	mali__
_____	_____	_____	_____
repeti__	spa__	cons__	ficti__
_____	_____	_____	_____

Complete each sentence with a word that contains the /ʃəs/ sound.  
Use the clue in *italics* to help you.

1. The grapes were absolutely \_\_\_\_\_ (*very tasty*).
2. I am always \_\_\_\_\_ (*careful*) when I cross the road.
3. The new house feels very \_\_\_\_\_ (*lots of space*).
4. I was worried that her cold might be \_\_\_\_\_ (*catching*).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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**Home learning**

Year 5/6 Statutory Word List: Set 1

Add the missing letters and then write the whole word.

equipment e\_\_\_\_ment \_\_\_\_\_ vehicle ve\_\_\_\_le \_\_\_\_\_  
immediately i\_\_ed\_\_\_\_ly \_\_\_\_\_ rhythm r\_\_\_\_m \_\_\_\_\_


The underlined words have been misspelt. Write the correct word.

1. I love taking part in sports, espeshully cricket. \_\_\_\_\_
2. We were detirmind to help as many people as we could. \_\_\_\_\_
3. I struggled with the pronunseashun of some new words. \_\_\_\_\_

Write a sentence which uses each of the words.

attached \_\_\_\_\_  
marvellous \_\_\_\_\_  
rhyme \_\_\_\_\_  
explanation \_\_\_\_\_  
government \_\_\_\_\_  
disastrous \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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- Each class to visit the library twice a half term with their teacher.
- Once the new librarians are appointed will be open before school / lunchtime.

# KS2 Maths Learning at home

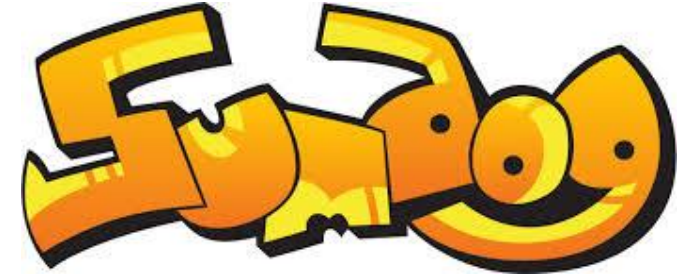


Times Table Rockstars is the 'sister' app of Numbots and is used to support in learning multiplication and division facts whilst developing fluency and confidence. Regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.

**LKS2 – this is incredibly important with the upcoming multiplication check at the end of year 4.**



If needed, your child may benefit from continuing to use 'Numbots' to aid in securing their number bonds, addition and subtraction skills.



We are using *Sumdog*, a fun and interactive app that helps children practise their maths skills through games and challenges. The activities are tailored to each child's ability, so they are always working at the right level to build confidence and make steady progress.

Homework will be set on Sumdog every **Friday**, clearly labelled with the dates (e.g. **HOMEWORK 19.09–26.09**) and will be due the following Friday. This allows children to complete the tasks at a time that works best for them during the week.

# How can I help my child at home?

- Read Read Read!
- X table practise
- Encourage sumdog
- Play spelling games – boggle, scrabble etc.