

Information Evening

Wednesday 26th September 2023



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Welcome to Oak Class



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Agenda:

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



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Curriculum

RISE Autumn:

- People & Population (Geography)
- Islamic Art & Architecture (Art)
- Earth & Space (Science)
- The Americas (Geography)
- Space Race (DT)
- Benin Kingdom (History)
- Forces (Science)



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Writing

- Autobiography
- Discursive writing and speeches
- Poetry that create images and explore vocabulary
- First person stories with a moral
- Shakespeare's sonnets
- Explanatory texts



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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:

- Rooftoppers
- Pig Heart Boy
- How to Live Forever


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.	

Challenge: (say)
 Summarise in one sentence Miss Eliot's opinions about Charles caring for Sophie.

Answers: Week 1, Lesson 1
Example: disapproving
Attempt: He feels there may be some challenges but he can work it out.
Apply: 2, 1, 3
Challenge: She believes he is unsuitable, particularly because he is a man (for example).

Timetable

	Monday 4.09	Tuesday 5.09	Wednesday 6.09	Thursday 7.09	Friday 8.09
9 - 9:15	Spelling	Handwriting	Spelling	Handwriting	Spelling
9:15 - 10	Writing: Autobiography L1	Writing: Autobiography L2	Writing: Autobiography L3	Writing: Autobiography L4	G & P
10 - 10:35	Reading	Reading: Rooftoppers L1	Reading: Rooftoppers L2	Reading: Rooftoppers L3	Reading: Rooftoppers L4
10:35 - 10:50	B	R	E	A	K
10:50 - 12	Read & write numbers to 1 mil / 10 mil (Y5/6)	Powers of 10	10/100/1,000/10,000/100,000 more or less (Y5)	Partition numbers to 1,000,000 (Y5)	Number line to 1,000,000 (Y5) Number line to 10,000,000 (Y6)
			11:30 - 12 Spanish		
12-1	L	U	N	C	H
1 - 1:45	Forest School (Computing & RISE)	Geography: People & Population	Geography: People & Population	Geography: People & Population	Geography: People & Population
1:45 - 2:45		Computing	PE	RE: What helps Muslims through the journey of life?	PE

ation

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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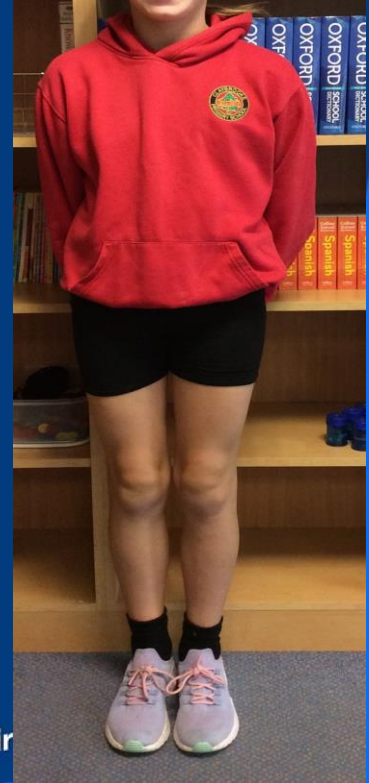
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Expectations - uniform

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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Other

- Consent for photos
- Sports events



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