

Welcome to Meet The Teacher 2025-26

Class: Gandhi



Welcome to Gandhi class

- Class Teacher: Mrs Leach
- Teaching Assistant: Mrs Kierepka
- PE day: Monday
- Forest School day:
- Gandhi 10 October
- Parks 17 October





The Power of ME Curriculum Goals



To form own opinions whilst respecting others.



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



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



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



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



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



To use technology with expertise and creativity to demonstrate ideas.



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



To celebrate and value difference



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



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 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

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

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



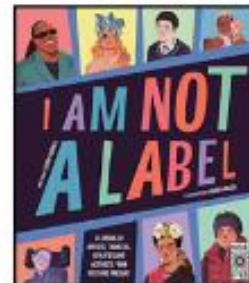
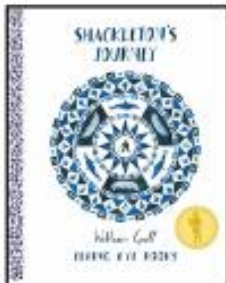
**Taking your child out of school
for medical appointments
disrupts their learning.**

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

What are we learning in English?

- First person narrative descriptions
- Third person narrative
- Dialogue through narrative
- Formal letters to complain
- Non-chronological reports
- Instructional writing
- Performance poetry
- Poetry on a theme

	Transcription	VGPS	Composition
5	<ul style="list-style-type: none"> ○ Joined fluent handwriting, sustained at pace ○ Application of spelling knowledge ○ Secure use of a wider range of affixes ○ Use dictionaries to check the spelling and meaning of words ○ Use a thesaurus to enhance vocabulary choices 	<ul style="list-style-type: none"> ○ Spell a wider range of homophones ○ Varied sentence structure ○ Sustained tense/perspective ○ Range of devices to build cohesion ○ Modal verbs ○ Parenthesis including relative clauses ○ Commas to separate clauses ○ Integration of accurately punctuated dialogue to convey character 	<ul style="list-style-type: none"> ○ Draw on reading to inform writing (e.g. characters, settings, language) ○ Focus on effectiveness of writing as well as accuracy ○ Conscious control of syntax for impact ○ Awareness of context, audience and purpose ○ Selection of appropriate register ○ Plan, draft and edit more advanced compositions, still within a clear structure









What are we learning in Maths?








	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <p>Place value</p> <p>VIEW</p>			<p>Number</p> <p>Addition and subtraction</p> <p>VIEW</p>		<p>Number</p> <p>Multiplication and division A</p> <p>VIEW</p>		<p>Number</p> <p>Fractions A</p> <p>VIEW</p>				
Spring term	<p>Number</p> <p>Multiplication and division B</p> <p>VIEW</p>			<p>Number</p> <p>Fractions B</p> <p>VIEW</p>		<p>Number</p> <p>Decimals and percentages</p> <p>VIEW</p>		<p>Measurement</p> <p>Perimeter and area</p> <p>VIEW</p>		<p>Statistics</p> <p>VIEW</p>		
Summer term	<p>Geometry</p> <p>Shape</p> <p>VIEW</p>			<p>Geometry</p> <p>Position and direction</p> <p>VIEW</p>		<p>Number</p> <p>Decimals</p> <p>VIEW</p>		<p>Number</p> <p>Negative numbers</p> <p>VIEW</p>	<p>Measurement</p> <p>Converting units</p> <p>VIEW</p>		<p>Measurement</p> <p>Volume</p> <p>VIEW</p>	

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	PROPERTIES & CHANGES OF MATERIALS  5 lessons	PROPERTIES & CHANGES OF MATERIALS  5 lessons	FORCES  6 lessons	EARTH & SPACE  6 lessons	ANIMALS, INCLUDING HUMANS  6 lessons	LIVING THINGS & THEIR HABITATS  6 lessons
RE	U2.1 Why do some people think God exists?		U2.4 If God is everywhere, why go to a place of worship?		U2.4 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists? (RE Day) RE DAY – Humanist speaker (TBC)	
History		How has the Wikipedia generation migration helped shape modern day Britain?			Why were the Tudors so powerful, and what did they do with that power?	
Geography	Human and Physical Geography- Population and Migration (3 + 3 sessions on mapping fieldwork)		Environmental – Deforestation (3) GQA lessons (3)			Human and Physical – Volcanoes, Mountains and Earthquakes (4)

Forest school	Forest school day	Forest school every other week				
Cambridge	Sharing Information 	Animation 2 	Course E 	Databases 	Games Unit 1 	Movie 2 
Digital learning	Virtual fieldwork video (Geography)	Stop motion animation (History)			Codebook (History)	Green screen news report of volcano erupting or earthquake (Geography)
Music	Intro to the Violin ROCK - <i>Living on a Prayer</i> Classroom Jam 1		Intro to the Violin Stage 2 <i>Make You Feel My Love</i> – link to violin and use for resources RAP - <i>The Fresh Prince of Bel-Air</i>		Intro to the Violin Stage 3 <i>Reflect, Revise and Reveal</i> Use MOPDOWN <i>Dancing in the Street</i> for more resources	
DT 		Pencil Cases Textures & Materials	Moving toys (animals) Mechanisms and Mechanical systems			Light up signs Electrical systems & Programming
Art	Pop art <i>The Revolution and the Gun</i> Art Roy Lichtenstein			Exploring Expressionism Anthony Gormley	A Study of Surrealism	
Languages French	RIGOLO 1 UNIT 7 <u>Encore</u> <ul style="list-style-type: none"> Revise ways of describing people Describe someone's nationality Describe people using various adjectives Assessment Unit 7 		RIGOLO 1 UNIT 8 <u>Quelle heure est-il?</u> <ul style="list-style-type: none"> Talk about activities Tell the time Talk about what time you do activities Assessment Unit 8 		RIGOLO 1 UNIT 9 <u>Les Fetes</u> <ul style="list-style-type: none"> Talk about Festivals and dates Talk about presents and festivals Count beyond 10 to 60 Give and understand instructions Project work – festivals Assessment unit 9 	
PE	Games Sending skills using hands	Gymnastics	OAA	Games Tag Rugby	Athletics	Games Attack Vs Defence or Pass & Move with feet

Trips and visits

- Autumn 1 – Tate Modern
- Spring 1 – Shakespeare’s Globe
- Spring 2 – Greenwich Observatory
- Summer 1 – Houses of Parliament
- Summer 2 – Grand Central Mosque



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

Title / Author:

Title	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Pages read						

Reading strategies / support

At home reading comments for the week

Page numbers
DAILY

Teachers add a
weekly reading
prompt

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

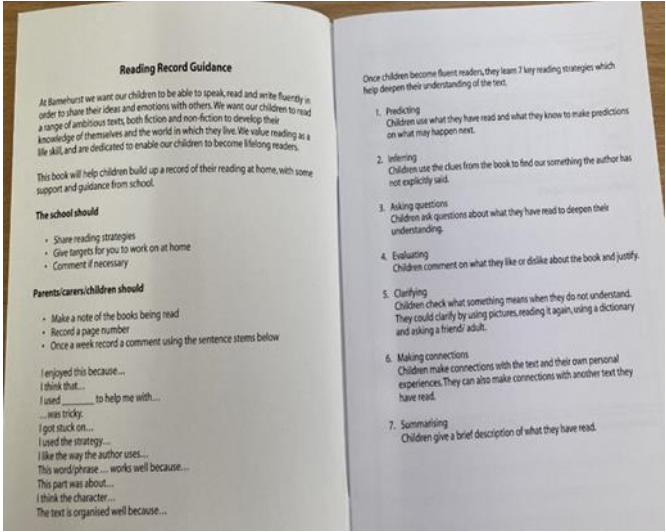
Please use one page a week. New reading records are available on Arbor.

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	



Front: Reading info
Back: logins and
passwords



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
-------------------------	-----------------------	-------------------------


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

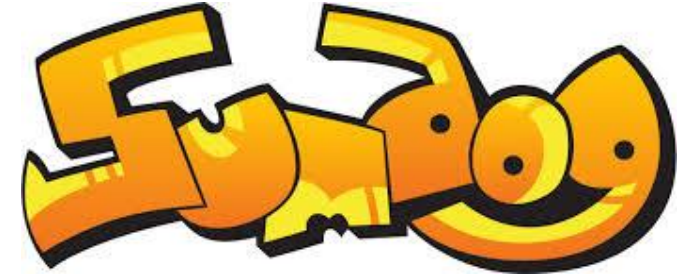


Times Table Rockstars is the 'sister' app of Numbots and is used to support in learning multiplication and division facts whilst developing fluency and confidence. Regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.

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!
- Times tables practice.
- Handwriting – size and position of letters.
- Spellings.
- Ensuring your child has sufficient sleep each night.
- CGP books are very useful.

