

## **Felton C of E Primary School**

**Adventurers' 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

| • | 8.40 | Doors open |
|---|------|------------|
|---|------|------------|

- 8.45 Registration
- 8.55 9.10 Collective Worship
- 9.10 9.30 Phonics
- 9.30 10.20 Session 1 (English)
- 10.20 10.35 Break and snack
- 10.50 11.55 Session 2 (Maths)
- 11.55 1.00 Lunch
- 1.00 3.00 Afternoon sessions
- 3.00-3.15 Songs / Story time

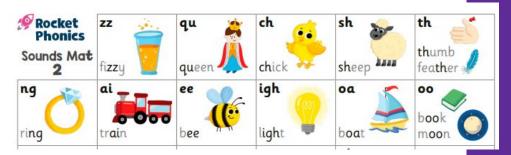


## **Staffing**

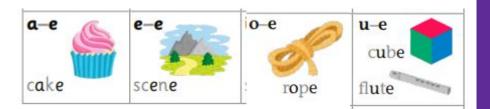
- Miss Todd
- Mrs Murray
- Mr Shaw
- Miss Hunter
- Mrs Dixon
- Mrs Lucas



- Phonics and spelling groups based upon recent phonics & 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.







 Digraphs are two letters that make one sound.

 Trigraphs are three letters that make one sound.

Split digraph (long vowel sounds).

Sometimes the two letters are not next to each other.



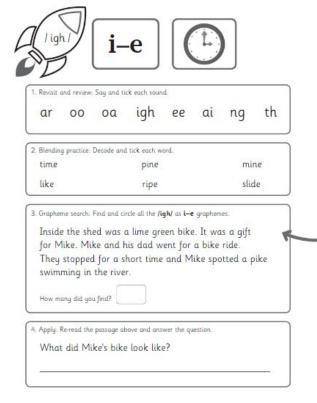


Alternative sounds

https://www.youtube.com/watch?v=vuPUrPNrhOg&list=PL CyTyvoxZztJbDs1Sp3-9MoywMKBhhwp&index=7

This link gives examples of how to pronounce the sounds. All sounds from pink books to orange books are covered in the 13 video clips.

 What phonics looks like in Adventurers. Two sounds per week.



| sh        | ch            |                |              |             |         |   |   |
|-----------|---------------|----------------|--------------|-------------|---------|---|---|
|           | Cit           | qu             | ZZ           | y           | X       | W | V |
|           |               | - T            |              | 0.000       |         |   |   |
| 2. Segmen | ting practice | : Listen and v | vrite the wo | rds.        |         |   |   |
|           |               |                |              |             |         |   |   |
| -         |               |                |              |             |         |   |   |
|           |               |                |              |             |         |   |   |
| . Find an | d write the / | igh/ as i–e v  | words from   | the text or | page 4. |   |   |
| 703       |               |                |              |             |         |   |   |
| 2         |               |                |              |             |         |   |   |
| _         |               |                |              |             |         |   |   |
|           |               |                |              |             |         |   |   |
|           |               |                |              |             |         |   |   |
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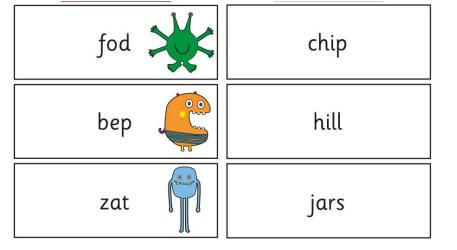
Day 1 is reading

Day 2 is writing

Friday is common exception words

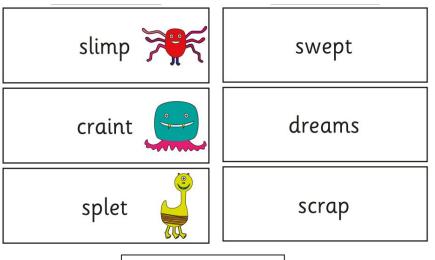
## Phonics Screening Check

https://assets.publishing.service.gov.uk/govern ment/uploads/system/uploads/attachment\_da ta/file/1164731/Information\_for\_parents - 20 23 phonics screening check.pdf



The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseduo-words are words that are phonically decodable but are not actual words with an associated meaning. Pseudo-words are included in the check specifcally to assess whether your child can decode a word using their phonics skills. All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This is to ensure that they are not trying to match the pseudoword to a word in their vocabulary. The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

### **Phonics Screening Check**



tailor sequins whirling The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words (alien words). Pseduo-words are words that are phonically decodable but are not actual words with an associated meaning. Pseudo-words are included in the check specifcally to assess whether your child can decode a word using their phonics skills. All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This is to ensure that they are not trying to match the pseudoword to a word in their vocabulary. The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

## **Spelling**







| 1. | Revisit | and rev | riew. | Say | and | tick e | ach | sound. |
|----|---------|---------|-------|-----|-----|--------|-----|--------|
|    |         |         |       |     |     |        |     |        |

ce ed st h

2. Graphene seach. Underline all the graphenes that are code for the Iall sound. On Saturday, Mum took May to a "Stay and Play' session at the local arts centre. It was raining so Mum drove there in the car. She parked in the pay and display car park. Mum was dismayed to see that the ticket machine wasn't working. "This is such a pain!" she compositioned.

Mum looked in her bag for her phone so she could call the car parking company to explain. May waited on the pathway near Mum. She watched a little yellow snail as it slid along the railing.



3. Apply. Re-read the passage above and answer the question.
Why did Mum complain?

| ay | ai |
|----|----|
|    |    |
|    |    |
|    |    |
|    |    |
|    |    |
|    |    |
|    |    |

| Apply. | Write your | own se | entences | using I | ai/ as ai | or ay | words |  |   |
|--------|------------|--------|----------|---------|-----------|-------|-------|--|---|
|        |            |        |          |         | -         |       |       |  | _ |
|        |            |        |          |         |           |       |       |  | - |
|        |            |        |          |         |           |       |       |  |   |

7. Apply and extend in your notebook.

Write the next part of the story about May going to the 'Stay and Play' session. Does she do some painting? Does she meet a friend? Does she have a drink and snack?



#### homophones

Revisit and review. Say and tick each sound.

tch ear ci er dge st i i

2. Nemophose search. Underther all the pass of homephone.
Gunther felt annoyed, the let out a loud groom when he saw his pear tree. Its bronches were completel byter, and it had hardly groom any finat all year. There were scratch marks on the trunk, so Gunther wondered! if a beer had damaged it.
He had heard there was a pair of bears living in the forest. There was also a herd of deer with pointed antifers living in the forest, so perhaps they had damaged

| 3, | Apply | Re-read the passage above and answer the question. |
|----|-------|--|
|    | Why   | was Gunther annoyed?                               |

| 7. / | Apply and extend in your notebook.  |
|------|---|
| 1    | Write about what Gunther does next. Does he find a way to<br>protect his pear tree? Does the pear tree grow back? Does<br>Gunther find out who caused the damage? |

. Word banks. Find and write homophone pairs into the bax.

5. Sentence dictation. Listen and write the sentences

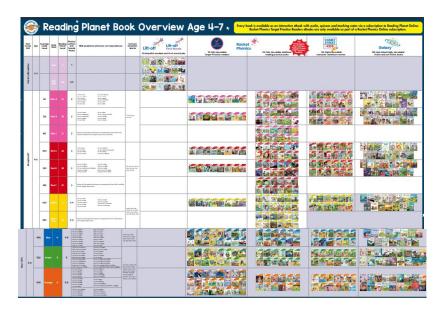
6. Apply. Write your own sentences using homophone words

homonhones

| 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 include alternative sounds in words and rules including suffixes, homophones and near homophones.

## Reading



- Children will will bring one book linked to their current reading level and one reading for enjoyment book.
- We will continue to recording their reading record. Please can you do this at home too.
- Our library day this half term is a
   Monday.

## Reading

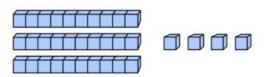


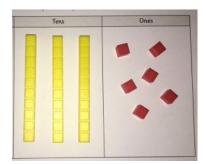
- Reading days are in their Reading Record.
- When an adult listens to your child read this will be in a 'Guided Reading' group.
- The group will read the same book, the adult will listen to each child read at their own pace.
- After the adult has listened to all children read the adult may ask some questions about what they have read.

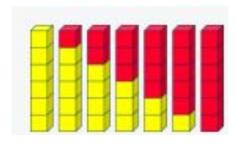
## **Provision Challenges**



- Provision challenges are set weekly in the classroom for the children to access independently.
- The children will be completing activities linked to prior learning (from the week before) or learning we will be doing that week.







Children begin the year by looking at place values of numbers up to 100.

Children move towards addition and subtraction of two, two digit numbers.

We build confidence using place value, partitioning and area/grid models to show how larger numbers are broken down.

Times-table knowledge is important and used to support accuracy and fluency (2x, 3x,5x,10x).

We use place value counters and base-10 equipment to model what is happening before moving into written methods.

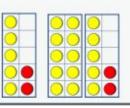
#### Language

- We say "one's" not "units".
- If in doubt, please just ask school for support.

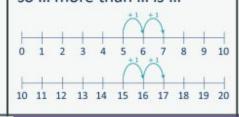
#### Related facts within 20

Make links to known facts.

I know that ... and ... = ... so ... and ... = ...



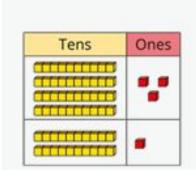
... more than ... is ... so ... more than ... is ...

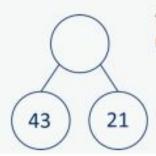


What patterns do you notice?

$$5 + 2 = 7$$
  
 $15 + 2 = 17$ 

$$7 = 5 + 2$$
  
 $17 = 15 + 2$ 



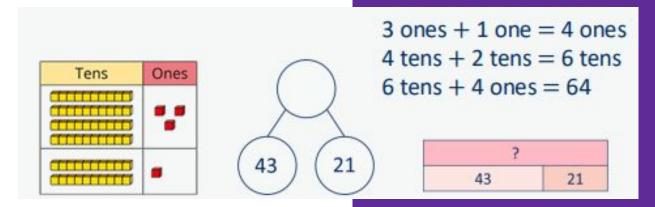


3 ones + 1 one = 4 ones

4 tens + 2 tens = 6 tens

6 tens + 4 ones = 64

| ?  |    |
|----|----|
| 43 | 21 |



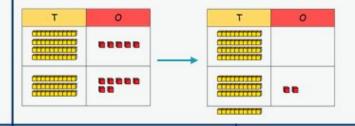
#### Add 2-digit numbers

(across a ten)

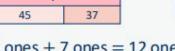
Begin to exchange 10 ones for 1 ten.

There are .... ones, so I do/do not need to make an exchange.

... ones = ... ten and ... ones



| ?  |    |
|----|----|
| 45 | 37 |

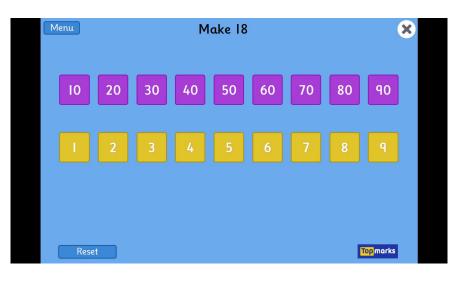


45

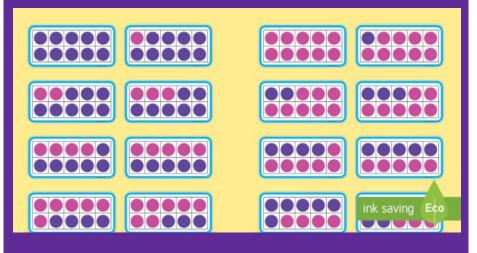
37

5 ones + 7 ones = 12 ones12 ones = 1 ten and 2 ones4 tens + 3 tens + 1 ten = 8 tens

8 tens and 2 ones = 82



## Top Marks games



## 2025-26 Curriculum Overview



| Key Texts                |                             | Key Questions  | Key Artistic Inspiration                    |
|--------------------------|-----------------------------|--|---|
| Star in a Jar by Sam Hay | Alfle's Star by Pie Corbett | What do Christians believe God is like?  Can you identify and name a variety of plants and animals in their habitats, including micro-habitats?  Why does it matter where our food comes from?  Who cares for you? | Using drawing techniques to draw minibeasts |

Information on the 2 year curriculum and termly context plans can be found on the the website.

Autumn Term - Super Stars & Toys

Spring Term - Wonderful Weather & Nurses

Summer Term - Brilliant Brazil & Fantastic Firsts

## Homework



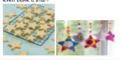
Loving, Learning, Liging as we journey together to enable everyone to flourish

#### Journey further into.....Super Stars!

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 and showcased in school on a Friday during Show and Tell.

\*\*\*\*\*\*

In English we are sharing the story Alfie's star. Can you design your own star, make a star or



In PSHE we are thinking about people that care for us. Can you bring in a photo of you and your family to share during circle time? We will be sharing them the week beginning 29th October.

In Geography we are going to be learning about where our food comes from.

Can you think of your forgunite meet that you have at home with your family?

What ingredients are needed to make this

Can you draw a picture, take a picture or describe the meal and then label where the different ingredients come from?

All animals have a habitat. Can you make a list, draw a picture or research animals and match them to their habitat? What does the habitat provide for the animal?



In our story, a star fell from the sky and was used by the animals in three different ways.

Emagine if you saw the moon fall to earth! Who might find it? How could they use the moon? These pictures might give you some ideas. Use your ideas to change the story.





Can you draw a self-portrait?

Around the autside of your self-portrait can you include all of your favourite things that you enjoy doing?

This could be your habbies, favourite story, food, places to visit, anything you wish!

Have a go at playing Place Value Basketball on Top Marks.



\*\*\*\*\*\*\*\*

https://www.topmarks.co.uk/learning-tocount/place-value-basketball

Be creative in the way you present your work it can be on the computer, handwritten, photographed or even a video. Most importantly, wENJOY

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

- Each homework task completed will be shared with the class and will be awarded 5 team points.
- Homework show and tell takes place on a Friday.
- No limit to the number of tasks the children can contribute and they must try to complete at least one each Learning Journey.
- Reading and spellings
  - Read once a day/look at spellings.

## **Collective Worship**



Monday **Choral Praise** 

Tuesday Open the book & Rev'd

Wednesday

Picture News (KS1)

Thursday

Rich

KS1 class worship

Friday reflection Stars & child led

## **Spirituality**

School values and vision:
Spirituality and kindness with reference to the Parable of the Good Samaritan.

Spirituality is a challenging concept to discuss - children can find it hard to describe.

Spirituality is about **ensuring that everyone flourishes**. It involves each of us understanding **ourselves, relating well to others, appreciating the beauty in the world** and reflecting on the
deeper **meaning of life**. It also involves us
contributing to the flourishing of others and the
world around us.

- Friday Spirituality time
- Bibles for all of KS2
  - Used throughout the week
  - Presented to keep at the end of Y6



#### **Mirror Moments**

Spirituality involves understanding ourselves as unique individuals, what we are and what we want to become. It includes what we choose to believe and value.

#### **Door moments**

It also captures our interactions with others, how we choose to see them and relate to them, how we show humility and compassion and how we embrace equity. When we're spiritual, we're filled with optimism and creativity, and we collaborate creatively with others.

#### **Window moments**

Spirituality also involves appreciating the beauty in the world, whether found in nature or in created things and how we contribute to making the world a better place.

#### **Candle Moments**

Moments that extend beyond our everyday experiences, helping us to reflect on the deeper meaning of life and the universe.

# Good Samaritan Award

This award will be given no more than once a half term for an act of kindness, going above and beyond and for no personal gain, to a pupil that truly embodies the vision of the school.

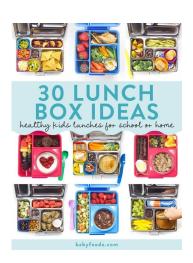
# Snacks & Water Bottles

Explorers and Adventurers are provided with a daily fresh fruit snack as part of a government funded 'Healthy school' initiative.



- School do provide snack for KS1
   (fruit or veg). If you wish for your child to bring in a snack of fruit and veg you can do.
- Please ensure they have a refillable water bottle so they can stay hydrated throughout the day.

## **Packed lunches**





- Encourage balanced, healthy choices.
- No fizzy drinks, nuts or bars of chocolate.

## PE days



PE days are Tuesday and
Wednesday:
Tuesday - Commando Joe's
Wednesday - cricket with external
coach (Tom).

Wednesday - Weekly mile

Summer Term - Swimming - Wednesday

## 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
- Earrings

## **Outdoor Learning**





#### Outdoor learning/Forest Kit:

We are going to have a big focus this year on outdoor learning and making the most of our wonderful school grounds. Therefore ALL Children need a warm base layer (in a named bag) to wear under the waterproofs that school will provide. If you do have surplus waterproofs or a set that can be kept in school for your child then we are grateful for any donations.

Their outdoor kit should be left in school for the half term.

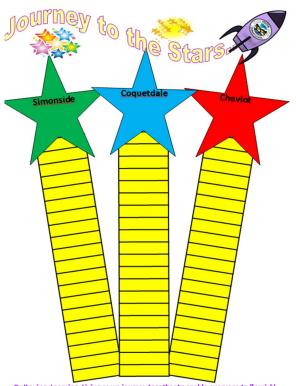
- Plain black jogging bottoms.
- Plain long sleeved jumper.
- Warm long socks
- Wellington Boots (we have spares in all sizes if you don't have any)

# Swimming Schedule

Wednesday Afternoons

Spring term - Swimming

## **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.

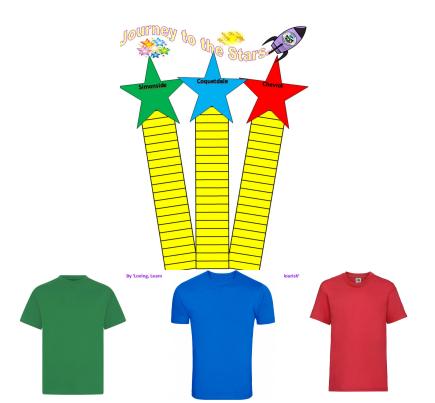
#### Living

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 school expectations 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 reward e.g. own clothes day.

Individual awards are given for:

- Bronze 100
- Silver 200
- Gold 400
- Platinum 800

## **Behaviour Policy**

#### Consequences



#### Consequences are important because they:

- help children to make sensible choices about the way they behave
- help keep everyone safe
- promote consistency and fairness

The consequences of choosing not to follow the expectations will be in the form of warnings – ALL children should be reminded of the expectations 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 behaviour discussed and parents informed
- 6. Further sanctions individual programme withdrawal of privileges or in the case of extreme behaviour temporary exclusion

## **Attendance**

School Attendance has been very much in the press recently as the expectations set out in the document <u>Working together to improve school</u> <u>attendance - GOV.UK</u> is now statutory and a key focus for every Local Authority.

At Felton we would like to celebrate our school attendance as we are well above the National average (92.9%) with a whole school percentage of 96% and this year we hope to be even higher.

If your child is not going to be attending school due to illness please make sure the school knows by 8.30am at the latest.

If you are arriving after 8.50, please enter the school via the school office as the register will have been taken.

## **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) and some games. Age restrictions are minimum age 13 for most social media.

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

## Calendar

Keen an eye out for key dates on Mrs Lucas' monthly newsletter and on the school website.

Lots of dates for the whole year have been put on the most recent newsletter that went out at the beginning of the year.

## Calendar

#### Autumn Term 2025

10th September Pioneers Parent Information Evening @ 5pm

16th September Voyagers Parent Information Evening @ 5pm

18th September Adventurers Parent workshop @ 5pm

23rd September Explorers Parent Information Evening @ 5pm

23rd September Individual School Photos

October 2025 International Walk to School Month

6th October Bikeability (Pioneers)

8th October@ 9:15am Harvest Festival @ St Michael and All Angel Church

10th October Lord's Prayer Across the North event

14th October@ 9:15am Voyagers Y3/4 Harvest Experience @ St Michael and All Angel Church

16th October Parents' Consultation Evening

21st October Parents' Consultation Evening

24th October FSFA Halloween Disco @ Felton Village Hall

## **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.

#### **Felton Mile**

**Trips** 

**Swimming** 

**FSFA** (Parent and teacher association)

## Help wanted and greatly appreciated!



**FSFA** 



## **Cauliflower Cards**





Thank you! Questions?