



# Friday 11th October 2019

## DE LACY PRIMARY SCHOOL NEWSLETTER



*"Working together as a community to enable all our children to develop as responsible citizens."*



### HEAD OF SCHOOL'S MESSAGE

This week we have been thinking about 'healthy minds' and what this means for both children and adults. Throughout school today, children and staff have taken part in mindfulness activities and learned more about the importance of talking to others when they are anxious, upset or unwell. In assembly, we thought of ways to make others smile including colouring, dancing and singing. It was great to see so many children from Foundation Stage all the way to Year 6 dressed in bright clothing and hear them talk about the positive strategies they have learnt. Check out our school Facebook to see some of the photos from today!

Last week, we launched our 'Get Caught Reading' campaign and challenged you and your child to take photos of you reading your favourite books. Thank you to those of you who have already submitted your photos. We are looking forward to displaying these with the teacher's photographs in the school library. Remember the most interesting photo / place to read will win a prize! Deadline Monday 21st October 2019.

Reading is a vital skill that can unlock the world for children. By learning to read fluently, children have the skills to be able to go on into the world of work and attend further education if they wish. Every child in school has been issued with an age appropriate and phonic appropriate reading book from EYFS to Y6. Please encourage your child to read for 5-10 minutes each night so that they improve their fluency, comprehension and vocabulary. In school, your child reads at least 3 times a day as part of our reading canon and expectations for Literacy. We want all children to read a range of texts, not just fiction so even comics, magazines and games manuals are good reading experiences. What is important, is that your child has access to a wide range of texts. Please sign in your child's planner / reading journal when they have read to you at home as they will be entered into the 'reading raffle'.

### School Uniform and PE Kits

Everyday our children earn points as a class towards their reward bank. These points are awarded for correct uniform, overall attendance and 'Caught Being Good' points. The class with the most points at the end of the half term wins a reward of their choice. We ask that you support your child and the school in wearing the correct uniform including a tie and plain black shoes. As the cold weather approaches, we also ask that you ensure your child has their coat in school everyday. The weather is so unpredictable at this time of year and what may start off as a bright and sunny day can soon become rainy and cold.

Your child will have both indoor and outdoor PE sessions each week and will therefore need their PE kit and trainers in school. We ask that you send your child with their PE kit on a Monday and then take this home at the end of the week. PE kit uniform is a plain white t-shirt and black shorts / tracksuit bottoms.

### De Lacy Stars

**Reception— Kinga and Alfie**

**Year 1— Leo V**

**Y3— Norman**

**Y5— Sophie-Mai**

**Year 1/2— Kayden**

**Y3/4— Flynn**

**Y5/6— Jayden R**

**Y2— Dalton**

**Y4— Ebony**

**Y6— Lilly M**



### WHOLE SCHOOL ATTENDANCE

NATIONAL TARGET = 96%

**Butterflies: 91%**

**Year 1/2: 97%**

**Year 3/4: 93%**

**Year 5/6: 97%**

**Caterpillars: 93%**

**Year 2: 94%**

**Year 4: 99%**

**Year 6: 95%**

**Year 1: 96%**

**Year 3: 96%**

**Year 5: 99%**

# SCHOOL NEWS

## EYFS

This week the children have continued to read and explore the story of Zog. The children have worked hard in phonics and have explored the sound 'r' this week by looking at different objects beginning with the sound. Every time I have visited Nursery and Reception this week, I have been impressed with the engagement levels of all of the children.

## Years 1 and 2

The children have had a very exciting week visiting Pontefract Castle and learning more about the world around them. I have received two phone calls from members of the public telling me what fantastic behaviour the children displayed whilst in the community, walking to and from the castle. All of the staff and parents on the visit commented on what a brilliant day they had. Well done KS1!

## Years 3 and 4

In Art this week LKS2 children have created their own characters in the style of Quentin Blake. Over the last few weeks, the children have been researching Quentin Blake (the illustrator of our current book - George's Marvellous Medicine by Roald Dahl) and have been compared the similarities and differences in his character designs. With his previous designs in mind, the children have then had a go at planning and completing their own characters, adopting his unique style.

## Years 5 and 6

All of the children in UKS2 have worked hard to improve their mental maths skills this week by developing their mental strategies for addition and subtraction as well as becoming more confident in their times tables facts by learning BBC Super-movers songs. In Science, children have explored the universe and have shown that they have a good understanding of the solar system and space exploration in creating their own solar systems.

## Spelling

*As your child progresses through school, they will learn a range of spelling patterns to help them become confident spellers and writers. Not all children (or adults) find spelling easy so this week we have listed below two strategies that can be used at home to support your child when learning the weekly spellings.*

### Highlight part of the word

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

Night Separate Was Receive Weird

What Two Friend Said Cheap

Or there may be two parts that need attention, for instance;

Accommodate Address Necessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks.

### Break it down

Try breaking down polysyllabic words to make each syllable easier to remember. Even young children may be doing this at school – they might call syllables 'beats'. Help them decipher how many 'beats' or syllables there are in a word by clapping the word together, one clap per syllable.

So, for **two-syllable** words...

Danger Dan / ger

Windmill Wind / mill

Option Op / tion

And for **three-syllable** words...

Relation Re / la / tion

Beautiful Beau / ti / ful

Syllable 1

Syllable 2

Syllable 3

It may help to segment the words into a chart like this:

Re

la

tion

# Helping your child at home

Over the past week, I have been asked by many parents if there are any websites that can be used to help them support their child at home. We are always happy to talk to parents about home learning and the skills children need to be practising in each year group. On Tuesday 22nd October and Wednesday 23rd October, you will have the opportunity to talk to your child's class teacher about your child's individual progress.

Children who practise their reading, spelling and number facts daily often make the most progress in school. There are many websites and learning related games on the internet that can be used to motivate and engage your child in developing these skills. If you prefer to have paper booklets of activities for your child to complete, please speak to your child's class teacher who will be more than happy to help.

Here are a few websites that you may find useful;

## Reading and phonics

<https://www.oxfordowl.co.uk/welcome-back/for-home>

<https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

<https://www.theschoolrun.com/phonics-teaching-step-by-step>

## Maths

<https://www.mymaths.co.uk/>

<https://uk.ixl.com/>

<https://www.bbc.co.uk/bitesize>

[www.happychild.org.uk/wks/math/key1](http://www.happychild.org.uk/wks/math/key1)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.bbc.co.uk/schools/ks1bitesize/numeracy](http://www.bbc.co.uk/schools/ks1bitesize/numeracy)

## Maths games

<https://www.topmarks.co.uk/maths>

<https://mathsframe.co.uk/en/resources/>

<https://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/>

<https://www.ictgames.com/mobilePage/index.html>

## Internet safety

<https://www.thinkuknow.co.uk/>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/>

**National Online Safety**

**7 questions to help you start a conversation with your child about online safety**

**#WakeUpWednesday**  
Publish date: 07/11/18

**1 Which apps/games are you using at the moment?**

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THEIR DEVICE, BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY, IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.

**2 Which websites do you enjoy using and why?**

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY, ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.

**3 How does this game/app work? Can I play?**

SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING, WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.

**4 Do you have any online friends?**

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD, FOR EXAMPLE, "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.

**5 Do you know where to go for help?**

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT, BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.

**6 Do you know what your personal information is?**

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.

**7 Do you know your limits?**

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety

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