



‘Meet the teacher’

Mrs Rashid – Class teacher

Mrs Gregg – PPA teacher and
interventions

Miss Whiteway – Teaching
assistant & Interventions

A Typical Day



8:40 - Gates open

8:50 - Gates close (late mark after this time)

8:40 - Morning work (SPAG & Maths)

8:55 – Start morning lessons (Spellings, Guided Reading, English)

10:50 – breaktime (Healthy snacks can be sent in for breaktime)

11:10 - Maths

12:15pm – Lunchtime

1:15 – 3:15 – Foundation lessons

PE days

Wednesday with Mr Kelly and Mr Hutchings (Swimming)

Thursday

Homework



Set on Google Classroom:

- Spellings
- English – Writing/Comprehension/ SPAG
- Maths

<https://classroom.google.com/c/Njk4MTg4NDg1MDAz>

Topics



Our learning is linked to a half termly theme where possible and this is always shown on the class webpage. Some of the themes for Year 6 are:

- WW2
- Empire Windrush
- Caribbean
- Mountains
- Sculptures
- Digital World
- Musical Composition
- Data Handling

Trips & Residentials



Where possible we try to include trips and visits linked to our learning:

- Western Approaches & Maritime Museum Friday 3rd October 2025
- Crucial Crew Wednesday 12th November 2025

Plus some whole school trips:

- Panto Monday 15th December 2025
- Chester Zoo

And an overnight residential stay for Year 5/6 in June

- Plas Caerdeon 22nd June 2026

Class Webpage

<https://www.parkgateprimary.org.uk/rhinos-year-6/>





Attendance

School gates will open at 8:40am. Registration will be taken at 8:50am. Lessons start straight after registration. If your child arrives after 9am, it will go down as a 'late' mark.

Holidays

- ❖ If you wish to take your child out during term time, please let us know in writing. Please see our website for a 'Leave of absence form'
- ❖ The Head teacher can only authorise absences under certain circumstances.
- ❖ Local authorities will fine families if they take more than 10 or more sessions (equivalent to 5 school days) of unauthorised absences within a rolling 10-week period. The absences can be consecutive or not and the 10- week period can span across different terms.

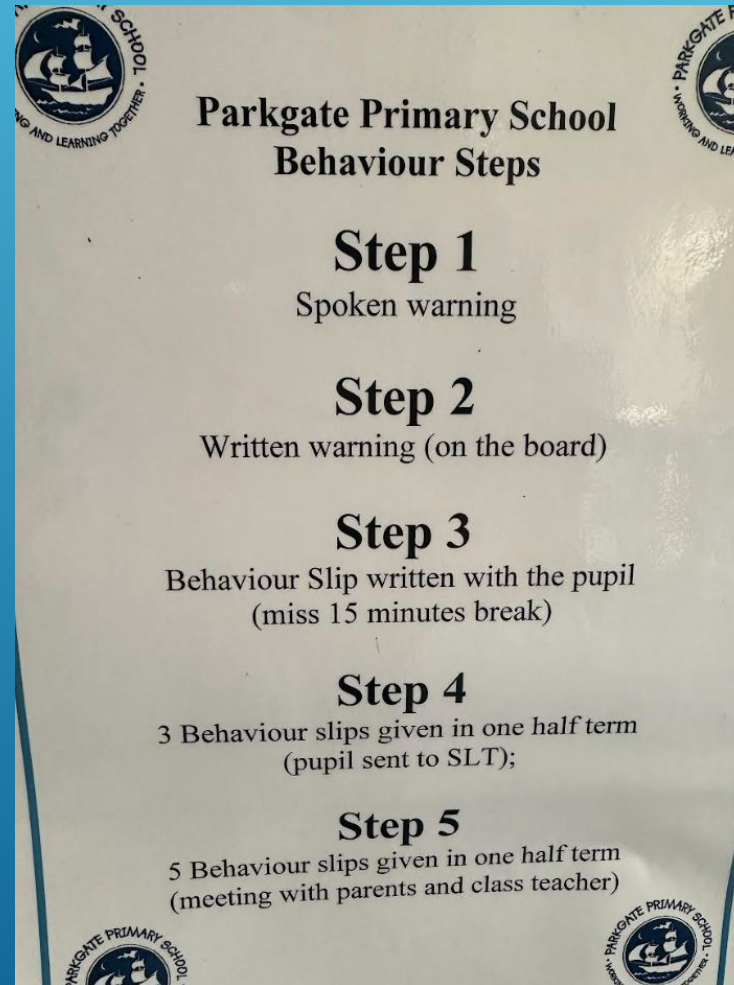
In primary school, every day missed equates to a day of lost learning. This can **significantly impact** a child's academic progress, especially if absences become frequent or persistent. For example, 95% attendance (which means missing 10 days) can result in missing approximately 50 lessons. Missins school, even by small amounts like being five minutes late each day, can add upto a considerable loss of learning over time

Behaviour Expectations



At our school, we take pride in maintaining high standards of behaviour as this helps make a happy and caring school community.

The school has a behaviour policy which can be found on the school's website.



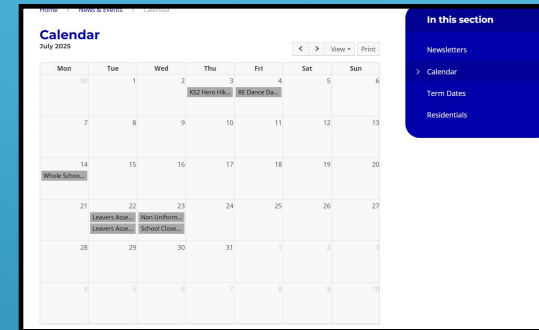
Communication Tools

Social Media Platforms :
School Website

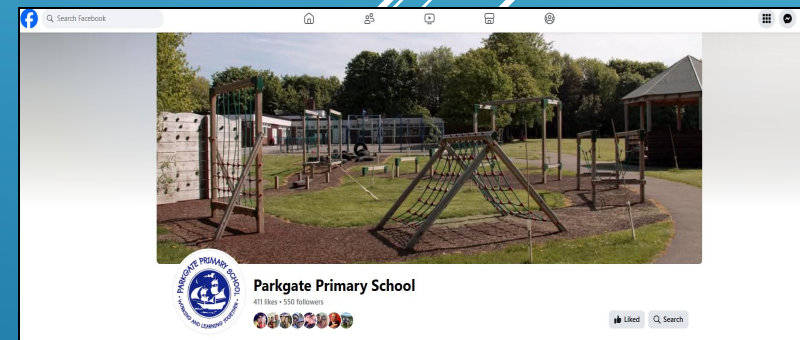


School Calendar

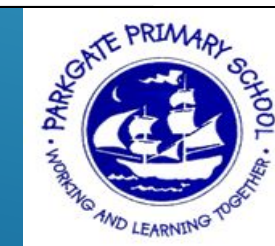
All events and important dates can be found on the school calendar.



Facebook



Instagram



Communication Tools



We have 3 different electronic platforms to communicate between home and school.

Schoolgateway

General notices and information about school, e.g. school events, dates, trips, lunch payments etc :

Class email: rhinos@parkgate.cheshire.sch.uk

Google classroom: Information relevant to your class only. Used for quick updates and messages and weekly homework.

Class Whats App groups



Warning!

Social media sites/applications are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

Mobile Phones

Mobile phones should only be brought into school if your child is walking to and from school alone. Phones are handed in at the beginning of the day and stored away in the school office until the end of the day. We ask that pupils do not use their phones on the school grounds as they leave at the end of the day.



Medical Issues

Please ensure that you inform us of any medical issues and/or medication that your child needs.

Medication

Any medication such as inhalers or Epi-pens etc, must be brought into school in a container clearly labelled with your child's full name and class name. This must be handed to an adult.

It is up to the you to ensure that all medication is in date.

English Lessons – Text based approach

	Autumn 1	
Text	Star of Fear, Star of Hope (Flashback Story)	
Genres	Historical Fiction	
Text Types	Comparative Character Description, Setting Description of Berlin Train Station During Nazi Power, Dialogue, Diary Entry, Innovate the Ending of the Story.	
Unit Outcomes	Writing Outcome	GDS
	To write a story with a flashback from another character's point of view.	To write a story with a flashback from another character's point of view including a section in recount genre e.g diary, eye witness account, letter.
Cross Curricular Writing opportunities	History - causes and consequences of war Guided Reading - Diary entry on how the little girl feels being surrounded by war (The Day the War Came)	

Focus writing objectives

Writing demonstrates appropriate use of: Expanded • noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases,

Develop setting, characters and plot in narrative writing: Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.

Develop setting, characters and plot in narrative writing: Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.

Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information.

Mostly appropriate use of: The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud.

NC Word List Year 5 and 6

Aggressive
Cemetery
Convenience
Desperate
Immediately
Necessary
Neighbour
Occupy
Prejudice
Queue
Recognise
Restaurant
Sacrifice
Soldier
Symbol

Vocabulary Development

Tier 2:
Friction
Benevolence
Compassion
Angst
Authority
Conflict
Dispute
Timidly
Pounding
Invaded

Tier 3:
Jew
Jewish
Holocaust
Nazi
occupation
apartment
Thread
Keyhole
Madame
Monsieur
Community

<p>Science</p> <p>Living Things and their Habitats</p>	<p>French</p> <p>Actions</p>	<p>Music</p> <p>Songs of World War 2</p>
<p>RE - Islam</p> <p>Why are the Five Pillars important to Muslims in their daily lives?</p>	<p><u>Year 6</u> <u>Autumn 1</u></p> <p>Trips: Western Approaches Maritime Museum</p>	<p>Computing</p> <p>Computing Systems and Networks: Bletchley Park and history of computers </p>
<p>Art</p> <p>Painting and Mixed Media: Artist Study</p>	<p>English writing unit Star of Fear, Star of Hope</p> <p>Reading unit Friend or Foe The Day War Came</p>	<p>PE</p> <p>Swimming</p> <p>Tag Rugby</p>
<p>PSHE</p> <p>Peer Relationships: Respect & Empathy</p>	<p>History</p> <p>World War 2</p>	<p>Maths</p> <p>Place Value Addition, Subtraction, Multiplication and Division</p>

Star of Fear, Star of Hope
Historical Fiction
Flashback Story

End of unit outcome:

To write a story with a flashback from another character's point of view.

GDS:

To write a story with a flashback from another character's point of view including a section in recount genre e.g diary, eye witness account, letter.

Focus objectives:

Writing demonstrates appropriate use of: Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases,

Develop setting, characters and plot in narrative writing: Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.

Develop setting, characters and plot in narrative writing: Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.

Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information.

Mostly appropriate use of: The passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud.

GDS Focus: Draw on independent reading to develop characterisation and use of literary language. Exercise an assured and conscious control over vocabulary choices for effect on the reader.

Opportunities to write in English:

To write a comparative character description

GDS: include figurative language

To write a setting description of Berlin train station during the time when Nazis were in power in Germany.

GDS: include figurative language

To write dialogue between two characters

GDS: to use a range of sentence openers and cohesive devices to move the dialogue and action forward.

To write a diary entry from Helen's POV

GDS: Write in the point of view of Madam Eleven O'Clock

To write the ending of the story in 3rd person narrative

GDS: Write the narrative from Lydia's POV.

To write a flashback story from Helen's point of view describing her thoughts, feelings and her narrative.

GDS: write from the point of view of Lydia and include a section with a letter.

Writing opportunities across the curriculum:

History - causes and consequences of war

Guided Reading - Diary entry on how the little girl feels being surrounded by war (The Day the War Came)

Reading objectives:

- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications for views

Oracy Development:

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors

<p>Next steps in writing <i>(Identify Gaps and SPAG)</i></p>	<p>Phase 1 <i>Book Talk/ Reading Objectives/ Vocabulary focus</i> <i>Tier 1, Tier 2, National Curriculum words.</i></p>	<p>Phase 2 <i>How are you going to teach your focus objectives (skills) and vocabulary?</i> <i>Oracy Showstopper?</i> <i>Alan Peat?</i></p>	<p>Phase 3 <i>Plan, draft, evaluate and edit</i> <i>Oracy Showstopper?</i></p>
<p>Common and Proper Nouns</p> <ul style="list-style-type: none"> Year 6 - Common and prope... <p>Collective and Partitive Nouns</p> <ul style="list-style-type: none"> Y6 - Collective and partitive ... <p>Abstract Nouns</p> <ul style="list-style-type: none"> Y6 - Abstract nouns - Presen... <p>Nouns Review</p> <ul style="list-style-type: none"> Presentation.pdf <p>Verbs - Being + to have</p> <ul style="list-style-type: none"> Verbs 1.pdf <p>Verbs regular action verbs and verb phrases</p>	<p>To write a comparative character description of Lydia and Helen.</p> <p>Lesson 1: Reading Lesson - LO: I can analyse the front cover and infer from details implied. What can you see on the front cover? Why can you see it? (Inference) Questions. Think about some questions to ask about the story.</p> <p>Lesson 2: Vocabulary Lesson - LO: I can explore new vocabulary and understand its meaning. Give the children tiered vocabulary to define and find synonyms for. Think about what word class they belong to and put the words into a sentence. Now read the story and ensure the children understand the new vocabulary in context of the story. Ask the children what they think happened to Lydia in the story? Explain your reasons. <i>Adaptations</i> <i>LA group will be supported by T. Children will be given definitions to match the new word.</i></p> <p>Lesson 3: Vocabulary Lesson - LO: I can highlight key words and phrases that describe a characters' traits and explain what they mean to the reader. Children read the story in pairs and pick out key words and phrases that describe Lydia and Helen. Challenge all pupils to</p>	<p>To write a comparative character description of Lydia and Helen.</p> <p>Lesson 5: SPAG - Teach expanded noun phrases, passive voice and figurative language. - English Jotter work Children will work through a PPT and work in jotters to embed these language features.</p> <p>Lesson 6: Pick out features of a character description. LO: I can pick out the features of a character description Teach expanded noun phrases. Show the children modeled sentences. What makes it an expanded noun phrase? Can you pick out the expanded noun phrases from the passage? Do the same for figurative language. Identify features of a character description through a modeled write. Pick out the language and presentation features and discuss any new vocabulary. Give the children a comparative text to and ask them to pick out the language that makes it comparative.</p> <p>Alan Peat Focus: Alliteration, 3ED Openers, Simile</p> <p>Lesson 7+: Modeled write, Shared write and Independent writing. Give children a <u>model write</u> with national curriculum words and mastery skills. <u>Share write</u> the first paragraph and then ask the children to begin writing their own independently. Children will be encouraged to use a range of figurative language, passive voice, expanded noun phrases and Alan Peat sentences.</p> <p>HA - LO: I can use descriptive language, cohesive devices and passive voice to write a comparative character description</p> <p>MA - LO: I can use expanded noun phrases, figurative language and</p>	<p>HA - LO: I can write a flashback story in the point of view of Lydia</p> <p>LA/MA - LO: I can write a flashback story in the point of view of Helen</p> <p>To write a flashback story from Helen's point of view describing her thoughts, feelings and her narrative. GDS: write from the point of view of Lydia and include a section with a letter.</p> <p>Children will write the story in present day and flashback to describe her story then finish in present tense.</p> <p>Lesson 1: Identify features of a flashback story - pick out presentational and language skills.</p> <p>Lesson 2: Story map Include detail and description Include national curriculum</p>

Chapter One

Vocabulary	<p>What does 'pitch black' mean?</p> <p>What is the saucer?</p> <p>What does it mean if you're restless?</p> <p>What is a placard?</p> <p>Define 'milling' in the context of the way the children were moving.</p> <p>Define 'waspish'.</p>
Infer	<p>Why does David feel sick at the sight of his mother being fully dressed?</p> <p>Why did David eat the apple?</p> <p>Why are the boys on the train?</p> <p>Why does David hate Miss Evers?</p>
Predict	<p>Predict if David will see his mother again before the end of the story.</p> <p>Predict what will happen when they get to Devon.</p>
Explain	<p>How does the author show you what's happening without directly telling you about it?</p>
Retrieve	<p>Where have they been sleeping?</p> <p>What does the boy have for breakfast?</p> <p>What is the weather like?</p>

Guided Reading VIPERS scheme



Reading Folders

- ▶ Termly assessments, children are tracked from year 2 up to year 6 in Oxford Levels.
- ▶ Lowest 20% identified and they become our target readers
- ▶ Reading rangers help to support a child's personalised target

RWI Spellings

Adding -ation to verbs to form nouns.



Play

Word changers

root word	root word + suffix -ation
plant	plantation
inform	
explain	
	temptation

Dots and Dashes

sense

inform

explain

prepare

Choose the right word!

explore

exploration

explored

realisation

realise

1 We got muddy during the of the woods.

2 Can we go and the campsite?

3 The play made me that I wanted to join the drama club.

4 The that someone had stolen her bag made her cross.

Thank you for your time



We will add this PowerPoint onto our class page and Google Classroom

Please browse the other website pages for term dates, staff list and other information about the school

If you have any queries or any concerns, please do not hesitate to email
rhinos@parkgate.cheshire.sch.uk