

Welcome to Meet The Teacher 2025-26

Class: Turing



Welcome to Turing class

- Class Teacher: Mr Poupard
- PE day: Wednesday



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 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?

<u>Writing</u>	<u>Autobiography</u> 2 weeks Discursive writing and speeches 2 weeks Poems that create images and explore vocabulary 1 week	First person stories with a moral 2 weeks Flexible block Shakespeare's (sonnets) 1 week Explanatory texts 2 weeks Flexible block	Extended third person narrative (adventure stories) 3 weeks Complete narrative Then Explanatory text 2 weeks Complete explanatory text Then Flexible block	News reports 2 weeks Autobiography 2 weeks Poems that create images and explore <u>vocabulary</u> (war poetry) 1 week	First person stories with a moral 2 weeks Revision of spelling, punctuation and grammar using SPAG.com	Discursive writing and speeches 2 weeks Narratives that create images and explore vocabulary 2 weeks (A Monster Calls)
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	Transcription	VGPS	Composition
6	<ul style="list-style-type: none"> spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed 	<ul style="list-style-type: none"> use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

What books are we reading?



Through reading a range of books and text types, children will develop their comprehension skills. They learn the skills of prediction, retrieval, summarising, making connections and inferring as well as looking at authorial intent.

What are we learning in Maths?




<p>Maths</p>	<p>Number: Place Value, Rounding and Negative Numbers (4 weeks) Assessment Week Number: Addition & Subtraction (1 week) BIDMAS (1 week)</p>	<p>BIDMAS (1 week) Number: Multiplication & Division (and by 10, 100, 1000) Multiplies, Factors, Squares, Cube Numbers, Prime Numbers. (Some of this is taught in Assessment Week) (3 weeks) Assessment Week Number: Fractions – equivalent, all four operations with fractions (1 week 3 days)</p>	<p>Number: Fractions – equivalent, all four operations with fractions (1 week 2 days) Number: fractions, decimals and percentages (3 weeks) Assessment Week Measuring angles, missing angles (1 week)</p>	<p>Geometry: angles, coordinates, symmetry, properties of 3D shapes continued (2 weeks) Measurement: area, perimeter, volume Converting between units of measure Assessment Week (4 weeks)</p>	<p>Statistics: bar graphs, line graphs, pie charts, finding the mean (2 weeks) Algebra, ratio and proportion (2 weeks? Was 3) SATS Revision and practice papers (1 week) SATs Week (1 week) Post SATs Gap fill</p>	<p>Investigations: Recapping arithmetic methods Fractions, Decimal and Percentages revision (6 weeks)</p>
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In Year 6, we need to secure arithmetic skills for the four operations, fractions, decimals and percentages as a priority.



Statutory Assessments

- Reception Baseline
 - Year 1 Phonics
 - Year 2 phonics re-take
 - Year 4 Multiplication check
-
- Year 6 SATS - Monday, May 11th to Thursday, May 14th, 2026

What other stuff are we learning?

<u>Science</u>	Light (6)	Electricity (6)	Evolution & Inheritance (6)	Animals including Humans (5)	Animals including Humans (5)	Living Things & Their Habitats (6)
<u>RE</u> 	U2.3 What do religions say to us when life gets hard?		U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?		U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah? RE DAY summer 2 U2.7 What matters most to Christians and Humanists? (1)	
 <u>History</u>			How did the Kingdom of Benin go from a position of power to weakness?	Why was VE day a significant moment in British History?		
 <u>Geography</u>	Environmental – Climate Change (6)				Human and Physical – Extreme Weather (6) (After SATs – blocked)	Human and Physical Geography- Local Area (3 and 3 fieldwork unit)
<u>Forest school</u>	Forest school everyother week					1 Forest School day
<u>Computing</u>	Coding: Code.org Course F	Data Handling: Numbers – Spreadsheets	Computer Systems & Networks: Communication Internet Safety Day (1)	Media 2: 3D Modelling (Tinkercad)	Coding: Scratch Games Unit 2	Media 1: Making Webpages (Google Sites)
<u>Digital learning</u>	Keynotes about causes and effects of climate change	iMovie/Keynote about famous scientist - electricity	iMovie documenting the life of Darwin. Chatterpix /Animation to supplement.	Creating keyrings – 3D printing	Chatterpix – surrealism – art Making artworks talk as part of research into famous artists	Use Sketches/Google Maps to create maps in fieldwork
<u>Music</u>	<u>Classroom Jazz 2</u>		<u>A New Year Carol</u> JAZZ, POP, NEO, SOUL – You've got a Friend		<u>Music and Me</u> Reflect, Rewind and Replay	

And then ...

		Traffic Lights Electrical systems & Programming		Building Bridges Structures & Architecture		Seasonal Food Asian cooking
<u>Art</u>	<u>Exploring Expressionism</u> Henri Matisse		<u>The Explosion of Pop Art</u> Andy Warhol		<u>A Study of Surrealism</u> Salvador Dalí	
<u>Languages: French</u>	RIGOLO 1 UNIT 10 <u>Ou vas-tu?</u> <ul style="list-style-type: none"> - Talk about going to French cities - Give and understand basic directions - Talk about the weather - Talk about the weather and places in France 		RIGOLO 1 UNIT 11 <u>On Mange</u> <ul style="list-style-type: none"> - Go shopping for Food - Ask how much something costs - Talk about activities at a party - Give opinions about food and various activities 		RIGOLO 1 UNIT 12 <u>Le Cirque</u> <ul style="list-style-type: none"> - Discuss Francophone countries - Discuss the languages we speak - Identify different items of clothing - Describe items of clothing 	
<u>PE</u>	<u>Games</u> Rounders/Cricket	<u>Games</u> Basketball	Gymnastics	Dance	Athletics	<u>Games</u> Tag Rugby
 <u>RSHE</u>	Regulation Zones (2) Lesson from Ch 3 Time for refuelling p 48 Lesson 9 Setting Ground Rules (1) Family and Relationship (1-3)	<u>Bikeability</u> (1) <u>Antibullying week</u> (1) Family and Relationship (4-8)	Regulation Zones (1) Lesson 11 <u>First aid</u> (1) Health and Wellbeing Lesson 1 and 2 LGBTQ Assembly (1) <u>Internet Safety Day</u> (1)	Regulation Zones (2) Lesson 12 and 13 Health and Wellbeing (3-6)	<u>SATS</u> Regulation Zones (1) Lesson 15 Safety and changing Body (1-3) (no first aid or Sex ed)	<u>Sex Education</u> (4) Identity (2) Transition (1)

Trips and visits

- PGL (or fun activities at school/bowling)
- Erith Fire Station – Junior Citizenship
- British Museum (linked with Benin history)
- Natural History Museum (Linked with evolution in science)
- Imperial War Museum (linked with WWII in history)
- Chessington World of Adventures (for fun and as a post-SATs reward)

Volunteers on trips

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

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**

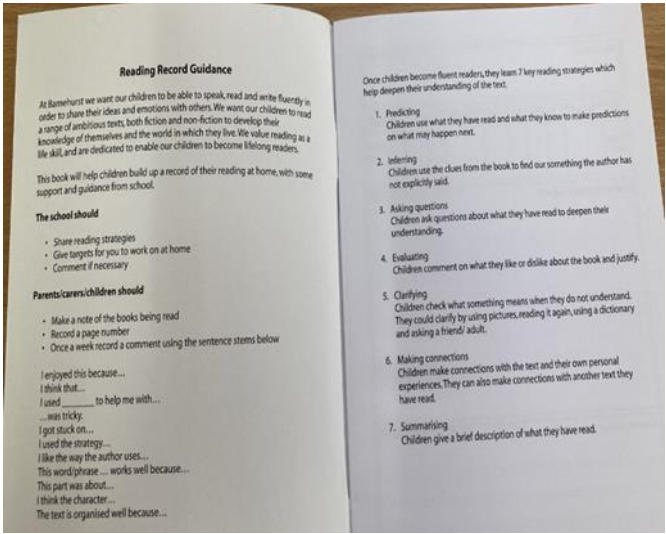
Please use one page a week. New reading records are available on Arbor.

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
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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

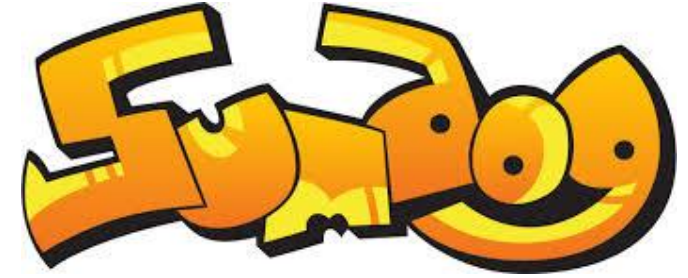


Times Table Rockstars is the 'sister' app of Numbots and is used to support in learning multiplication and division facts whilst developing fluency and confidence. Regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.

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!
- Please make sure your child is confident with their times tables.
- Please make sure your child is confident reading the time on an analogue clock.