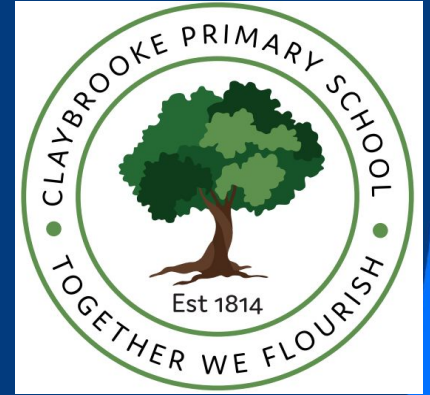


Information Evening

Thursday 5th September 2024



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Welcome to Oak Class



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Agenda:

- Curriculum
- Timetable
- Expectations (Uniform / Behaviour)
- Other



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Writing

- Formal letter of application
- Third person stories set in another culture
- Poems that use word play
- Dialogue in narrative
- Poems which explore form
- Balanced argument
- Biography
- Dialogue in narrative
- Playscripts



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Writing

Part 1, Lesson 1 focus: identify and use phrases that indicate the chronology of events



Explain

An autobiography is ...

Chronological order is ...



Example

As a young child, ...

Next, ...

After that, ...

Some years earlier / later, ...

Having reached adulthood, ...

In my early career, ...

Later in life, ...



Knowledge Organiser Autobiography (Year 6)

1 First person perspective

Written from the author's perspective (through their eyes), the first person perspective uses the pronouns I, me, we, us.

1

Simple past and past progressive tenses

Simple past: actions that were completed in the past, e.g. He wanted to squash them but I insisted on ...

Past progressive: actions that took place in the past over time, e.g. While we were talking, ...



Conjunctions, adverbs and prepositions to show

- a) time, e.g. After six months ...
- b) cause and effect, e.g. By working hard at school, ...
- c) place, e.g. ... I spent many happy hours searching amongst the bushes and peering beneath logs ...



Use of relative clauses

Relative clauses give additional information about a noun by using a relative pronoun (who, which, that, when, where, whose), e.g. By working hard at school, I managed to earn a place at a good university where I studied biology.

Describe events factually and chronologically

Provide factual detail in chronological order, e.g. For a while, I was working in the Natural History Museum ...



Opinions / personal response to events

Emotive words indicate the response to events described, e.g. Wild horses would not have stopped me!



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Reading

CUSP Curriculum:

- Shackleton's Journey
- Secrets of a Sun King
- If
- A Midsummer Night's Dream
- I am not a Label
- The Boy in the Tower
- Five Children and It



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Week 1, Lesson 1: Summarise

Explain: Implicit information is suggested but not explicitly stated.

Example:
Read the paragraph beginning *The woman sighed ...* on p7. The woman's feelings about Charles' care of Sophie can be condensed into one word. **Circle** the word below which best does this:
cross disapproving content

Attempt:
Read the paragraph beginning *Charles looked bewildered ...* on p8. **Tick** the box next to the statement that best summarises how Charles feels about looking after Sophie.

He feels there may be some challenges but he can work it out.
 He doesn't think he will be able to do it.

Apply:
 Below are some summaries of different paragraphs from p5 – 9 of *Rooftoppers*. Number them to show the order in which they appear in the text.

| Statement | Number |
|---|--------|
| Charles realises how small and vulnerable Sophie is. | |
| Charles and Sophie travel to the house. | |
| Miss Eliot makes it clear that Charles can only look after Sophie on a temporary basis. | |

oration

Curriculum

CUSP Autumn:

- Physical Processes (Geography)
- Properties and Changes of Materials (Science)
- Ancient Greece (History)
- Drawing and Painting (Art)
- Food and Nutrition (DT)
- Animals, Including Humans (Science)
- Printmaking (Art)
- Systems (DT)



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| | Monday 2.09 | Tuesday 3.09 | Wednesday 4.09 | Thursday 5.09 | Friday 6.09 |
|---------------------------|-----------------------------------|---|----------------------------------|----------------------------------|---|
| 9 - 9:10 | | | | | |
| 9:10 - 9:45 (Reading) | Shackleton's Journey W1, L1 | Shackleton's Journey W1, L2 | Shackleton's Journey W1, L3 | Shackleton's Journey W1, L4 | Shackleton's Journey W1, L5 |
| 9:45 - 10:30 (Writing) | Formal Letter W1, L1 | Formal Letter W1, L2 | Formal Letter W1, L3 | Formal Letter W1, L4 | Formal Letter W1, L5 |
| 10:35 - 10:50 | B | R | E | A | K |
| 10:50 - 12 (Maths) | Read & write numbers to 1,000,000 | Numbers to 10,000,000 | Arithmetic | | |
| | | | Spanish | | |
| 12-1 | L | HOMEWORK CLUB | N | C | H |
| 1 - 1:45 | Geography: Physical Processes L1 | PSHE: Communication | Geography: Physical Processes L3 | RE | Computing / E-Safety <input type="button" value="v"/> |
| | | Music | | | |
| 1:45 - 2:45 | | Geography: What are tectonic plates and where do you find them? | PE (Oak) | Geography: Physical Processes L4 | PE (Oak) |



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Expectations

- Children need to be in the building by 8:55am
- Lessons start promptly at 9am
- This ensures that no time is wasted during morning lessons and no content is missed by children



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Expectations/Rewards

- Be Safe, Be Ready, Be Respectful
- Compassionate, Respectful, Inclusive, Truthful, Collaborative, Resilience
- House Points
- Marble jar - contributions from reading diaries!
- Stickers/stamps
- Headteacher rewards/excellent work



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Behaviour expectations

STEP

-  **SPEAK POLITELY**
-  **THANK YOU**
-  **EXCUSE ME**
-  **PLEASE**

WALKING

-  **FACING FORWARDS**
-  **ON THE LEFT**
-  **HANDS BY SIDE**
-  **STEADY PACE**
-  **NOT TALKING**

BE A STAR

-  **SIT UP**
-  **TRACK THE SPEAKER**
-  **ANSWER QUESTIONS**
-  **RESPECT OTHERS**

FIRST TIME

-  **FIRST TIME**
-  **EVERY TIME**
-  **EVERYWHERE**
-  **EVERYONE**



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Expectations - uniform

Uniform:

- Black trousers/shorts/skirt
- Plain white/red polo shirt (or branded)
- Plain red jumper/cardigan (or branded)
- Plain black shoes/trainers (no white logos, open toes, high-heeled shoes/boots)
- Hair tied back



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Expectations - uniform

PE kit:

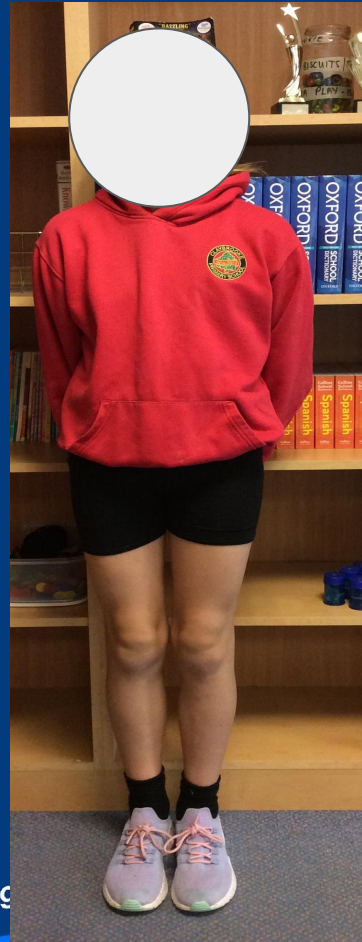
- Black school PE top (with logo) or plain red or white t-shirt
- Plain black shorts/leggings/tracksuit bottoms
- Plain red/black jumper
- Plain black trainers for outdoor, plimsolls for indoor
- No earrings/jewellery
- Hair tied back



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Expectations - attendance

School attendance overall was 86% last year

(National average 94%) This equates to being off approximately 5 weeks off school

New requirements for monitoring and reporting attendance come into force from September 2024.

Main aim is to support families to encourage good attendance, ensuring pupils are in school everyday. There also have been changes to fining structure/costs.

We have a new 'attendance liaison officer' at Trust level supporting Mr Rock and Mrs Amos starting this term.



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Other

- Consent - photos & walking home

Any questions?



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