



MEET THE TEACHER

Elder Class 2024-25

Elders Teaching Staff:

- Mrs Hutchinson– Mon, Tues, Wed, Thursday AM

ghutchinson@crockhamhill.kent.sch.uk

- Mrs Lakin-Hall – Thursday PM

glakin-hall@crockhamhill.kent.sch.uk

- Mrs Miles – Friday

smiles@crockhamhill.kent.sch.uk

Mrs Mayo – Monday-Friday

Timetable

PE kit – Wednesday

Forest School – Thursday (Term 1 only*)

Please send children in dressed in their PE kits on their PE day.

Learning and trips

TERM 1:	TERM 2:	TERM 3:	TERM 4:	TERM 5:	TERM 6:
What was the Islamic golden age and why does it matter?	What is the geography of my local area , now, in the past and what might it be like in the future?	What was it like to have lived through the second world war ?	Why is conservation of the Amazon basin so important?	Black British history – why is it important?	What is the future of our coasts ?
Trip to Tunbridge Wells Mosque	Fieldwork trip – Edenbridge	Celebration of learning assembly: 5 th Feb Parents and grandparents welcome from 1.45pm		SATs – 12-15 th May Black history walk, Southbank London Bikeability – w/c 19 th May	Trip to Dorset (23-27 th), including fieldwork study on beach (Studland Bay)

Dorset – School Journey

- Cumulus – Dorset – 23-27th June 2025
- Letters will be sent out soon to set out what is involved in terms of costs.

Important Dates:

Transition to secondary school

- Closing date for secondary school applications – Thursday 31st October.
- Secondary school place announcement – Monday 3rd March, by 4pm.
- SATs tests – Week beginning 12th May 2024

SECONDARY SCHOOL PLACES 2023 and 2024

Leavers – July 2023

- Tunbridge Wells Grammar School for Boys – 4
- Knole Academy – 2
- Hillview – 7
- Ardingley (private) – 1
- Hugh Christie – 3
- Lingfield college (private) – 2
- (19 leavers)

Leavers – July 2024

Tunbridge Well Grammar School
for Boys – 3
Skinners – 1
Judd – 1
Leigh Academy (Hugh Christie) – 1
Hillview – 2
Tonbridge Grammar School – 1
Hazelwood (private) – 1
Lingfield (private) – 1
Weald of Kent – 2
Sackville (Surrey) - 1

Uniform reminders

- Please ensure your child is wearing the correct uniform or PE kit each day (see school website for full detail)
- **Jewellery** - only stud earrings which must be removed on PE days
- **Shoes** - shoes or trainers only (no ankle boots)
- **Hair** - should be tied up fully (not a half ponytail). This is for health and safety reasons (getting caught/ headlice etc).

General Reminders

- Water: please make sure your child has a labelled water bottle in school every day.
- Snack: fresh fruit/vegetables only (or dried fruit, e.g. raisins)
- Personal hygiene

Homework

- Reading – 20 minutes every day

HOMEWORK SET BY MRS HUTCHINSON:

Maths and English – set each Wednesday and due in on Monday

HOMEWORK SET BY MRS MILES:

- Spellings – set on Fridays and tested the following Friday
- Grammar – set on Fridays and due in the following Friday

Reading

- Reading: children are expected to read every day in Year 6.
- There is such a huge correlation between reading for pleasure and success across the curriculum.
- Children's writing is vastly improved when then they read avidly – it allows them to be immersed in the language and vocabulary.
- Children also love it when an adult reads to them - there is obviously a time issue with this!
- It will make a huge difference if you are able to hear them reading or read to the children regularly – not every time they read but weekly.

Reading Journals

- As part of the reading homework, the children have been set a reading journal activity.
- This is where they can respond to the books they are reading and record what they have read.
- This is a more grown-up version of the Reading Record books used further down the school.
- We would like the children to complete one activity each week following the reading they have done.
- The other times they read can be recorded in their books with the pages they have read.

Reading Journal Examples

Varjak Paw

Author: SF Said
Illustrator: Dave McKean

Reason for choosing: The book was recommended by Mr Gosling and Mrs Mayo. Christopher couldn't put it down! The blurb sounds intriguing.

22nd July Read to page 31 (Chapter 4)
Questions for Varjak

- Why do you feel that you are not good enough?
- How do you feel about your family of cats?
- What has happened to the Contessa? Who is she and why is she important?
- Who is Talal and why is he so important to the family?

23rd July - Read to page 71 - Chapter 9

24th July - Read to page 170 - Chapter 19

25th July - Read to page 188 - Chapter 27
Top of the story

26th July - Read to the end

Phrases that relate to 'eyes' - Varjak, Holly, Talal.

"It's because of his eyes," added Julius. "The colour of danger... eyes aren't blue green - it's an embarrassment"

"She had spiky black and white fur and mustard coloured eyes" (Holly)

"The eyes were big and dazzling" (metal monsters)

"Holly wheeled about and faced him, musta eyes on fire."

"And saw two silver-blue cats with amber eyes, calmly looking back at him." P221.

Gromera (village) looked like a wheel on a starburst, with the market square at its centre and streets like spokes spiking outward

29th July - P29 - 29

30th July - P29 - P54

Character description

Isa or Isabella

Isa lives with her father, who she calls 'Da'. Her mother, Ma, has died and so has her twin brother, Gabe. They both died of diseases that they were not able to get rid of; for this she blames on the governor as they were not able to travel to main parts of the island, where medicines

Isa is a headstrong and brave, Isa is brave as she finds a way to travel into

the forgotten territories to try to find Lupe (the governor's daughter, her friend). She is determined when she sets her mind to something and fiercely loyal. This was shown when she wants to put herself in danger to find Lupe and also when protecting her father.

I find her an interesting character given her friendship with Lupe, the hated governor's daughter.

Will that friendship change?

How will she feel towards Lupe, Pablo, Da?

2nd August P55 - P105

3rd August P105 - P146

4th August P146 - End

Impressions: I liked the use of the myths and stories that were woven into the plot. The more I read, the more

York hidden from view. Ted is unable to hide his feelings and finds reading other people's emotions difficult.

I like that they became friends with a mutual respect for one another.

Themes	C	T	L	I	S	T	E	N	I	N	G	G
family	O	I	O	C	I	Y	Q	A	X	L	P	N
fear	H	S	Q	A	S	U	D	M	I	Z	I	
autism	M	U	S	J	R	W	N	K	H	B	O	D
loss	U	K	V	H	K	T	S	L	S	Y	N	
communication	N	B	R	I	C	O	D	M	M	J	L	A
understanding	I	W	E	V	S	N	G	E	F	A	N	T
friendship	C	U	R	E	B	T	F	E	F	A	S	
listening	A	U	T	I	S	H	V	P	A	Z	M	R
	T	F	R	J	E	W	Q	H	R	Y	A	E
	I	F	C	A	X	D	P	O	G	F	G	D
	O	D	E	I	H	F	A	M	I	L	Y	N
	N	X	H	L	C	O	K	Z	B	N	J	C

Reading Journal activities

Pick a character or two from the story and draw them.	Construct a timeline of events in the story. (Storyboard)	Use the dictionary to look up 6 words that you do not know and write their meaning.	Write a blurb for the story.
Make a cartoon strip showing part of the story.	Compare two characters in the story. How are they similar? Different?	Design a new eye catching front cover for the book.	Write an alternative ending for the story.
Write about your favourite part of the story and explain why.	Make a fact file about one of the characters.	Choose a page and write a list of all the adjectives.	Design a poster to advertise the book. Tell the buyers why they should buy the book.
Which character did you like the most? Explain why	Choose a page and pick a descriptive word. Use a thesaurus to find 5 alternatives.	Write a letter to the author telling them why you did or didn't like their book.	Draw a picture of where the story is set as you imagine it to be from the description in the book.
Read a passage and list the words and phrases used to create an atmosphere.	Write a new opening paragraph for the book.	Design a wanted poster for a character in the story. Remember to describe them well.	Choose a page and write down all the verbs on the page.
Choose a page and write down all the nouns on the page.	Rewrite a chapter of the book as a playscript.	Pick a paragraph and rewrite it in the future tense.	Which character would you like to be? Why?

Possible reading journal activities

Any questions?