

Information Evening

Wednesday 26th September 2023



**Inspiring Primaries
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Welcome to Maple Class



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Agenda:

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



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Curriculum

RISE Autumn:

- Locality changes over time (Geography)
- Stone Age to Iron Age (History)
- Soup Making (DT)
- Nutrition and Movement (Science)
- Line (Art)
- UK Changes over time (Geography)
- Ancient China (History)



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Writing

- Poems which explore form
- Persuasive writing (adverts)
- First person diary entries
- Critical analysis of Narrative poetry
- Third person adventure stories
- News Reports



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Writing

Part 1, Lesson 1 focus: recognise and use imagery and follow a poetic form



Explain

Imagery is ...

The structure of a haiku is ...



Example

wrathful with everything

Electric storm

*Jagged orange lines
illuminate slate grey skies
then crashing thunder*



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Knowledge Organiser
Poems which explore form (Year 4)

Structure and presentation

create rhythm and convey meaning



Haiku

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Cinquain (syllable pattern: 2-4-6-8-2)

Line 1: one word (a noun, the subject of the poem)

Line 2: two words (adjectives that describe the subject in line 1)

Line 3: three words (ing action verbs / participles that relate to the subject in line 1)

Line 4: four words (a phrase or sentence that relates feelings about the subject in line 1)

Line 5: one word (a synonym for the subject in line 1 or a word that sums it up)

Poetic devices

used to add rhythm and imagery:

- imagery, e.g. *wrathful with everything*
- onomatopoeia, e.g. *whipping*



Performance

enhances the meaning of the poem through use of:

- intonation
- volume
- actions



Reading

CUSP Curriculum:

- The Queen's Nose
- Young Gifted and Black
- The Girl Who Stole an Elephant




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Week 1, Lesson 1: Summarise


 **Explain:** A summary is a brief account of the main points.

 **Example:**
Which of these summaries is most accurate?


1. Harmony is sad that her uncle is leaving.
2. Harmony wants a bike.

 **Attempt:**
Which of these summaries is most accurate?

3. Harmony wanted something to remember her uncle by.
4. Harmony was a greedy child.

 **Apply:**
Finish this story map of the main events from the story so far.



 **Challenge:** (say)
Using your story map, explain what has happened in the story so far.

Timetable

Day	9:00-9:15	9:15-10:00	10:00-10:35	10:35 - 10:50	10:50-11:50	11:50-12:00	12:00-13:00	13:00-13:30/14:00	14:00-14:45	14:45-15:15
Monday	Spelling	CUSP writing	CUSP Reading	Break	Maths	Maths Meeting	Lunch	Class Reader	RISE Curriculum	Assembly 2:45
Tuesday	Spelling	CUSP writing	CUSP Reading	Break	Maths	Class Read	Lunch	P.E Core	Music Ukulele	Assembly
Wednesday	Handwriting	CUSP writing	CUSP Reading	Break	Maths	Maths Meeting	Lunch	RISE Curriculum	RE	Singing Assembly 2:45
Thursday	Handwriting	CUSP writing	CUSP Reading	Break	Maths	Class Read	Lunch	RISE Curriculum	MFL/ PSHE 1:45 - 2:30	Assembly 2.45
Friday	PSHE ctd	CUSP writing	CUSP Reading	Break	Maths	Maths Meeting	Lunch	Computing Reading 20 mins	PE Gym	Assembly 2.45



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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

- Be Safe, Be Ready, Be Respectful
- Kindness, Respect, Resilience, Teamwork, Honesty, Independence
- House Points
- Marble jar
- Stickers/stamps
- Headteacher rewards/excellent work



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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)



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Expectations - uniform

PE kit:

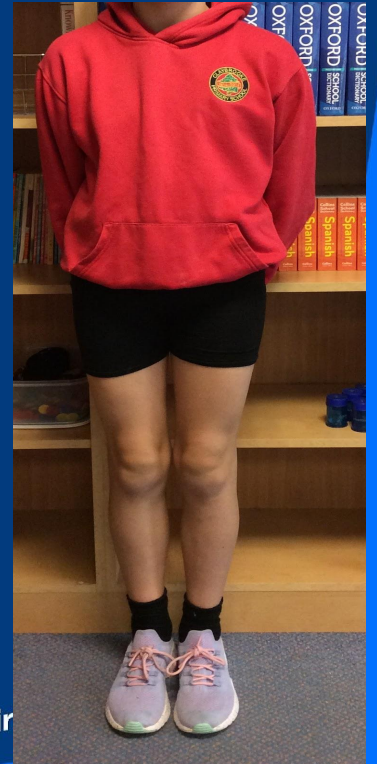
- Black school PE top (with logo) or plain red or white t-shirt
- Plain black shorts/leggings/tracksuit bottoms
- Plain red/black jumper
- Hoodies are for outside PE only
- Plain black trainers for outdoor, plimsolls for indoor
- No earrings/jewellery
- Hair tied back



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Other

- Consent for photos
- Sports events



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