



**Staplehurst School Newsletter No.9 -
Autumn Term 2024**

A message from the Senior Team



Dear Parents and Carers

I hope you had a restful break and enjoyed some quality family time. The children have returned with enthusiasm and looking very smart and ready for learning. Term 2 is full of exciting learning opportunities; your child's learning overview for this term is available on our website; please refer to this frequently with your child.

Parent voice: thank you to everyone who completed our parent survey. Once have reviewed the responses we will work with you to address any areas that you feel need to be further improved.

Parent Forum: on Friday 22nd November we have a Parents' Forum - this is an open invitation to all parents to share their feedback with the headteacher and to discuss ways in which we can improve the school further. I would also like to use this session to discuss our attendance policy and what this means for you and your child. If you would like to attend please sign up at <https://forms.office.com/e/8DcuPG7LnK>

Important Reminders

Term 2 key dates : we have added all of our important dates for the term on the school calendar; please refer to this for upcoming events and end of term Christmas celebrations.

Uniform:

As the weather changes across the next few weeks, children will be bringing more items to school including hats and gloves as well as coats and jumpers. Please make sure that your children's things, even distinctive items, are named to give us the best chance of your children being reunited with any lost property.

Safeguarding: the dark evenings make it even more important that children keep safe, particularly when crossing roads. There is a new online support for parents looking for more information about keeping children safe including a collection of articles, tips, expert advice and resources designed to help parents keep up with what their children are doing on-line. Take a look at <https://www.rospa.com/policy/road-safety/active-travel-hub/parents-and-carers>.

Have a lovely weekend

Mrs. Wall and the Senior Leadership Team

Parents in to Read:

Parents in to Read: thank you to all parents who attended today. Did you know that reading for pleasure has been proven to improve the following:

- Childhood reading- being a FREQUENT reader of choice- is linked to substantial **cognitive progress** between 10-16. (Sullivan & Brown, 2013)
- RfP most strongly linked to progress in **vocabulary**, with a weaker, but still substantial link to progress in **mathematics**. (Sullivan & Brown, 2013)
- RfP associated with **enhanced comprehension** (McGrane et al, 2017; Schugar & Dreher, 2017)
- RfP linked to **richer narrative writing** (Senéchal et al, 2018)

Attendance



Staplehurst school promotes positive attendance and punctuality at school. This remains a high priority for the safety and wellbeing of all of our pupils and staff. The school staff and Board of Governors, together with our attendance officer believe that it is essential for all

pupils to attend school regularly and on time and to avoid any unnecessary absence. Any loss of time at school can adversely affect a child's attainment and wellbeing. All pupils benefit from regular school attendance.

Celebration of Attendance:

At Staplehurst school, we believe it is important to recognise and celebrate good attendance and punctuality, which are extremely important life skills. We celebrate attendance in the following ways:

- Weekly Attendance Cup KS2- the class with the best attendance & punctuality for that week are awarded with an attendance cup during the weekly celebration assembly.
- KS1 Attendance Ted – the KS1 class with the best attendance and punctuality for that week are awarded with 'Attendance Ted'.
- Class 100% Weekly Prize - the class who achieves 100% attendance in a week will be rewarded an additional prize during the weekly celebration assembly.
- Individual reward for weekly and full term 100% attendance - certificates will be awarded to these children in a Celebration of Attendance Assembly.

IMPORTANT UPDATE

In August the government shared '**Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities August 2024.**' This is Statutory guidance for maintained schools, academies, independent schools and local authorities. We have updated our attendance policy to reflect these changes and created a parent guide as to the **10 main changes** which can be found on our website. [10-new-attendance-rules-2.pdf](#)

Well done to 2W the KS1 weekly winners with 95.8% who will share Attendance Ted.

Well done to 6JS the KS2 weekly winners with 99.1% who will receive the Attendance Cup.

Charity

As a school, we have decided to focus on just one charity this academic year. Mrs Chembalipuram is currently working closely with the School Council to research and select one charity which will be the focus of our fundraising efforts. Once the School Council have selected a cause, they will be sharing their learning about the impact the charity has and its relevance to our community. They will also plan specific events this year to help raise funds and support the chosen charity.

We appreciate that this means we will not be observing either Children in Need or Comic/Sport Relief, as we have decided to concentrate our efforts on one specific charity chosen by the children. We look forward to sharing with you our chosen charity and we look forward to the exciting work organising fundraisgin events.

Pride Certificates 08.11.2024

| | | |
|-----|-----------------|--|
| 1JS | Harrison Weller | Harrison has continued to demonstrate his positive learning attitude upon his return to school this week. He can always be relied upon to provide thoughtful answers in class and is very respectful towards his peers. This week Harrison has shown his excellent understanding of our Geography topic by carefully remembering the facts he learnt last term. He has also been a superstar in maths when finding a missing part in number sentences. Well done Harrison, keep it up! |
| 1U | Scarlett Love | Scarlett has demonstrated an excellent attitude toward her learning this week. She has been crafting some wonderful sentences for our geography essay, responding to the question, "What are our school grounds like?" Scarlett has been putting in great effort with her math work, solving problems to find the missing part and writing number sentences to match. Scarlett is a caring, polite and helpful member of the class, consistently showing our PRIDE value of respect both in and outside the classroom. Keep up the fantastic work, Scarlett! |
| 2W | Noah Carter | Noah has written a fantastic essay showing his knowledge of how London is different to Staplehurst. He has been so enthusiastic to share information with the class during geography lessons and worked hard to complete each paragraph. Well done Noah! |
| 2C | Sophia French | Sophia has joined 2C this week with fantastic levels of enthusiasm and positivity. She has wowed me with her reading fluency and is already showing our STAR behaviours to learning. Well done Sophia! Keep it up! |
| 2K | Olly Matthews | Olly is taking more responsibility with his work and attitude towards learning, which is lovely to see. I am especially impressed with his independent writing for his geography essay this week. Well done Olly, a great start to the term - keep it up! |
| 3C | Aspen Turner | Aspen has started the term with a very positive attitude towards her learning. She has shown enthusiasm and understanding of our reading text this week, through her respectful and polite responses to questions. A very good start to the term. Well done! |
| 3NS | Joey Pengelley | This week Joey has worked super hard in his math work. We have been really proud of his responsible attitude, he has been able to focus on his work and as a result has made some excellent progress in learning the column method for addition and subtraction. |
| 4A | Jesse Archer | Jesse has had a great start to the term. He has shown high levels of respect for his work by ensuring he gives his best in every task and continues to strive to improve his presentation. An example of his high level of respect for his work is his diary he wrote over half term about his holiday. He has not only ensured that he has added lots of detail to his diary but has focused on improving the quality of his writing by including fronted adverbials and expanded noun phrases. It was wonderful to read your diary. Well done Jesse, keep it up! |
| 4C | Summer Rawlins | This week Summer has worked incredibly hard on her own self respect for her own work. She has successfully worked independently in maths to complete subtraction sums with more than one exchange and during essay writing. Well done, Summer |
| 5B | Jacob Muhura | Jacob has settled in well to his new seating place and has had a positive attitude towards learning. Jacob has contributed a lot towards our History planning lessons, demonstrating his knowledge of Ancient Greece in preparation for writing his Essay. Well done, Jacob. |
| 5T | Caitlin Gorham | Caitlin has been working so hard over this week to ensure she gets the very best out of everything she does. She has been working on her spelling and getting excellent results. She knows her times tables inside and out and can answer questions fluently. She has so much respect for the other children in class and is always kind and thoughtful. She is working hard on her essay, we couldn't ask for more. Well done Caitlin! |
| 6S | Ben Glanvill | Since the start of Year 6 we have been so impressed by the level of respect that Ben demonstrates everyday, this week has been no exception. Ben consistently shows the PRIDE values and STAR behaviours in everything he does and shows respect and consideration for everyone around him. Thank you, Ben! |
| 6JS | Terry Wenham | This week Terry has really impressed with his positive attitude towards learning across all subjects. Terry has been working hard to learn his times tables, practising each day! Terry has been respectful of all staff and children around the school. Well done Terry, keep it up! |

EYFS



The children in Early Years have had a fantastic first week back. This week we have been discussing different celebrations such as Guy Fawkes Night and Diwali. We look at how both of these were celebrated. We created firework paintings using cotton buds to create the effect of the firework exploding.

"The fireworks are so beautiful. I saw orange in the sky"

Following our White Rose maths learning the children have been identifying and comparing triangles and circles. The children were able to identify the shapes from learning that a circle is round and a triangles has three straight sides and three corners. We then looked at the artist Wassily Kandinsky and created our own pictures by drawing around different sized triangles and circles, cutting them out and then sticking them onto a piece of black paper.

This week the children have been learning about the different seasons. We have focused on Autumn and discussed what we have noticed is changing outside. The children noticed that the leaves are changing colour and are falling from the tree and that it is now getting colder as well. Using autumnal objects such as leaves, acorns and conkers the children have been creating their own autumn collages.





Year 1



Year 1 have enjoyed an amazing art day where we explored the use of natural materials to create our own artwork. We were inspired by the work of Andy Goldsworthy and learnt that our natural artwork is ephemeral. Firstly we collected leaves to make leaf prints. We were thoughtful in the colours we mixed and how to position our leaves on the paper. Then we collected natural materials to create our own natural art. We created great pieces of artwork!

This week we have been working hard on remembering key facts from our previous geography topic. We have been gathering these facts to answer the question 'What are our school grounds like?' In Science we have been learning about insects. We found out that insects have 6 legs! This week we have also started our French topic on learning the names of some animals. We have been learning superstars for our first week back!







Year 2



This week Year 2 have worked hard to recall their learning from our Geography topic last term of: how is London different to Staplehurst? They have impressed us with their understanding of the different human and physical features that both these locations have. Year 2 have begun to explore what materials different objects are made of and if they are man-made or natural.



Year 3

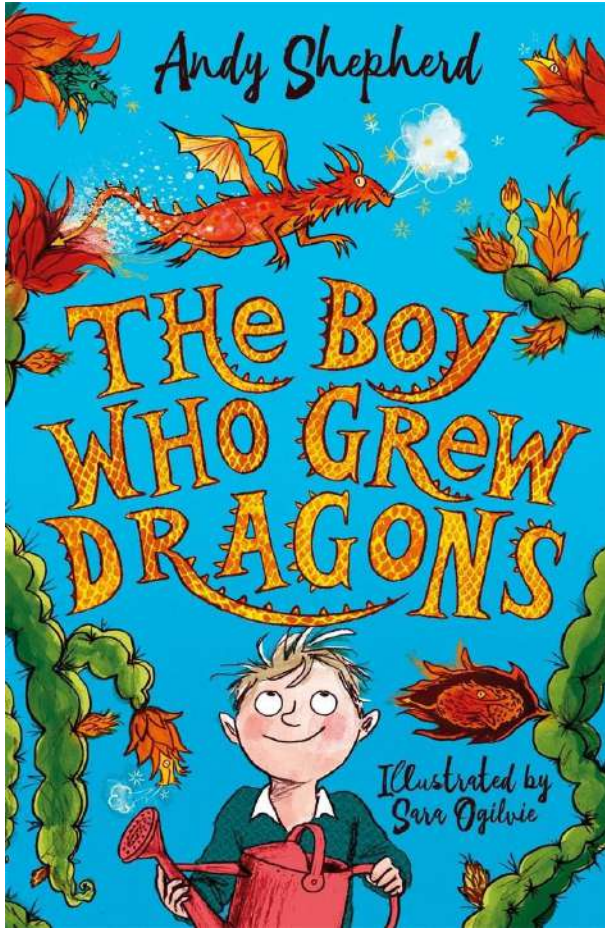


Year 3 have returned to school to write their geographical essays on comparing Staplehurst and Tonbridge. Using their learning from lessons and fieldwork visits they are able to write how the two settlements are similar and different, focusing on the physical and human features.

Within reading sessions this term, the children are enjoying reading the book 'The Boy who Grew Dragons' by Andy Shephard.

As part of PE this term, children are developing skills associated with hockey, using our scheme RealPE. This week they began by learning skills with footwork, being able to balance and move with control.

In maths, Year 3 have continued to work on addition and subtraction this week. They have learn how to exchange across 100 for subtraction as well as how to estimate answers before calculating the final answer.



Year 4



YEAR 3

Year 4 have come back to school well rested and ready to write their essays answering the question 'how were ancient civilisations similar and different?' We spent a lesson remembering our history learning from last term and making notes. Then we spent several lesson writing our essay using the notes we had created. The children remembered lots of learning from last term. Florence said, "ancient civilisations settled by rivers because they needed water for drinking and cooking." Ross added "they used the rivers to travel along so they could trade with other communities.

In our reading sessions this week we have read about the history behind Bonfire night and read some poems of Remembrance, including 'In Flanders Fields' and practised reading poems correctly pausing at the end of each line.

Our half term challenge on Times Table Rock Stars was won by 4A! Well done to all their hard work. We will start another challenge soon, so listen out for when it opens. Each week we are celebrating in class the children who are the most accurate or have improved in accuracy. We are also celebrating those children who have turned their heat map green! Keep on playing on Jamming to get your heat map green!

Q1. To plan an essay to answer a historical question
How were ancient civilisations similar and different? **POPPY F**

| | |
|---|--|
| <p>Introduction: Who were the ancient civilisations?</p> <p>When did the ancient civilisations begin? Ancient Sumer 5000BC - 2000BC. The Tigris valley 3000BC - 1500BC. Ancient Egypt 3500BC - 1000BC. Ancient Greece 800BC - 1000BC. Ancient Rome 500BC - 476AD.</p> | <p>Where did they settle and what features did the settlements have?</p> <p>settled by rivers so they could use water to drink and use for cooking food.</p> <p>• Wells • Canals • Levees - prevent water from overflowing the river, rice growing, also prevent the river from flooding.</p> <p>• Shaded • Irrigation • Storage • Levees • Canals • Wells • Trenches • Ditches • Ponds • Basins • Cisterns • Silt • Salts • Dunes • Hills • Mountains • Rivers • Canals • Wells • Trenches • Ditches • Ponds • Basins • Cisterns</p> |
| <p>How and why did ancient civilisations trade?</p> <p>How were writing and numbers developed during this time?</p> <p>Trade: wheat, rice, grapes and rice. Egyptians used papyrus. Romans in Rome used writing on wax tablets. Greeks used clay tablets. Sumerians used clay tablets. Egyptians used papyrus. Romans in Rome used writing on wax tablets. Greeks used clay tablets. Sumerians used clay tablets.</p> | <p>What were the inventions of the ancient civilisations?</p> <p>Sumer</p> <ul style="list-style-type: none"> • Iron Scaffolds to cut crops • Weights to break up land • Sail boats • Glass <p>Indus</p> <ul style="list-style-type: none"> • Water and drainage facilities • Toilets • Toys • Wheeled transport • Weaving fibres in to cotton <p>Egyptians</p> <ul style="list-style-type: none"> • Irrigation system including ditches & canals • Levees for dikes |

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Q2. To plan an essay to answer a historical question:
How were ancient civilisations similar and different?

1

Introduction: Who were the ancient civilisations?
When did the ancient civilisations begin?
Ancient Sumer 5000 BC - 2000 BC
The Indus Valley 3200 BC - 1500 BC
Ancient Egypt 3150 BC - 400 BC
Minoan 2500 BC - 1400 BC
Ancient Greece 900 BC - 300 BC
Shang 1600 BC - 1046 BC
Phoenician 1500 BC - 300 BC
Roman 500 BC - 476 AD

2

Where did they settle and what features did the settlements have?
dunes or hills for houses
wells for water
crops
food and to sell
to other communities
A river - Sumer - Euphrates and Tigris
The Indus - valley - Indus river
Ancient Egypt - the river Nile
Shang - the Yellow River
Sumerians - 20000 - built on a flood plain
Minoan - built on a hillside
Indus valley - 2000 - 1000 - built on a flood plain

3

How and why did ancient civilisations trade?
How were writing and numbers developed during this time?
Indus valley used seals.
Roman numerals.
Greek - fish, man, and Nile
Egyptians used papyrus.
papyrus bundles which were used by Sumerians then which Sumerians used.

4

What were the inventions of the ancient civilisations?
Sumer
Iron Sumer
to cut crops
Ploughs to break up the land
Sail boats
Irrigation
Water and drainage
Sockets
Lays
Trough
Woolen
Socks in the wool

Shang
Bronze - mostly
weapons and tools
ornaments
chariots
Horses and chariots in battle
weaving
silk
Egyptian
- Mesopotamian
Spartan
of Sparta
papyrus
lake
of
clay.

They began and finished
A civilisation has
Some of the civilisations existed at the same time, these included

| | |
|--------------------|------------------|
| Sumer 1 | Minoan 4 |
| Ancient Egyptian 3 | Romans 6 |
| Shang Dynasty 5 | BC |
| Indus Valley 2 | AD |
| Ancient Greek 7 | towns and cities |
| Culture 8 | government |

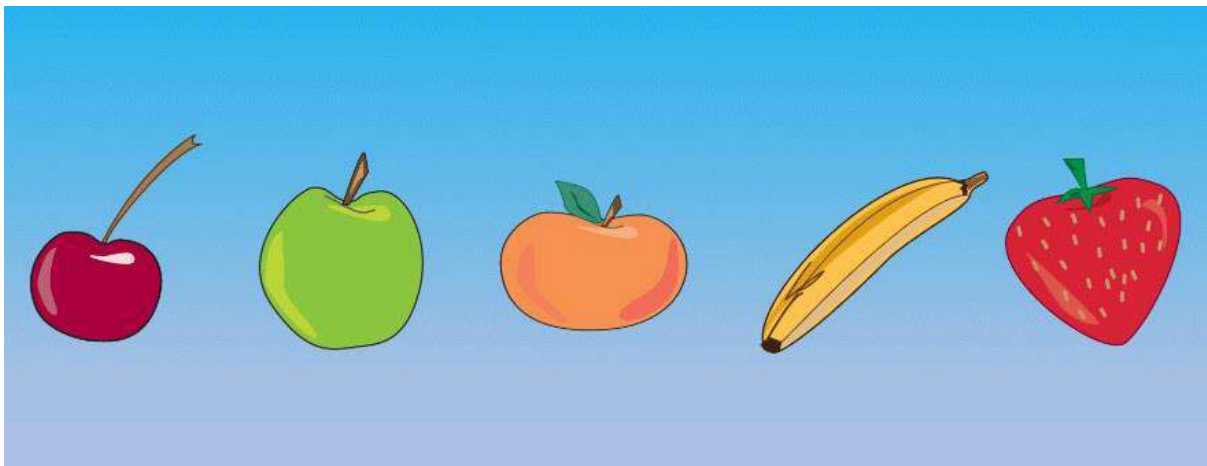
In this essay I will be answering the question how were ancient civilisations similar and different. The ancient civilisations included Sumer, Indus valley, Ancient Egyptian, Minoan, Shang Dynasty, ancient Greece and culture. Sumer 1. They began and finished in the Sumer and this ran from 5000 BC to 2000 BC. The Indus valley ran from

Year 5



YEAR 5

fruit



Back to school this week with some relaxation tips after the holiday. It can be stressful coming back to school after over a week away so we did some yoga moves to ease us into term 2. Based on a Minecraft theme we moved carefully to calm our minds and bodies.

In French, we talked all things fruit. Ask us the French words for our favourite fruit and see how many we can name!

We also recalled all our knowledge on the ancient Greek empire and organised our thoughts into the essay about how Greeks have influenced modern Britain. It is amazing what we have remembered and how we fact check using our books and discussion with our partners in class.

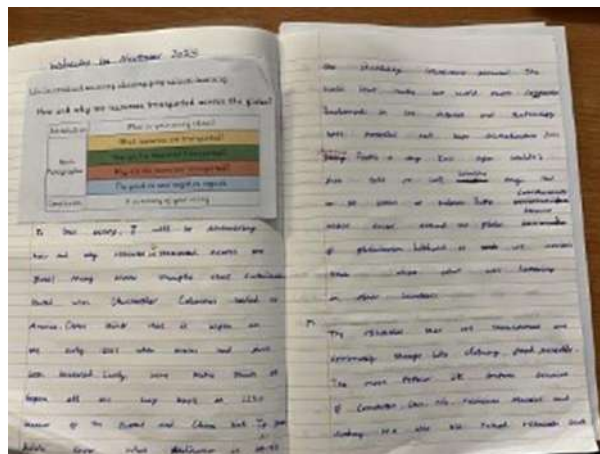
We also had a special guest in to teach us even more about our solar system, including a lot of facts about the planets, probes, and astronauts.



Year 6



This week Year 6 have got stuck straight back into their learning, they have been planning and writing essays which demonstrate their geographical learning from last term. The children have been answering the question 'How and why are resources transported across the globe?', they have pulled together all of their knowledge from the previous term and used key vocabulary to construct an essay showcasing their fantastic knowledge.



Thursday 24 November 2023

10. To understand an organism's environment we need to know how and why an organism has adapted to its environment.

Adaptation: A trait that helps an organism survive and reproduce in its environment.

Structural: Physical features of an organism that help it survive.

Behavioral: Actions that an organism takes to survive.

Physiological: Internal body processes that help an organism survive.

Survival: The ability of an organism to stay alive.

Reproduction: The ability of an organism to produce offspring.

Each leaf and right leaf and right surface are important as the left side will absorb photosynthesis and is the strongest. Some plants have green and purple on the stem. They have a thick stem that photosynthesis happens in. Some plants have a thick stem in the ground. Some plants have a thick stem in the ground. Some plants have a thick stem in the ground.

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Thursday 25 November 2023

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Staplehurst Music Centre taster day invitation - Saturday 16th November from 10am



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Dear parents and carers,

We would like to invite you and your children to join us for a special taster morning at Staplehurst School, Saturday 16th November, where you are welcome to join our classes in action, meet the teachers, and see if there's something going on that would suit your child (or you!).

No cost or obligation, just come along!

Please see the attached flier for a list of groups on offer, and specific times. For private music tuition, please email us to arrange an opportunity to meet the teacher. We currently offer lessons in: singing, music theory, piano, cello, violin, guitar, bass, piccolo, recorder and flute.

Email: Staplehurstmusickent@gmail.com to confirm your attendance, find out more or with any questions.

We look forward to welcoming you on the 16th!

Music



MUSIC MARK
SCHOOL

2024 - 2025



KS2 Christmas
Concert Auditions
Wed 27th Nov 2024
1.30pm Music room

Please tell Mrs Seal if you play an

instrument and would like to audition.

