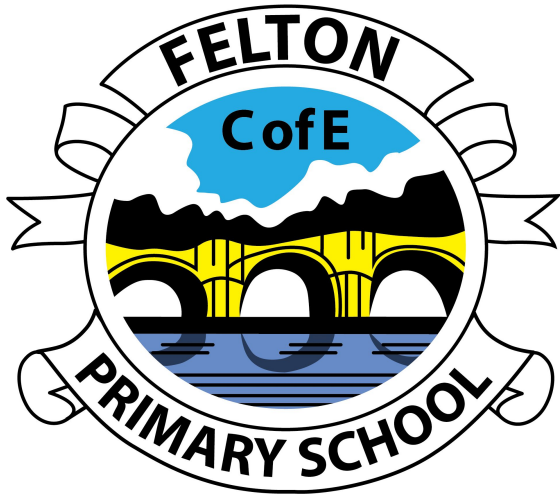


# Felton C of E Primary School

**Voyagers' Parent Information Evening**

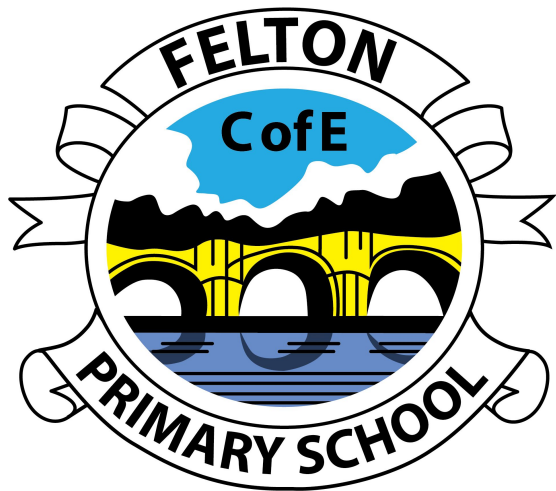
# School Vision



‘Loving, Learning, Living as we journey together to enable everyone to flourish’

- We love God, ourselves and one another. We love and care for our world and our neighbours, locally and globally.
  - We learn from one another and grow in wisdom from the experiences we encounter so that we are equipped and enabled to become the people we were created to be.
  - We live together in peace, trust, and with respect. We forgive one another and bring hope to our world.
-

# The School Day



8.45	Registration
8.50 - 9.15	Spelling
9.15 - 9.30	Collective Worship
9.30 - 10.45	Session 1 (Maths)
10.45 - 11.00	Break and snack/milk outside
11.00 - 12.00	Session 2 (English & RE on Fridays)
12.00 - 12.15	Guided Reading
12.15 - 1.05	Lunch
1.05 - 3.00	Afternoon session
3.00-3.15	Class novel

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# Spelling



Spelling groups based upon recent spelling assessments.

Spelling overviews for each group will be sent home.

No weekly spelling 'tests' - the focus will be application of spelling rules in the children's writing.

Spelling rules will be stuck into the front of English books to help children self-check spelling rules in their writing.

---

# Reading



Children will have a:

- book linked to their current reading level
- reading for pleasure book from our library
- Reading journal to record their reading at home and when they read with adults in school.

Children will be assessed by an adult to determine if they can move up a band. Once they have reached the end of the bands, they choose books from our

Discovery Reading Spines which will expose them to:

- archaic texts
- non-linear narratives
- stories with unreliable narrators
- resistant texts (often these are poems we will cover in English sessions)
- texts with challenging plots

Children on the Discovery band (“Free reader”) are encouraged to respond to the books they have read e.g. a book review or character analysis.

# Guided Reading Sessions



All children will read with me once a week with children of a similar ability.

Each child will read a section at their own pace and while the others follow along.

I'll ask them some questions about what they have read. The questions will be based on something called VIPERS.

When they aren't guided reading, they'll be doing an independent reading task or working with another adult.



# Vocabulary



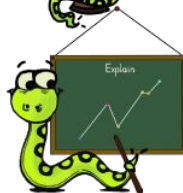
# Infer



# Predict



# Explain



# Retrieve



# Sequence



## Vocabulary Questions with Victor



- What does this word/phrase/sentence tell you about the character/setting/mood?  
By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why?



## Retrieval Questions with Rex



- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



## Summarising Questions with Sheba



- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



## Be an Author with Arlo



- What does the word... tell you about...? How?
- Find two ways that the author tells you...
  - What do you think the author meant by...?



## Inference Questions with Iggy



- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



## Prediction Questions with Pip



- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



## Compare, Contrast and Comment with Cassie



- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?

How has the author made you feel happy / sad / angry / frustrated?



# Homework



'Loving, Learning, Living as we journey together to enable everyone to flourish'

*Journey further... along the Tyne!*

Here are some activities that will support your child's learning journey this half term. A minimum of one of these is to be completed this term and can be submitted at any time to receive 5 team points. The work will be presented to the class. Be creative in the way you present your work. It can be on the computer, handwritten, photographed or even a video. Most importantly...ENJOY!

<p>Can you write a haiku?</p> <p>Tell us a story! It could be about something you did in the holidays or about something completely fictional.</p> 	<p>Can you follow a recipe to make some Indian food? A Diwali Recipe pdf is on Google Classroom to give you some ideas or you may wish to find your own!</p> 
<p>Create some autumn artwork. Will you use paints, pencils, natural resources or a mixture of media?</p> 	<p>Roll and Draw Plant Game You'll need: a dice, a pencil, paper and a friend/family member. Aim: draw a complete plant by rolling the dice. Draw a different part of your plant each time you roll a number: 1 = the roots 2 = the stem 3 = the leaves 4 = the petals 5 = the stamens 6 = the style and the stigma If you roll a number you have already had, miss a turn. Who will be first to draw a complete plant?</p> 
<p>Code your own animation on Scratch.</p> 	<p>Design a quiz on what you have learnt about the Tyne! You could write it on paper or use a computer. Why not add pictures to your quiz?</p> 



## 'Journeying Further In...' homework choices:

- Each homework task completed will be shared with the class and will be awarded 5 team points.
- No limit to the number of tasks the children can contribute and they must try to complete at least one each Learning Journey.

## Education City:

- Usually an English and Maths task linked to their current or recent learning.
- Sometimes it will say a year group on it but it will apply to either year group.
- Set on a Wednesday, to be completed for the following Wednesday.
- Logins are in the front of their reading records.



# Homework

## National Year 4 Multiplication Tables Check



Times Tables Rock Stars (TTRS)

Online gamified times tables practice.

5-10 minutes a few times a week.

Preparation for MTC:

- 25 multiplication questions up to  $12 \times 12$ .
- 6 seconds to answer.
- Online test
- Aim to be as stress-free as possible for the children and done in a quiet setting.
- Mock tests in school to practice.

Times tables fluency is vital to be able to access new concepts, particularly in Years 4, 5 and 6 .



Standards  
& Testing  
Agency

# Homework

Daily reading

Look at spellings

Priorities: reading and times tables!

---

# Collective Worship



Monday

Choral Praise

Tuesday

Open the book & Rev'd Rich

Wednesday

KS2 Picture News

Thursday

KS2 class worship

Friday

Stars & child led reflection

Church visits throughout the year.

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# Snacks & Water Bottles

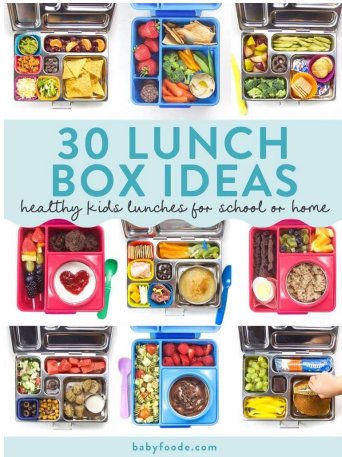


A piece of fruit or veg for morning snack.

Refillable water bottle so they can stay hydrated throughout the day.

Milk on request (inform Mr Long).

# Packed lunches



Encourage healthy choices

No fizzy drinks, nuts or bars of chocolate

Finding a good balance

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# PE



Wednesdays - Arrive in **uniform** and bring a **swimming** kit.

Thursdays - arrive in **running** kit. Bring uniform to get changed into for the school day. To get changed for PE prior to the session.

Fridays - **Cricket** (external coach). Arrive in **uniform**. Children will change into **PE kit** for the session and then change back to uniform (unless they are doing cricket club after school).

*Not huge bags if possible as there isn't the room and it causes their coats to fall off their pegs!*



### PE Kit:

Although your child will have designated P.E days, we encourage P.E kits to be kept in school to allow flexibility.

- **Plain** black shorts and PE T-shirts (red, blue or green T-shirt - depending upon school team)
- **Plain** black jogging bottoms or **plain** black leggings (**for outdoors during colder weather**)
- We prefer children to go barefoot for indoor activities: sandshoes or trainers are essential for outdoor purposes.
- A named drawstring bag is ideal for keeping P.E. equipment in and we discourage large sports bags because of limited space in the cloakrooms.

**Please note that football shirts are not permitted for PE**



# Yearly Wednesday Schedule



Autumn - Swimming

Spring term - PE

Summer term - Forest

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### Forest Kit:

If it is your child's term to participate in Forest based learning (see rota below) please provide a warm base layer (in a named bag) to wear under the waterproofs that school will provide. This should be left in school for the half term.

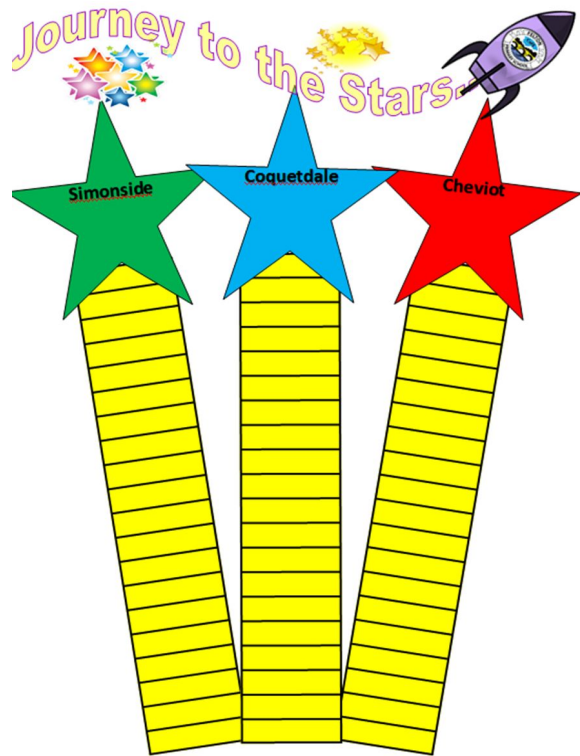
- **Plain** black jogging bottoms.
- **Plain** long sleeved jumper.
- Warm long socks
- Wellington Boots

To avoid misunderstanding, ALL property, especially clothing, should be clearly marked with the name of your child.





# Behaviour Policy



By 'Loving, Learning, Living as we journey together to enable everyone to flourish'

## Our school Rules are:

### Loving

We love God, ourselves and one another. We love and care for our world and our neighbours, locally and globally.

- Be kind, helpful and polite to everyone (kind hands, kind feet and kind words)
- Be respectful to our school, the grounds and each other
- Keep each other and yourself safe

### Learning

We learn from one another and grow in wisdom from the experiences we encounter so that we are equipped and enabled to become the people we were created to be.

- Listen when the teacher and others are talking
- Follow instructions—always ask for help if you need it
- Always try your best and have pride in your work.

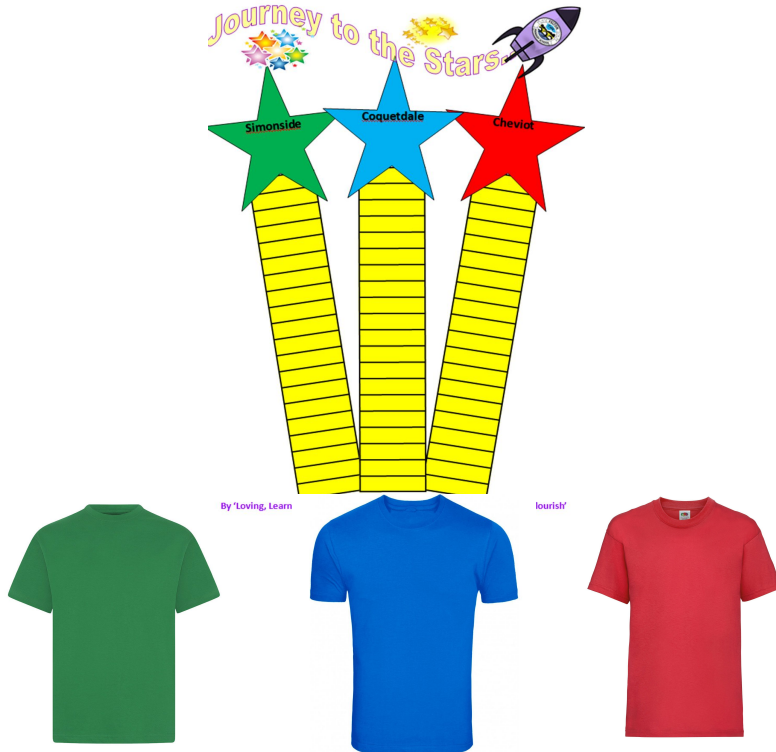
### Living

We live together in peace, trust, and with respect. We forgive one another and bring hope to our world.

- Be honest
- Have a positive attitude
- Forgive and forget

# Behaviour Policy

## Team Points



Following the school rules is rewarded with Team Points.

These points are collected for the team they belong to: Coquetdale (blue), Cheviot (red) and Simonside (green).

The totals for each of the three teams are celebrated each week during Stars Worship.

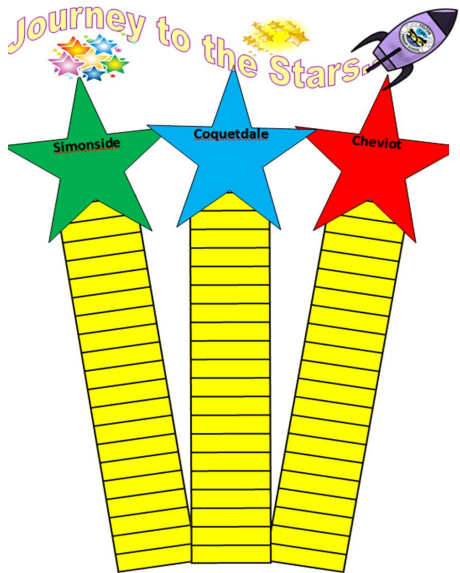
At the end of each half term the team that has collected the most points receives a prize or gains special privileges e.g. own clothes day or hot chocolate.

Individual awards are given for:

- Bronze
- Silver
- Gold
- Platinum

# Behaviour Policy

## Consequences



By 'Loving, Learning, Living as we journey together to enable everyone to flourish'

Consequences are important because they:

- empower the staff
- help children to make sensible choices about the way they behave
- help keep everyone safe
- inform parents of unacceptable behaviour
- encourage parental support
- promote consistency and fairness

The consequences of choosing not to follow the rules will be in the form of warnings – ALL children should be reminded of the school rules and given the chance to change their behaviour:

1. A spoken warning
2. Time away from group to reflect on behaviour
3. Recorded warning (yellow card) – 5 mins lost playtime
4. Recorded warning (red card) – 15 mins lost play time
5. Taken to HT/Senior Teacher - behaviour discussed and parents informed
6. Further sanctions – individual programme withdrawal of privileges or in the case of extreme behaviour - temporary exclusion





# E-Safety



Wake-up Wednesday updates -  
National College weekly e-safety  
information for parents and schools.

Issues can arise when children use  
social media platforms (including  
WhatsApp) - age restrictions are  
minimum age 13 for most social media.

Addressed in PSHE (Physical, Social,  
Health and Economic Education).

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# Twitter



**Felton C of E Primary**

@felton\_primary

**Follow**

Felton C of E Primary School,  
Northumberland. Loving, Learning,  
Living.

Follow us on Twitter to see what  
we have been up to!

# Calendar



## Autumn Term 2023

29th September FSFA MacMillan Coffee Morning

19th October Parents' Consultation Evening

23rd October Individual School Photos

24th October Flu Vaccinations (Reception - Year 6)

19th October Parents' Consultation Evening

24th October Parents' Consultation Evening

27th October FSFA Halloween Disco @ Felton Village Hall

*28th October - 5th November Half Term Holiday*

17th November Children in Need

14th December @ 1:45pm & 5pm Voyagers & Pioneers performance

18th December @ 9:30am Christingle @ St Michael and All Angels

*22nd December Break up for Christmas Holidays*

# Calendar



## Spring Term 2024

8th January Back to school

*17th - 25th February Half Term*

7th March World Book Day

14th March Parent Evening

19th March Parent Evening

27th March Easter Service @ St Michael and All Angels

28th March Break up for Easter Holidays

## Summer Term 2024

14th April Back to school

*25th May - 2nd June Half Term*

*3rd June Teacher Training Day*

25th June Sports Day (Weather dependent)

*19th July Break up for Summer holiday*

# Transition

A morning in July where children in Year 4 will be able to go into Pioneers for transition activities.

Current Year 2 will move up into Voyagers.

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**Visits**

**Felton Mile**

**Swimming**

**FSFA (Parent and  
teacher association)**

Help wanted and greatly  
appreciated!





# FSFA

Friday 29th September FSFA  
MacMillan Coffee Morning!

**WE ARE  
MACMILLAN.  
CANCER SUPPORT**



# Cauliflower Cards

## Back to school by Monday 2nd October

**CAULIFLOWER CARDS**  
CHRISTMAS CARD PROJECT RAISING MONEY FOR OUR SCHOOL!

**WE ARE TAKING PART**

**IN A SCHOOL FUNDRAISING PROJECT**

**CHOOSE YOUR GREETING!**

**WRAPPING PAPER**

**SPIRAL NOTEBOOKS**

**MUGS**

**16X Adhesive**

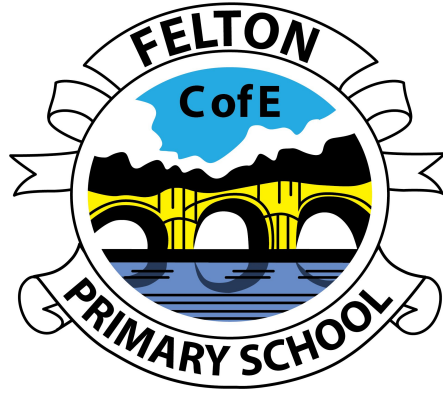
**GIFT LABELS**

**Packs of 12 Quality A6**

**CARDS**

**PART OF CAULIFLOWER GROUP LTD**

The poster displays a variety of items: a penguin Christmas card, a mug with a Christmas tree, a gingerbread man card, a snowman card, and several spiral notebooks. A small circular inset shows a sample Christmas card with the text 'Merry Christmas from all the staff at St Mary's Primary 2020'. A cartoon cauliflower character is at the bottom left.



**Thank you!**  
**Questions?**