

Welcome back to school



Thank you for
coming to the
Foundation Phase
Parents meeting!

The School Day

- 8.00am Breakfast Club (R-Y6)
- 8.50am Staff will open side door.
- Punctuality
- Absences - phone/verbal message plus an absence letter.
- 3.15pm end of day.

Please inform us if someone else is going to be picking up your child and that the child knows who they are.

- Dinner money - Monday/Friday in a labelled envelope.
- Reply slips and money for trips
- After school clubs - WB 12.9.16

Monday	Tuesday	Wednesday	Thursday
Lunchtime Clubs →			Amser Stori
Clwb Cymraeg (Welsh Club) ←	SKIP	MAT Maths	Art and Craft After School Clubs

Weekly Timetable

		0850 - 0900	0905 - 0930	0930 - 0940	0940 - 1010	1020 - 1025	1025 - 1045	1045 - 1145	1210 - 1300	1300 - 1330	1300 - 1500	1500 - 1515
		Registration / Dinners / Table Top Activities				Toilet and snack (welsh number work, days of the week, month of the year)		Dinnertime		Reading Carousel		
		Teeth Brushing and feelings circle time				Playtime		Reading Carousel		Rhyme Time / Carpet Time / PSHE / Story Time		
Mon	Duty LH	Muddy Monday - Nursery				NUMERACY YEAR ONE: YEAR TWO:		RWI 1145 WELSH Read and learn Rownd y byd RWI		(Play time: 1400-1415) RE** (Domestic Church - Beginnings)		
Tue	Duty SAR	Welsh Assembly Ms Mansfield - Hall LC - AL PH - SpLda				NUMERACY YEAR ONE: YEAR TWO:		1145 WELSH Read and learn Rownd y byd RWI		Whole Class Input	MD	LLC/ICT
Wed	Duty LH	Mrs Roberts Assembly - Hall LC - AL PH - SpLda				NUMERACY YEAR ONE: YEAR TWO:		1145 WELSH Read and learn Rownd y byd RWI		KSU** (All about Me)		
Thurs	Duty SAR	Hymn Practice LC - AL PH - SpLda				NUMERACY YEAR ONE: YEAR TWO:		1145 WELSH Read and learn Rownd y byd RWI		Whole Class Input	Creative	Sequencing/LLC
Fri	Duty LH	Merit Assembly ALN Time 30 mins				NUMERACY YEAR ONE: YEAR TWO:		1145 WELSH Read and learn Rownd y byd RWI		Whole Class Input	Activity 1	Activity 2
										Whole Class Input	Activity 3	Activity 4
										Whole Class Input	Activity 5	Activity 6
										Whole Class Input	Activity 7	Activity 8
										Whole Class Input	Activity 9	Activity 10
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Homework

- Homework will be given out on a Friday and will be due in on the following Wednesday.
- Here is an example of what their homework will look like.

Spellings

Each week I will be sending home a list of spellings linked to the end of phase outcomes. If the children could practice the spellings using look, **Cover, Write, Check** and then choose 3 words to put into sentences.

We will have a weekly spelling test on Monday morning.

shin	bench
lamb	comb
thumb	crumbs
plumber	climbing
mother	father

Religion

We have been learning about New Beginnings in class and about the Creation story. For homework this week I would like your child to write a simple morning prayer to begin the school day. This prayer could include links to family, creation, school friends, working hard, following the school rules, being thankful.

If they wish they could start their prayer with Diolch I ti o dduw (Thank you God).

Could you please write the prayers on the A4 paper provided, these prayers will be made into a class book to go onto our prayer wall.

Numeracy

We have been working on counting forwards and backwards from 100 starting at random intervals and for the more able we have been counting in multiples of 10 over 100 forwards and backwards. If you would help consolidate what

Links with School

	School	Home
Monday	Speak to Mrs Howell about homework if need be. (Reading record.)	Homework
Tuesday	(Reading record.)	Read Times tables
Wednesday	Bring PE kit into school <u>Homework due in</u> (Reading record and homework diary)	Read Times tables
Thursday	(Reading record.)	Read Times tables
Friday	<u>Homework given out</u> (Reading record and homework diary)	Homework completion

Topics for the Year

Cycle A – 2016-2017			
Term	Autumn	Spring	Summer
Topic	Ourselves – Healthy Living	How things work – Space	Our World
Year N, R			
Texts	<ul style="list-style-type: none"> • Ourselves • Oliver's fruit salad • My 5 senses • Titus' Troublesome Teeth • Oliver's vegetables • Healthy Bodies • Bonfire • Christmas 	<ul style="list-style-type: none"> • Day and Night Monkey • Owl Babies • Can't you sleep little bear? • On the moon/Man on the moon • Whatever Next? • Non-Fiction: Light and Dark – Nocturnal animals 	<ul style="list-style-type: none"> • Jasper's Beanstalk • I wonder what plant I am growing? • Look after your planet • The Very Hungry Caterpillar • Handa's Surprise • Anansi The Spider • Non- Fiction: Living and Growing • CAFOD – Universal Church
Year 1, 2			
Texts	<ul style="list-style-type: none"> • Non-Fiction: Me and my Body • The Gruffalo • The papaya that spoke • Hanada's surprise • The Tooth Fairy • The Magic Bush • Stone Soup • Eat your greens Goldilocks • Morris The Mankiest Monster • The Magic Porridge Pot • Victorian Muse • Stick Man 	<ul style="list-style-type: none"> • Little Moon • How the Tortoise got his shell • Non-Fiction: Experiment with light • Non-Fiction: Experiment with Air • Our stars – Anne Rodwell • If you decide to go to the moon – Faith McNulty and Steve Kellogg • How many stars in the sky? Lenny Hag? 	<ul style="list-style-type: none"> • Itchy Bears • The Scarecrow who didn't scare • The Snail and the Whale • Winnie the Witch • Non-Fiction: Experiment with water • How the world was made (S.T.) • CAFOD – Universal Church

Science related theme

Topic related theme

RE related theme

January Arrangements

ICT

HWB - www.hwb.wales.gov.uk/

Twitter - <https://twitter.com/DosbarthDolffin>

School Website -
<http://www.stfranciscatholicschool.co.uk/>

Times Tables Rock Stars - www.ttrockstars.com

Digital Competancy -
<http://learning.gov.wales/resources/browse-all/digital-competence-framework/framework?lang=en>

Outcomes

- In Foundation Phase we work with the children across Nursery to Year Two to achieve 6 Outcomes. Within the outcomes there are 6 areas of learning;
- LLC - Language Literacy and Communication
- MD - Maths Development
- PSDWBCD - Personals and Social Development, Well-being and Cultural Diversity.
- PD - Physical Development
- CD - Creative Development
- K+U - Knowledge and Understanding of the world
- RE - Religious Education

Outcome 5	
5.1	Children speak clearly, with increasing confidence and use a growing vocabulary.
5.2	They show an awareness of the needs of the listener by including relevant detail.
5.3	They understand and convey simple information.
5.4	They usually listen carefully and respond to a wider range of stimuli.
5.5	In some situations they adopt a more formal vocabulary and tone of voice.
5.6	They begin to realise that there is variety in the language they hear around them.
5.7	Their reading of simple texts is generally accurate.
5.8	They show understanding and express opinions about major events or ideas in stories, poems and non-fiction.
5.9	They use a range of strategies when reading unfamiliar words and establishing meaning.
5.10	Children's writing communicates meaning.
5.11	They use appropriate and interesting vocabulary showing some awareness of the reader.
5.12	Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency.
5.13	Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonically plausible.
5.14	In handwriting letters are accurately formed and consistent in size.
Outcome 6	
6.1	Children begin to modify their talk to the requirements of the audience, varying the use of vocabulary and level of detail.
6.2	They explore and communicate ideas, showing an awareness of sequence and progression in a range of contexts.
6.3	Through relevant comments and questions, they show that they have listened carefully.
6.4	They read a range of texts with growing accuracy, fluency and emphasis.
6.5	They read independently, using appropriate strategies to establish meaning.
6.6	They respond to texts and express preferences.
6.7	They show an understanding of the main points and talk about significant details.
6.8	They use their knowledge of the alphabet to locate books and find information.
6.9	Children's writing is often organised, imaginative and clear.
6.10	The main features of different forms of writing are used appropriately.
6.11	Words are chosen for variety, interest and effect.
6.12	The basic grammatical structure of sentences is usually correct.
6.13	Punctuation is generally accurate.
6.14	Spelling is usually accurate.
6.15	Children produce legible writing.

Year 2 Expectations

LLC

Outcome 5

5.1	Oracy	Children recall an expanding repertoire of rhymes, songs, poems and nonsense verse and they use rhythm and rhyme to create their own.
5.2		They blend and segment polysyllabic words.
5.3		They listen to other speakers or stimuli with concentration, ask more detailed questions to clarify their understanding, respond to key points and relate their understanding to their own experience.
5.4		They use a growing range of appropriate vocabulary, organise what they say, use more complex sentences and include relevant details to make themselves clear, in play, structured activities and formal situations and to a wider range of audiences, with increasing confidence and fluency choosing words deliberately, using variety to add interest.
5.5		They contribute to discussions and share activities and information to complete a task.
5.6		They show an awareness of the needs of listeners, express opinions and talk in detail about a wide range of subjects.
5.7	Reading	They act out specific real or imaginative roles, using appropriate language.
5.8		Children choose reading materials independently giving reasons for their choice and use texts as a source of information by using text features.
5.9		They explain relevant details from texts and, recall and retell narratives and information drawing upon personal experiences, prior knowledge and new information to support understanding.
5.10	Writing	They use a range of strategies when reading suitable unfamiliar texts to establish meaning, tracking print more quickly with growing accuracy, fluency and emphasis.
5.11		Children form upper- and lower-case letters accurately, with consistent size and orientation.
5.12		They use their knowledge of syllables to spell high-frequency and polysyllabic words including some simple suffixes.
5.13		They use connectives, ordering words, expressive punctuation and simple grammar accurately when writing.
5.14		They use written language for different audiences, building on a form modelled by an adult, and can sequence and structure content correctly and extend their writing.
5.15		They use talk to plan and re-read and improve their writing to ensure it makes sense.

*Year 1
Expectations*

LLC

Outcome 6

6.1	Oracy	Children use a wide repertoire of rhymes, songs and poems, and create their own.
6.2		They confidently use their phonological awareness.
6.3		They use relevant comments and questions to show that they have listened carefully to a range of speakers or stimuli and begin to make connections between information from a speaker and what they already know.
6.4		They continue to develop their clarity of speech, using tone and intonation and adapting language for specific situations.
6.5		They convey information, choose their words deliberately, organise what they say and use more complex sentences that include relevant details.
6.6		They modify their talk to the requirements of the audience, vary the use of vocabulary and level of detail.
6.7		They use discussion, ideas and information purposefully to complete a task, exploring, explaining and communicating ideas and emphasising their key points.
6.8		They sustain specific real or make believe roles, using appropriate language.
6.9	Reading	Children read independently and use appropriate strategies to establish meaning, reading fluently and expressively.
6.10		They can identify different purposes of texts and how they are organised, skim content and select texts based upon their needs.
6.11		They identify the topic and main ideas of a text, deducing information by making links between texts and using information beyond their personal experience.
6.12	Writing	Children produce legible handwriting which is consistent with handwriting modelled by an adult.
6.13		They use strategies to spell high-frequency, polysyllabic and plural words correctly.
6.14		They start sentences in a variety of ways, using connectives for causation, and using different types of words and punctuation correctly.
6.15		They use the characteristic features of a wide range of forms creatively in their writing, adapting to the audience.
6.16		They use talk to plan and organise their writing, showing awareness of the audience, reflecting on their work and improving it.

Year 1
Expectations

LLC

Behaviour

Green Card Behaviour

- Sharing
- Being kind
- Being helpful
- Being a good friend
- Respecting others
- Being careful with objects around the classroom
- Doing our best

Red Card Behaviour

- Hurting someone
- Telling a lie
- Ignoring the instructions more than twice
- Being rude

Amber Card Behaviour

- Shouting out
- Not listening carefully
- Spoiling our work or other peoples work
- Not sharing
- Not tidying away

[illegible]

Resources For Home learning

- Phonics Play - www.phonicsplay.co.uk
- Spelling Play - www.spellingplay.co.uk
- Times Tables Rock Stars - www.ttrockstars.com
- Fflic a Fflac - www.fflicafflac.com/
- HWB - www.hwb.wales.gov.uk/
- Topmarks - <http://www.topmarks.co.uk/>
- Handwriting - <http://www.teachhandwriting.co.uk/index.html>

There are also lots of free app available on the Play Store and on the Apple Store.

Thank you for coming.



Any Questions?