



# DE LA SALLE

## SCHOOL

### ST HELENS

[www.delasalle.st-helens.sch.uk](http://www.delasalle.st-helens.sch.uk)

Faith.  
Respect.  
Challenge.  
Innovation.  
Compassion.

## Year 7 Information Evening





# Attendance



De La Salle School



- Government expectation-97% attendance as a minimum
- Parental responsibility to attend school is a legal requirement
- Unauthorised absences will be dealt with by the Local Authority in the form of fixed penalty notices and court proceedings
- Strong pastoral teams in position to support attendance
- Data and information will be sent regularly
- 90% attendance is considered a persistent absentee



# Punctuality



De La Salle School



- School day begins at 8.30 am
- Students are expected to arrive to lessons on time
- Late to school twice in a week leads to a lunchtime detention
- Parents are notified about student punctuality to lessons
- Appropriate sanctions will be allocated



# Star Points



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- Daily 6 - positive start to the day
- Awarded by teachers for positive behaviour for learning and displaying positive Lasallian values
- Star points lead to a range of rewards
- Rewards include star of the week, vouchers, certificates of achievement, prize draws and postcards home





# Behaviour Points



De La Salle School



- Any students not following school expectations will have star points removed
- These are categorised as behaviour points
- Lost star points are monitored on a daily basis
- School sanctions then apply





# Homework



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- In response to parental feedback the school will now set homework through Edulink
- Homework and independent study is set according to the demands of the school curriculum
- Examples include: research, revision, quizzes, reading, comprehension and creative tasks
- Parents will be informed of completion via the Edulink app
- Parents will be notified if students repeatedly don't complete homework via parentmail and/or phone call





edulinkone



De La Salle School



- Login details have been emailed to you – it may have been a while ago, these haven't changed
- Student login details are the same as school network login details (school ID : De La Salle)
- Features include:
  - Star point information
  - Lunchtime purchases
  - Timetable
  - Attendance and punctuality information
  - School reports
  - Homework







# Completing Homework



De La Salle School

homework attachment test  
08/11/2021  
Citizenship

Set by:  
A. Abell

Description:  
homework attachment test

7476 A5 Postcard 2pp\_3.pdf

Completed

Students must click 'complete' when the homework is done

Teachers will inform you through the app if they haven't received the homework

| Due Date                   | Name                     | Subject & Class | Available                        | Received |
|----------------------------|--------------------------|-----------------|----------------------------------|----------|
| In 5 Days<br>08/11/2021    | homework attachment test | Citizenship     | 01/11/2021 00:00<br>2 days ago   | ✗        |
| In 3101 days<br>01/05/2030 | A future Assignment      | edulink class 1 | 21/07/2021 11:36<br>105 days ago |          |







Striving to be the best you can

RESPECT



# Thankyou



## De La Salle School

Thankyou

- For the great standard of uniform
- For preparing the children so well





# Contact



De La Salle School

## Form Teachers

7J Ms Neill- [neilla@delasalleschool.org.uk](mailto:neilla@delasalleschool.org.uk)

7O Mrs Clague- [clagues@delasalleschool.org.uk](mailto:clagues@delasalleschool.org.uk)

7H Mrs O'Toole [tooleoa@delasalleschool.org.uk](mailto:tooleoa@delasalleschool.org.uk)

7N Ms Dale- Perez- [dale-pereza@delasalleschool.org.uk](mailto:dale-pereza@delasalleschool.org.uk)

7B Mrs Mayren- [mayrenl@delasalleschool.org.uk](mailto:mayrenl@delasalleschool.org.uk)

7D Mrs Warren – [warrenj@delasalleschool.org.uk](mailto:warrenj@delasalleschool.org.uk)

7L Mrs Lenahan – [lenahand@delasalleschool.org.uk](mailto:lenahand@delasalleschool.org.uk)

7S Mrs Smedley – [smedleyk@delasalleschool.org.uk](mailto:smedleyk@delasalleschool.org.uk)

- Parentmail is our method of sending letters or written communication





# Contact



De La Salle School

- If you wish to speak to myself or Ms Swaby – PSM please use the following e-mails or phone the school number  
[mallalieuc@delasalleschool.org.uk](mailto:mallalieuc@delasalleschool.org.uk)  
[swabyl@delasalleschool.org.uk](mailto:swabyl@delasalleschool.org.uk)
- We will endeavour to get back to you between within 24 hours for the most serious concerns and 48 hours for all issues
- If you wish to meet with us, an appointment will need to be made in advance as we are not usually readily available





# Collective Worship



De La Salle School



- Every morning in form time and assembly
- Themed based on church calendar and wider events
- At least one extended form time per week
- All students expected to be involved







# Retreats



De La Salle School



7J and 7B- Mount Carmel- 22/09

7O and 7D- Champion- 23/09

7H and 7L- West Park- 28/09

7S and 7N- Notre Dame- 29/09

VIDES UK (an international children's charity) will run the retreats in school.

Students will have half a day with VIDES UK in the Main Hall and half a day doing activities with our chaplain – Sam.

The day will focus on our Lasallian Core Values and 'House Spirit'

Parents will be asked for a voluntary contribution of 50p to offer a donation to VIDES UK.

**Own clothes may be worn**





# Freshers' Fayre



De La Salle School



- This will take place on Tues 27<sup>th</sup> Sept at lunchtime in the hall.
- Stands will be set up and pupils will be able to visit the stands to find out and sign up for extra-curricular activities.
- FLAME coming up on Saturday 4th March 2023 - more information to follow soon
- Rewards trip in July
- Lasallian Camp in July







## The future...



De La Salle School

THE MOST IMPORTANT KEY  
TO SUCCESS  
IS HAVING THE DISCIPLINE  
TO DO WHAT YOU KNOW  
SHOULD BE DONE  
EVEN WHEN YOU DON'T FEEL  
LIKE DOING IT

- Working together to get the best outcomes for your child
- Working together to keep them safe and happy
- Working together to build resilience so that they can go on and become independent young people with a fulfilled life





Broadening your horizons

# CHALLENGE



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[Sharp System](#) [Welcome](#) [School Life](#) [Students](#) [Careers](#) [Parents](#) [Admissions](#) [News & Diary](#) [Hire](#)

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[School Calendar](#)

[School Day](#)

[Term Dates](#)

[Safeguarding](#)

[Curriculum](#)

[Special Educational Needs](#)

[Pastoral Structure](#)

[Behaviour and Rewards](#)

[Extra Curricular](#)

[Uniform](#)

[Data Protection and GDPR](#)

[Equality](#)

[Eco-School](#)

THURSDAY 01 OCTOBER 4.30 - 7.30PM

THE ONLY STAR WE ARE MISSING IS YOU

**X-CEPTIONAL**  
MEN & WOMEN



How to find  
curriculum  
information

English

Maths

Science

Religious  
Education

History

Geography

Modern  
Foreign  
Languages

Computing

Art

PE With Dance

Performing  
Arts

Vocational  
Courses



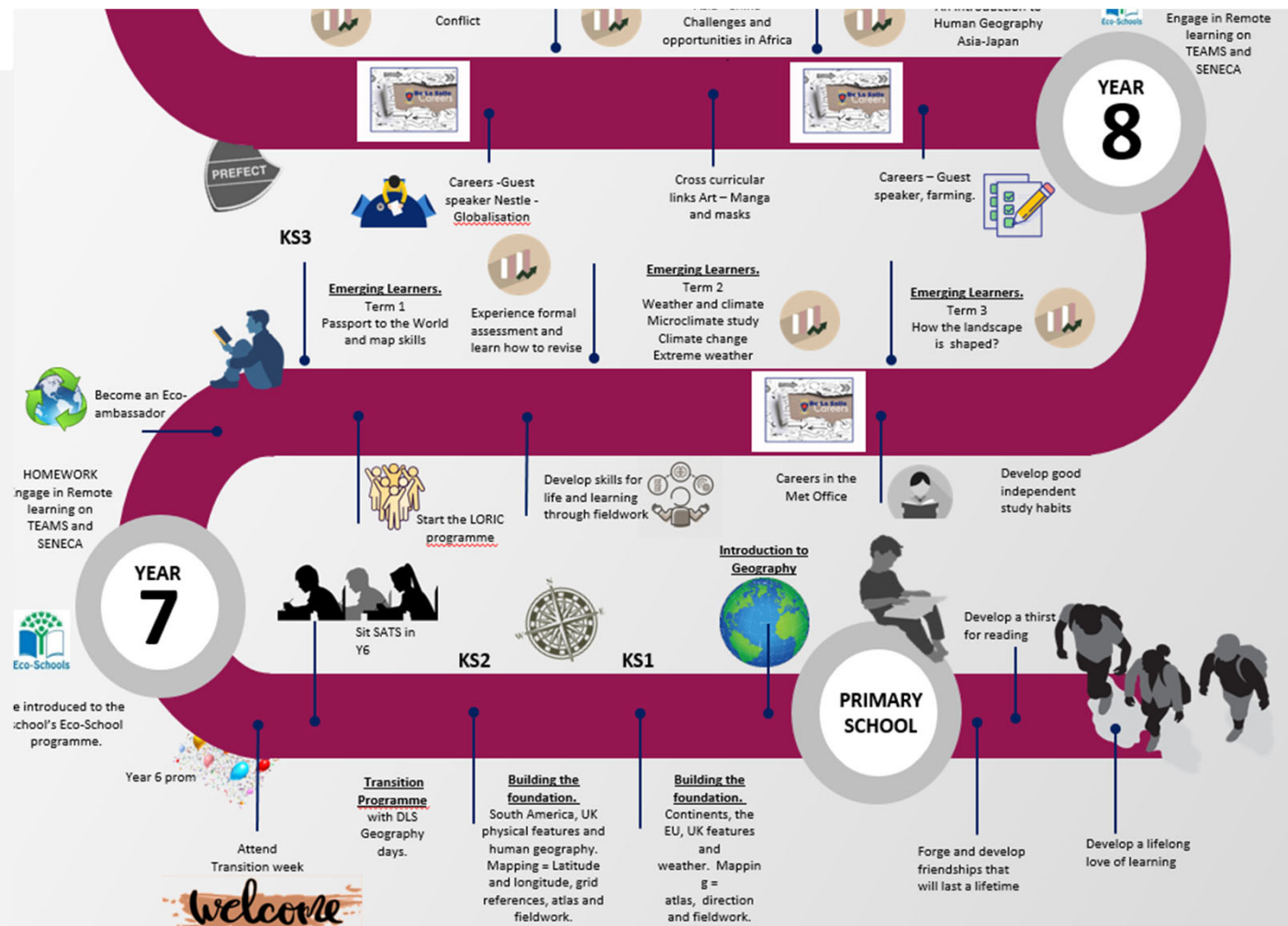


# Curriculum Areas



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## Curriculum Roadmaps





## Curriculum Areas



De La Salle School

## Year 7 Curriculum maps

### How can they help?

These are additional documents that are more in-depth than Curriculum Roadmaps. They contain:

- Knowledge and content
- Key skills
- Assessment criteria





| Key Knowledge                        | Key Skills | Emerging                                                                                                  | Developing                                                                                                                                                                                       | Securing                                                                                                                                                                                        | Mastering                                                                                                                                                                                                                                                                                                        |
|--------------------------------------|------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What?</b>                         | Listening  | Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.        | Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly. Transcribe familiar words.                                                                                | Demonstrate understanding of main points, opinions and some details in short passages which Transcribe short phrases.                                                                           | Demonstrate understanding of a range of short passages which include opinions with basic reasons, spoken clearly. Transcribe short sentences.                                                                                                                                                                    |
| Introduction to the Spanish sounds   | Speaking   | Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation. | Answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns.                                                              | Ask and answer simple questions. Exchange opinions and give simple reasons. Take part in simple conversations, using short phrases referring to the present tense.                              | Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Use a range of familiar vocabulary and common grammatical structures Use increasingly accurate pronunciation and intonation. |
| Spelling                             |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| Personal information and personality |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| Physical appearance (hair and eyes)  |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| Classroom instructions               | Reading    | Demonstrate understanding of familiar words and phrases. Read familiar words and phrases aloud.           | Demonstrate understanding of a range of familiar written phrases and opinions. Match sound to print by reading aloud words and phrases. Translate familiar words and short phrases into English. | Demonstrate understanding of main points, opinions, overall message and some detail in short written texts. Translate simple sentences containing familiar vocabulary and grammar into English. | Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar                                                                                                                               |
| School equipment                     |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| Family member                        |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| Description of family members        |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| The Day of the dead                  | Writing    | Write or copy simple words correctly. Label items. Complete short phrases or sentences.                   | Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Write some familiar words from memory.                                  | Translate into the target language simple sentences containing familiar words and structures. Write short texts for different purposes using mainly memorised language.                         | Write short texts giving and seeking information and opinions. Translate into the target language longer sentences. Mostly accurate and meaning is clear but some minor errors                                                                                                                                   |
| Spanish speaking countries           |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |
| Christmas in the Hispanic World      |            |                                                                                                           |                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  |



## Curriculum Areas



De La Salle School

These are available in some subject areas.

### How can they help?

- Literacy (key definitions and spellings)
- Consolidate and reinforce learning
- Support with homework
- Help students catch up after a period of absence
- Preparation for assessment

## Knowledge Organisers



| Saludos (Greetings) |                      |
|---------------------|----------------------|
| ¡Hola!              | Hello!               |
| ¿Qué tal?           | How are you?         |
| Bien, gracias       | Fine, thanks         |
| fenomenal           | great                |
| regular             | not bad              |
| fatal               | awful                |
| ¿Cómo te llamas?    | What are you called? |
| Me llamo...         | I am called...       |
| ¿Dónde vives?       | Where do you live?   |
| Vivo en...          | I live in...         |
| ¡Hasta luego!       | See you later!       |
| ¡Adiós!             | Goodbye!             |

| ¿Tienes mascotas? (Do you have any pets?) |                       |
|-------------------------------------------|-----------------------|
| Tengo...                                  | I have...             |
| una cobaya                                | a guinea pig          |
| un conejo                                 | a rabbit              |
| un gato                                   | a cat                 |
| un perro                                  | a dog                 |
| un pez                                    | a fish                |
| un ratón                                  | a mouse               |
| una serpiente                             | a snake               |
| No tengo mascotas                         | I don't have any pets |
| ¿Cómo es?                                 | What is it like?      |
| ¿Cómo son?                                | What are they like?   |

| ¿Cuándo es tu cumpleaños? (When is your birthday?) |                             |
|----------------------------------------------------|-----------------------------|
| Mi cumpleaños es el... de...                       | My birthday is the... of... |
| enero                                              | January                     |
| febrero                                            | February                    |
| marzo                                              | March                       |
| abril                                              | April                       |
| mayo                                               | May                         |
| junio                                              | June                        |
| julio                                              | July                        |
| agosto                                             | August                      |
| septiembre                                         | September                   |
| octubre                                            | October                     |
| noviembre                                          | November                    |
| diciembre                                          | December                    |

| Los colores (Colours)                    |                        |
|------------------------------------------|------------------------|
| blanco/a                                 | white                  |
| amarillo/a                               | yellow                 |
| negro/a                                  | black                  |
| rojo/a                                   | red                    |
| verde                                    | green                  |
| gris                                     | grey                   |
| marrón                                   | brown                  |
| azul                                     | blue                   |
| rosa                                     | pink                   |
| naranja                                  | orange                 |
| ¿Cuántos años tienes? (How old are you?) |                        |
| Tengo... años                            | I am... years old      |
| Tiene... años                            | He/she is... years old |

| Los números 1-31 (Numbers 1-31) |    |               |    |
|---------------------------------|----|---------------|----|
| uno                             | 1  | diecisiete    | 17 |
| dos                             | 2  | dieciocho     | 18 |
| tres                            | 3  | diecinueve    | 19 |
| cuatro                          | 4  | veinte        | 20 |
| cinco                           | 5  | veinti-uno    | 21 |
| seis                            | 6  | veintidós     | 22 |
| siete                           | 7  | veintitrés    | 23 |
| ocho                            | 8  | veinticuatro  | 24 |
| nueve                           | 9  | veinticinco   | 25 |
| diez                            | 10 | veintiséis    | 26 |
| once                            | 11 | veintisiete   | 27 |
| doce                            | 12 | veintiocho    | 28 |
| trece                           | 13 | veintinueve   | 29 |
| catorce                         | 14 | treinta       | 30 |
| quince                          | 15 | treinta y uno | 31 |
| dieciséis                       | 16 |               |    |

| ¿Tienes hermanos? (Do you have any brothers or sisters?) |                                      |
|----------------------------------------------------------|--------------------------------------|
| Tengo...                                                 | I have...                            |
| una hermana                                              | a sister                             |
| un hermano                                               | a brother                            |
| una hermanastra                                          | a half-sister/ stepsister            |
| un hermanastro                                           | a half-brother/ stepbrother          |
| No tengo hermanos                                        | I don't have any brothers or sisters |
| Soy hijo único                                           | I'm an only child (male)             |
| Soy hija única                                           | I'm an only child (female)           |

| ¿Qué tipo de persona eres? (What sort of person are you?) |             |             |            |
|-----------------------------------------------------------|-------------|-------------|------------|
| Soy...                                                    | I am...     | listo/a     | clever     |
| divertido/a                                               | amusing/fun | serio/a     | serious    |
| estupendo/a                                               | brilliant   | simpático/a | nice/kind  |
| fenomenal                                                 | fantastic   | sincero/a   | sincere    |
| generoso/a                                                | generous    | tímido/a    | shy        |
| genial                                                    | great       | tonto/a     | silly      |
| guay                                                      | cool        | tranquilo/a | quiet/calm |

| Mi pasión (My passion) |                  |
|------------------------|------------------|
| Mi pasión es...        | My passion is... |
| Mi héroe es...         | My hero is...    |
| el deporte             | sport            |
| el fútbol              | football         |
| la música              | music            |
| el tenis               | tennis           |

### Why do we warm-up?

|                           |                                                                                                 |
|---------------------------|-------------------------------------------------------------------------------------------------|
| Prevent injury            | To loosen the muscles and increase heart rate and body temperature                              |
| Raise heart rate          | To increase blood flow to working muscles                                                       |
| Increase flexibility      | Increases the range of movement at a joint, allows skills and movements to be performed easier. |
| Increase mental alertness | Warm-up prepares the performer mentally and makes them alert ready for performance              |

### Skill-Related Components of Fitness:

|               |                                                                                                                                                                                                                                                                                         |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Agility       | The ability to move and change direction quickly, at speed, whilst maintaining control.                                                                                                                                                                                                 |
| Balance       | The ability to keep the body stable by maintaining the centre of mass over the base of support. There are two types of balance: Static: A balance is performed with little or no movement. E.G a handstand. Dynamic: A balance is performed when movement takes place. E.G a cartwheel. |
| Co-ordination | The ability to use two or more different parts of the body together, smoothly and efficiently                                                                                                                                                                                           |
| Power         | Strength X Speed                                                                                                                                                                                                                                                                        |
| Reaction time | The time taken to start responding to a stimulus.                                                                                                                                                                                                                                       |
| Speed         | Distance ÷ time                                                                                                                                                                                                                                                                         |

# Y7 Health and Fitness

### Intent:

To replicate specific techniques in a range of fitness based activities and use this to investigate the bodies' ability to exercise.

### Impact:

To conduct a suitable warm-up and explain why exercise is good for health and a sustainable life.



### Key Vocabulary:

- Heart Rate
- Pulse Raiser
- Recovery Rate
- Working Heart Rate
- Component of fitness

### CRABSP

- Coordination
- Reaction Time
- Agility
- Balance
- Speed
- Power

### Type of Training

| Circuit Training                                                   | Football Skills Circuit                                                                     |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Press ups<br>Skipping<br>Step ups<br>Shuttle runs<br>Astride jumps | Dribbling<br>Shooting<br>Heading<br>Control<br>Shuttle Runs<br>Agility Ladders<br>Penalties |

### Challenge Task:

### Couch to 5k

#### Download App

- Week 1: 60 secs run / 90 secs walk
- Week 2: 90 secs run/ 2 min walk
- Week 3: 2 x 90 secs run/ 90 secs walk, 3 min run/ 3 min walk
- Week 4: 3 min run/ 90 secs walk, 5 min run/ 2 ½ min walk, 3 min run/ 1 ½ min walk, 5 min run
- Week 5: 5 min run/ 3min walk, 5 min run/ 3 min walk, 5 min run  
5 min walk/ 8 min run, 5 min walk/ 8 min run  
5 min walk/ 20 min run
- Week 6: 5 min run/ 3min walk, 8 min run/ 3 min walk, 5 min run  
10 min run/ 3 min walk, 10 min run  
25 min run
- Week 7: 25 min run x 3
- Week 8: 28 min run x 3
- Week 9: 30 min run x 3





## Curriculum Areas



De La Salle School

## Assessment

Students are formally assessed (summative assessments) three times a year

w/c 5<sup>th</sup> and 12<sup>th</sup> September (Baseline assessments – for teacher use and planning)

w/c 16<sup>th</sup> and 23<sup>rd</sup> January (results and progress reported home to parents)

w/c 5<sup>th</sup> and 12<sup>th</sup> June (results and progress reported home to parents)

Parents will also receive a written report from class teachers commenting on progress made in subjects (after the Easter break)







## Curriculum Areas



De La Salle School

## How can I support my child with homework and assessments?

- Encourage students to check Edulink daily for homework tasks and assessment preparation
- Advise them to make a note of deadlines (when is it for?)
- Check they are spending sufficient time on homework tasks. The class teacher will very often state how long a task should take
- Encourage them to use the knowledge organisers available at home as additional support if and when required
- Students should plan ahead for assessments. Revising little and often is more effective than cramming the night before

