

# **PARENT LIAISON**

February 2023



# BEHAVIOUR

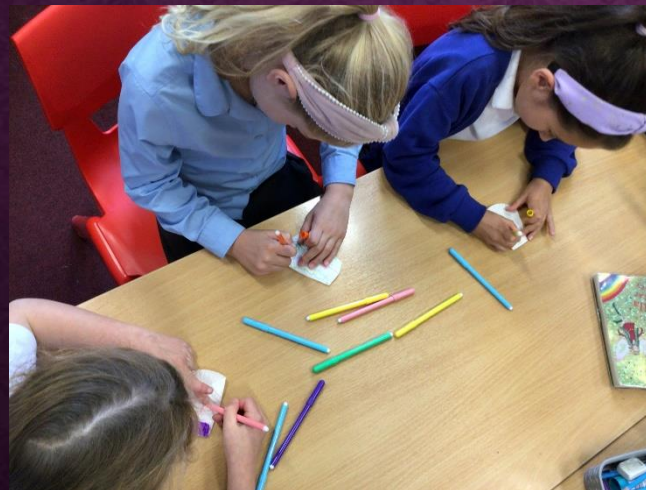


I followed the rules  
and kept all my  
Golden Time this  
week!





# GOLDEN TIME



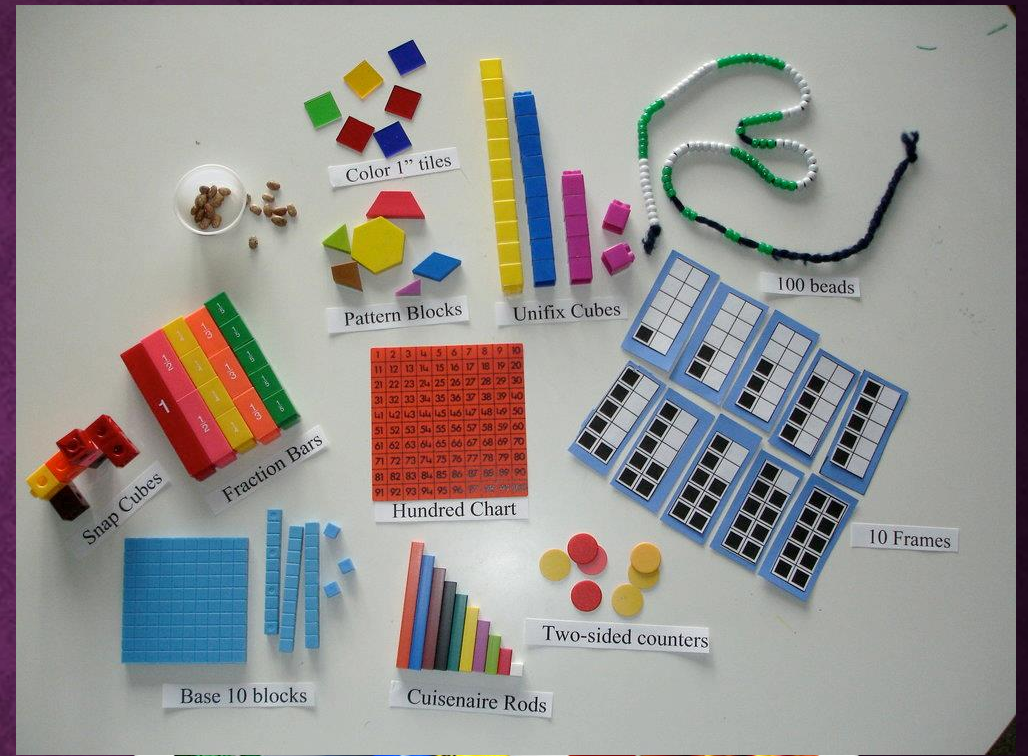


# SCHOOL IMPROVEMENT PLAN

- **Phonics**
- **Maths**

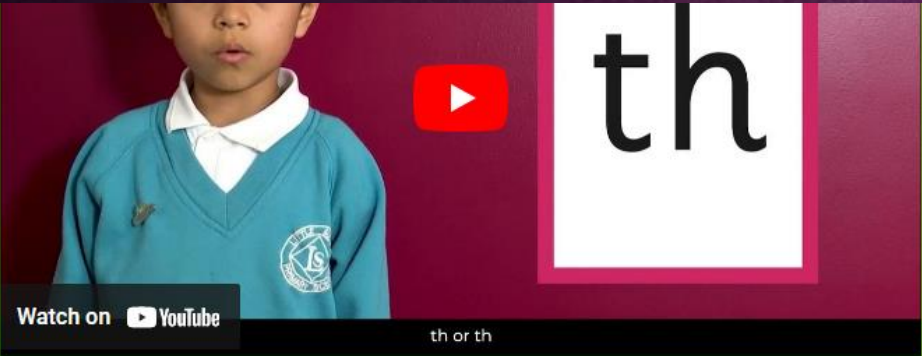









# LITTLE WANDLE




Watch on  YouTube


th or th




**Phase 3 sounds taught in Reception Spring 1**

This Phase 3 sounds taught in Reception Spring 1 video is designed to be shared with families to help them support the learning at home.



Phase 3 sounds taught in Reception Spring 1

 Copy link

ur		relaxed way, push your tongue down and say <b>ur ur ur</b>	ir or
ow		Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	ou
oi		Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	oy



# READING



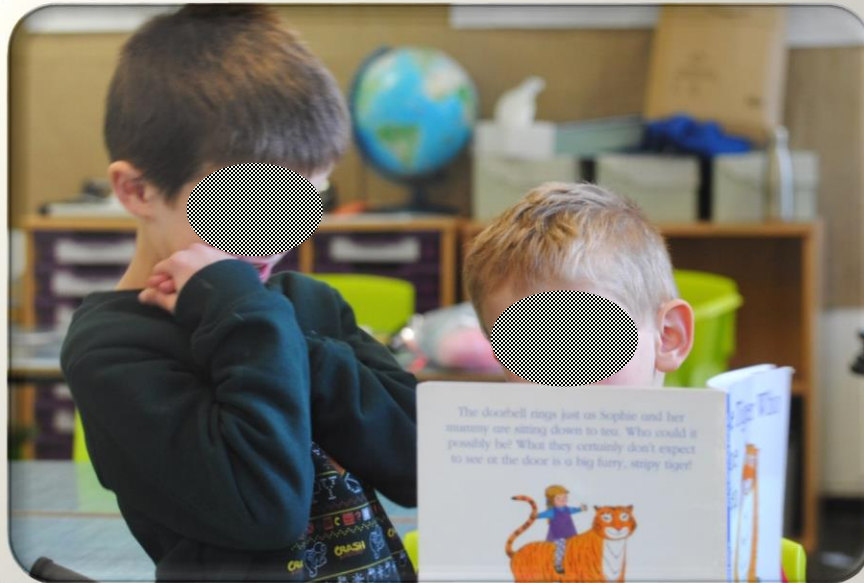


**It is the most important thing you can do to help your child succeed.**

**Books contain new words that will help build your child's language and understanding.**

**Reading allows us to experience new things.**

**Reading together is fun and helps build relationships.**



**The impact of reading lasts a lifetime. Readers are more confident and have greater job opportunities.**



# READING REQUIRES TWO SKILLS

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.



# **Times tables Expectations**



**Yr – Count in multiples of twos and tens.**

**Yr 2 – Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables incl recognizing odd and even numbers.**

**Yr 3 - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables inc recognising odd and even numbers.**

**Yr 4 – Know multiplication and division facts for multiplication tables up to 12 x 12**

**Yr 5 - Revision of all times tables and division facts up to 12x12.**

**Yr 6 - Revision of all times tables and division facts up to 12x12.**



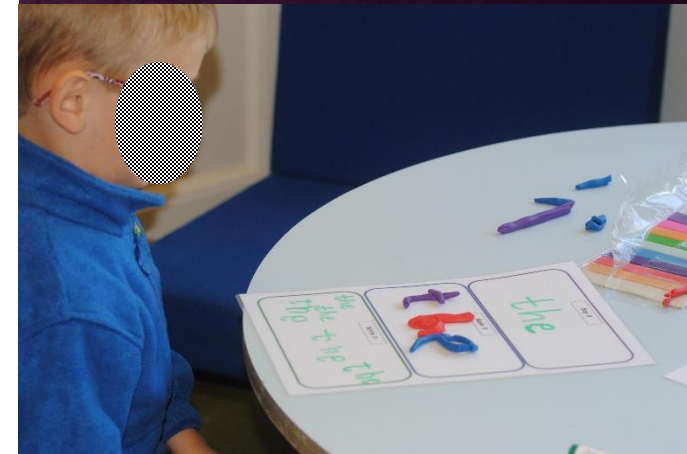
# GROWTH MINDSET



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.



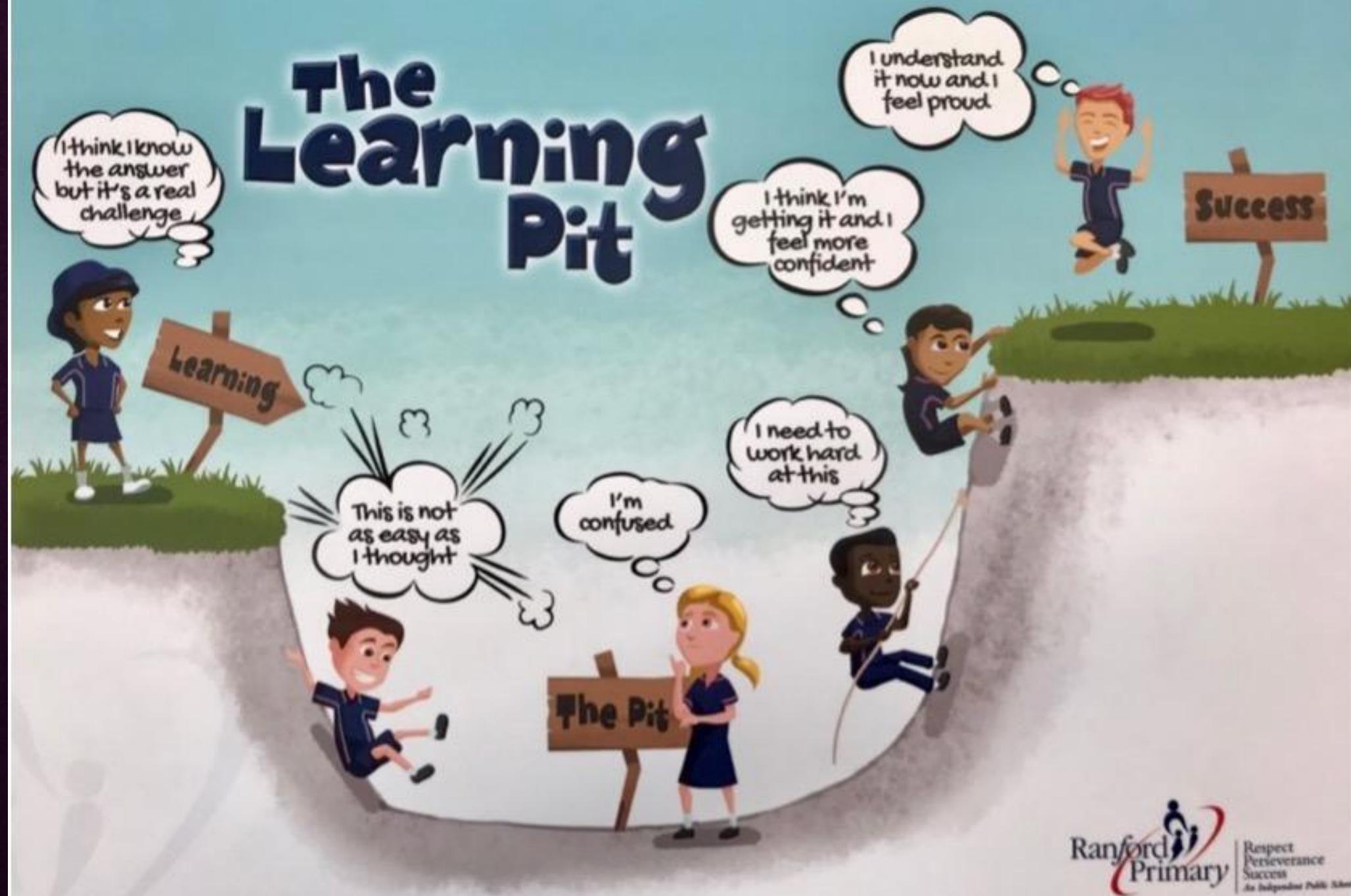


A close-up photograph showing a person's hand holding a small, rectangular white piece of paper. The paper has the words "I can't" on the top line and "do it" on the bottom line, written in a bold, black, sans-serif font. A pair of blue-handled scissors is positioned to cut the paper diagonally, separating the top half from the bottom half. The background is a blurred, light-colored surface.

I can't  
do it



# The Learning Pit





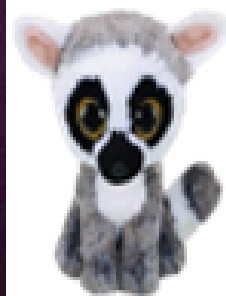
# **LEARNING BEHAVIOUR CHARACTERS**





# LORENZO THE LEMUR MOTIVATION

Motivated learners...



- Believe that effort leads to success
- Enjoy setting goals



# CARLA THE CAT

## CURIOSITY



### Curious learners...



- Like gathering information
- Can ask and find answers to questions





# TOBY THE TURTLE

# **RESILIENCE**

## Resilient learners...



- Enjoy challenges
- Know that making mistakes are learning opportunities





# DYLAN THE DOG

# **TEAMWORK**

## Team Players...



- Can work collaboratively
- Can listen to ideas and communicate effectively



# ORLA THE OWL

# INDEPENDENCE



Independent learners...



- Can work by themselves and manage distractions
- Can make their own decisions





# FRANKIE THE FOX REFLECTION

## Reflective learners...



- Know their own strengths and weaknesses
- Can say what went well and how to make improvements



# NON CORE SUBJECTS

- What does it mean to be a.....



## AS SCIENTISTS WE...

- Ask and explore questions.
- Make and test predictions.
- Plan fair tests.
- Gather data.
- Observe, measure and record.
- Draw conclusions.



## AS MUSICIANS WE...

- Compose, perform and evaluate music.
- Listen to music.
- Explore how music is created.
- Use musical terms.
- Learn about different composers.



## AS DESIGNERS WE...

- Design products for a purpose and function.
- Plan and make prototypes (a test model).
- Explore and evaluate.
- Select the right tools and use them safely.



## AS HISTORIANS WE...

- Are curious to find out about the past.
- Question sources of evidence and draw conclusions.
- Make comparisons (What is the same? What is different?).
- Place events in chronological order.
- Know about some significant events and people.
- Learn from the past.





# PUPIL VOICE

- School Council
- Green Team
- Librarians
- Sports Ambassadors





# CLASSROOM VISITS

- 10/15 minutes
- Suggestions / comments