

# Welcome to Meet The Teacher 2025-26

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Class: Parks



# Welcome to Parks' class

- Class Teacher: Mr McGookin
- Teaching Assistant: Miss Brookes and Miss Cave
- PE day: Monday
- Forest School day:
- Gandhi 10<sup>th</sup> October
- Parks 17<sup>th</sup> October



## 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...

<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 night's 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



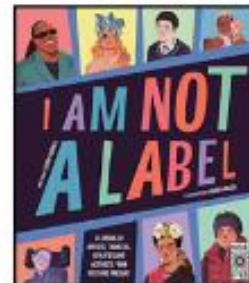
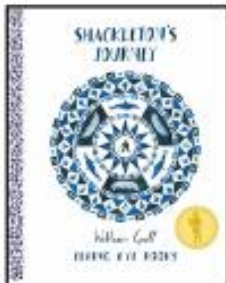
**Taking your child out of school  
for medical appointments  
disrupts their learning.**

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









# 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	Number <b>Place value</b> <a href="#">VIEW</a>		Number <b>Addition and subtraction</b> <a href="#">VIEW</a>		Number <b>Multiplication and division A</b> <a href="#">VIEW</a>			Number <b>Fractions A</b> <a href="#">VIEW</a>				
Spring term	Number <b>Multiplication and division B</b> <a href="#">VIEW</a>			Number <b>Fractions B</b> <a href="#">VIEW</a>		Number <b>Decimals and percentages</b> <a href="#">VIEW</a>			Measurement <b>Perimeter and area</b> <a href="#">VIEW</a>		Statistics <a href="#">VIEW</a>	
Summer term	Geometry <b>Shape</b> <a href="#">VIEW</a>			Geometry <b>Position and direction</b> <a href="#">VIEW</a>		Number <b>Decimals</b> <a href="#">VIEW</a>			Number <b>Negative numbers</b> <a href="#">VIEW</a>	Measurement <b>Converting units</b> <a href="#">VIEW</a>		Measurement <b>Volume</b> <a href="#">VIEW</a>

# 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 <del>Wagon</del> 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)  GWA 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 <del>resources</del> RAP - <i>The Fresh Prince of Bel-Air</i>		Intro to the Violin Stage 3 <i>Reflect, Revise and Replay</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 <del>Lichtenstein</del>			Exploring Expressionism Anthony <del>Gormley</del>	A Study of Surrealism	
Languages French	RIGOLO 1 UNIT 7  <u>Encore</u> <ul style="list-style-type: none"> <li>Revise ways of describing people</li> <li>Describe someone's nationality</li> <li>Describe people using various adjectives</li> <li>Assessment Unit 7</li> </ul>		RIGOLO 1 UNIT 8  <u>Quelle heure est-il?</u> <ul style="list-style-type: none"> <li>Talk about activities</li> <li>Tell the time</li> <li>Talk about what time you do activities</li> <li>Assessment Unit 8</li> </ul>		RIGOLO 1 UNIT 9  <u>Les Fetes</u> <ul style="list-style-type: none"> <li>Talk about Festivals and dates</li> <li>Talk about presents and festivals</li> <li>Count beyond 10 to 60</li> <li>Give and understand instructions</li> <li>Project work – festivals</li> <li>Assessment unit 9</li> </ul>	
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

## 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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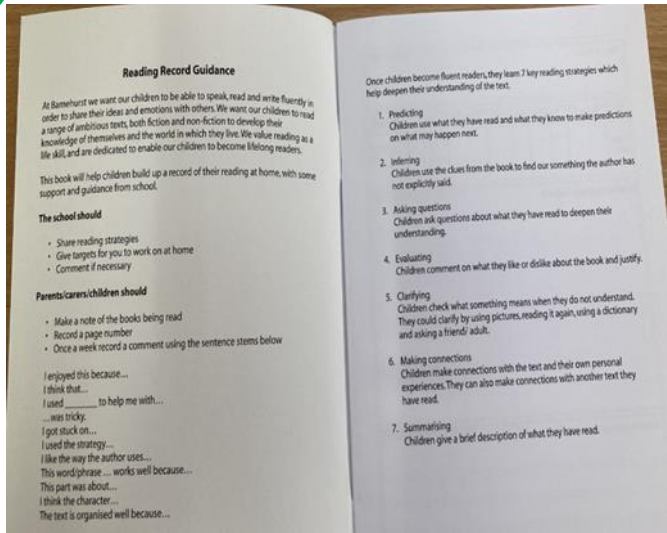
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Page numbers  
**DAILY**

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

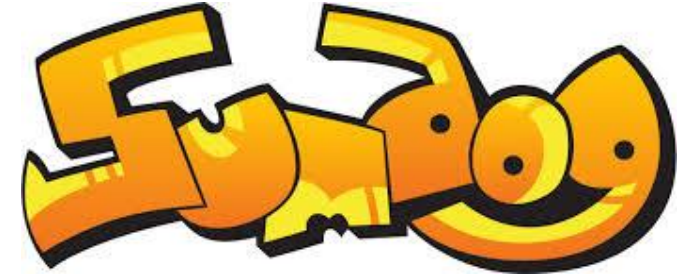


Times Table Rockstars is the 'sister' app of Numbots and is used to support in learning multiplication and division facts whilst developing fluency and confidence. Regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.

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

