



**Staplehurst School Newsletter No.04-
Winter Term 2023**

A message from the Senior Team



Dear Parents and Carers

This has been a shorter than usual week but very productive with great learning opportunities and outcomes across the school. In addition it is wonderful to see so many of our children attending after school enrichment opportunities; our range of clubs across the school is very strong and we continually work to improve this for our children.

Pupil Voice: this week in our PRIDE value assembly our learning ambassadors were introduced to the school. Evidence suggests that the more that pupils are involved in the learning process the more effective their learning is. Pupils are very aware of factors which help or hinder their learning in lessons and can play an important role in identifying them. Pupil voice is essential in schools because children are stakeholders in their own learning and should be provided with the opportunity to have their say about our school.

Our Learning Ambassadors (Y6 pupils) are chosen based upon their leadership skills and whether they embody our 'Pride Values'. They are excellent role models, they have good learning attitudes and are able to speak confidently to visitors, staff and governors

They will fulfil many roles, such as welcoming visitors, giving tours of the school, contributing to the website and speaking to visitors to our school about life at Staplehurst School. They will promote learning by helping our learners be the best learners they can be. Furthermore they also have the opportunity to meet fortnightly with Miss Davenport to feedback pupil voice.

This year our learning ambassadors are:

Oscar Blythin

Tegan Brazil

Annabelle Fraser

Vinnie Gardner

Abiel George

Alex Harris

Anyar Tarling

Have a lovely weekend everyone!

Miss Davenport and the Senior Leadership Team

Pride Certificates: 28.09.23

1A	Hallie Lawrence-Brigden	Hallie has made a wonderful start to life in year 1 and has consistently approached every task with a positive mindset. She has demonstrated this positive mindset during our maths assessment this week, where she was determined to try her best and overcome any questions that she found tricky. Hallie has consistently demonstrated all of the STAR qualities throughout every lesson and sets an exemplary example of STAR to her peers. Well done, Hallie. Keep it up!
1C	Eva Best	STAR of the day: for showing all aspects of STAR in lessons and being enthusiastic positive and helpful, Well done Eva!
1FS	Terpa Lak	Terpa has shown great independence in her learning. She is having a go at writing independently and sharing her ideas with the class. Her writing shows she has listened to the task and she is challenging herself with tricky words. Well done Terpa!
2C	Annie-Mae Woods	Annie-Mae is the embodiment of positivity. She always comes in with a beaming smile on her face and when answering questions she always tries to include the key vocab of the lesson. She is a real ray of sunshine. Well done, Annie-Mae.
2K	Sophie	Sophie has shown all of the STAR qualities this week. She has a positive attitude towards learning and is always ready to learn. Sophie is an excellent role model for her peers and I'm so proud of her. Well done Sophie!
3SK	Jesse Archer	Jesse has shown a fantastic attitude to his learning this week. During our maths assessment he demonstrated positivity and determination. We are impressed Jesse. Keep it up!
3G	Elvie Matthews	Elvie demonstrates an impeccable attitude towards her learning and approaches any task with positivity. This week, Elvie has consistently shown all of the STAR qualities in the classroom. Elvie has been working particularly hard on her handwriting this week. Well done Elvie, keep up the hard work!
4W	Jacob Muhura	Jacob has had a fantastic week and shown a positive attitude to learning in all subjects. In English, he wrote a fantastic news article based on our class book and in history was able to show his knowledge of trade in Ancient Civilisations. His work is also always beautifully presented. Well done!
4F	Pyper Coshell	This week Pyper has applied 100% effort to all the activities she has completed. Her unwavering positivity and hard work have enabled her to create some outstanding pieces of work. Her news report, about the Icebreaker bicycle, was a particular highlight. Well done, Pyper! Keep up the hard work!
5R	Cindy Lee	This week Cindy has been excelling in all her education specifically her Mathematics. Not only has she been thriving academically but her can do positive attitude has been spreading through to other lessons. You can see her passion for learning developing too. Well done!
5C	Riley Coleman-Reeves	This week Riley has demonstrated a very positive attitude to his learning in English. He has worked hard in all aspects and developed his understanding of direct speech and considered how different characters would feel in a story. Well done!
6S	Michaela Calimlim	Since the start of term Michaela has consistently demonstrated a real positive attitude towards all aspects of her learning. She has worked independently as much as possible, has problem solved herself in order to continue her learning; she has clearly demonstrated what a fantastic role model to the rest of the school she really is. Amazing work Michaela, keep it up!
6JS	Kathryn Taylor	This week Kathryn has had a really positive, mature attitude towards her writing. She has been a fantastic example of a positive attitude towards feedback, taking on board comments and using them within her writing. An excellent effort Kathryn, well done!

Parental Engagement: support for parents and carers



Based on the feedback received through both our parent forum and last year's drop-ins, we have shaped our support for parents and carers to support the needs raised. We value parental input as it helps us shape and tailor our sessions and opportunities to support your children to achieve. We will be focusing on the following areas and offering the following opportunities over the next two terms:

Term 1

Phonics follow-up support video - **Week beginning 2.10.23**

Reading Drop-in Session - **6.10.23**

Reading follow-up support video - **Week beginning 16.10.23**

Parent Forum - **13.9.23**

EYFS parent phonics drop in sessions & parent support session **WB 9.10.23 (the phonics drop-ins will also run into the week beginning 16.10.23)**

Parents' Evening - **18.10.23**

Parents into read - **Weekly**

Term 2

Art subject support video - **Week beginning 6.11.23**

Maths subject support video **Week beginning 20.11.23**

Parent forum - **1.12.23**

Open discussion afternoon - Relationships and Sex and Health Education **27.11.23**

Parents into read - **(Weekly)**

We welcome feedback from these opportunities and look forward to supporting you at home this year.

Many Thanks

Mr. Williams-Jones

Communication: reminders

Whole School General Communication:

The school will send communication via SCOPAY.

This will include notification of key events, information regarding upcoming trips, parent information evenings, non-uniform days, visitors, or requests for pupils to bring in special items etc:

Emails are sent between the hours of 1-2pm and between 3 and 4 pm to ensure important information is not missed.

Timescales

We aim to notify parents at least 2 weeks in advance.

Emails are to be checked daily by parents to ensure that key information is not overlooked.

EYFS 2024 Open Mornings for September 2024



If your child is due to start **Reception in September 2024** Join us on one of our open mornings to see why Staplehurst School is the perfect place for your child to grow and flourish.

EYFS OPEN MORNINGS: for September start 2024

Wednesday 18th October

Wednesday 1st November

Wednesday 8th November

Wednesday 15th November

Please contact the office for further information

Year 6: Secondary Transfer

If your child is due to start Year 7 in September 2024 you will need to apply for a place by 31st October.

Please follow the link for further information [Secondary school places - Kent County Council](#)

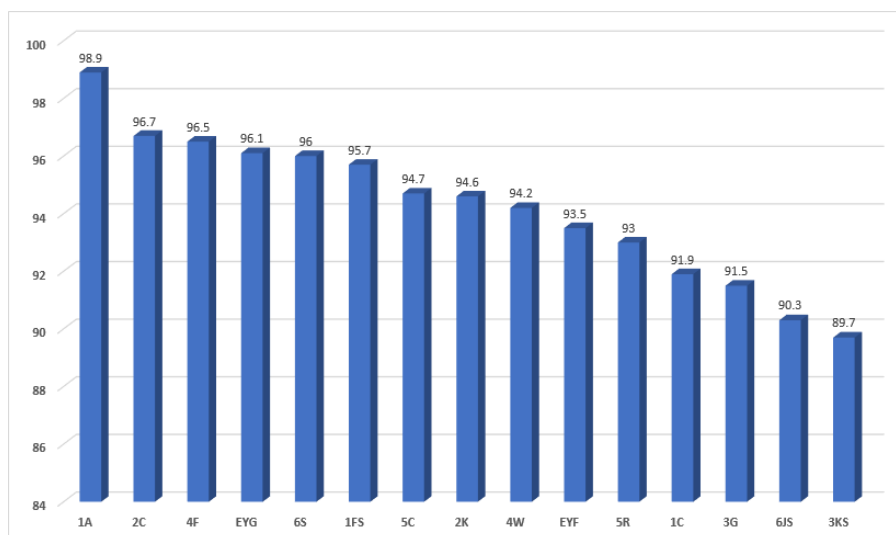
Attendance

Whole school attendance for this week was **94.1%**

Whole School Attendance *from September* is: **93.9%**

National School Attendance is currently: **95%**

Punctuality Reminder: Did you know that 5 minutes late each day is equivalent to 3 days lost, 10 minutes late each day is equal to 6.5 days lost, and 15 minutes late each day, 10 days lost. Please ensure your child arrives on time to prevent them being marked as late and missing their phonics/reading lesson.



Well done to 1A the weekly winners with 98.9%

What attendance means to us -

100% - Excellent attendance

97% - Good attendance

95% - Satisfactory attendance

Below 95% - Unsatisfactory attendance Below 90% -

Persistently absent Below 50% - Severely absent

School Uniform: polite reminder

Please note that if your child has a piece of missing or incorrect uniform we will speak to you at the end of the day and send a polite reminder. From next week if children have incorrect footwear they will be provided with an alternative. Thank you for your support with this matter.

EYFS

This week in EYFS we have been sharing photos of our families, drawing our families and talking about why they are special. We shared the story *Aaaarrgghh, Spider!* by Lydia Monks, enjoying the different ways the spider tries to become a part of a family as their pet.

During child initiated the children enjoyed painting Winston the Wolf from last week's key text. They explored colour mixing using combs to mix black and white. Combing through the paint also gave the wolves a furry effect.

To develop our gross motor skills, we are enjoying a daily session in the hall, either PE or brain gym. The children are all enthusiastic during these sessions, with every child participating fully.







Year 1



1 - Something strange happened outside the year 1 area on Monday, a spaceship crash landed over the weekend! The children had to go and investigate the crash and then we used this as a stimulus for our writing. The crash site is now indoors along with other space themed items for the children to explore during their year 1 exploring time.



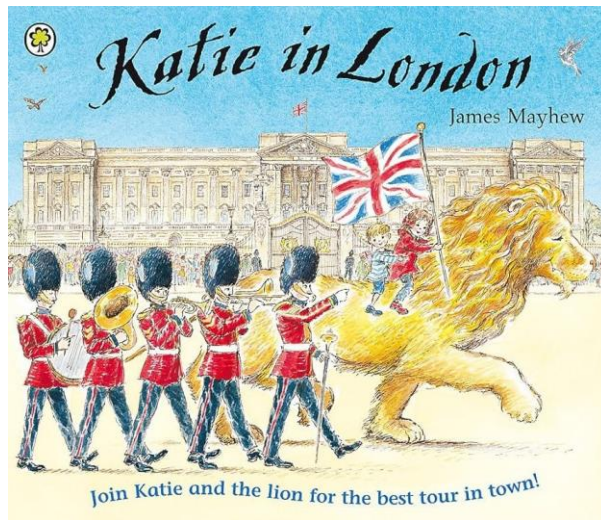
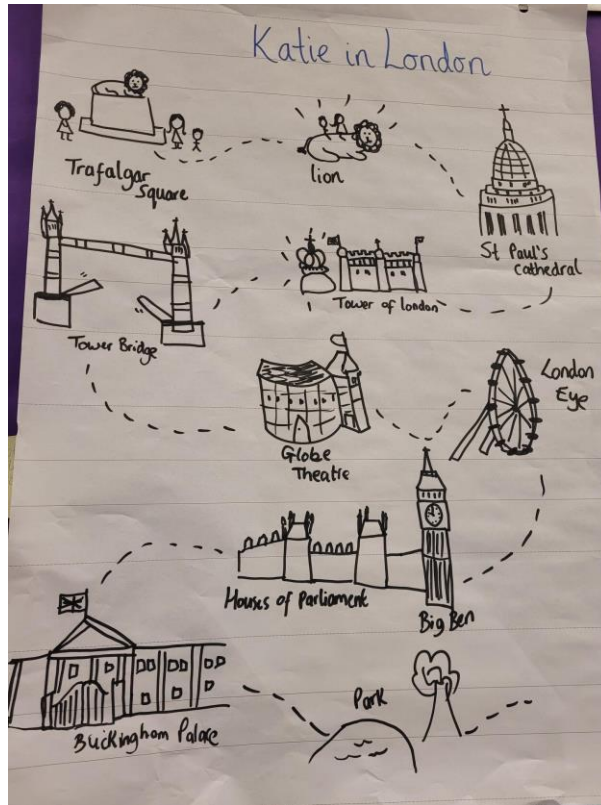
2 - The children had to write about what they could see, hear and smell at the crash site. This has supported our work on 'what is a sentence?' which is a fundamental part of learning in year 1. To support with this at home you can ask children to look for the capital letters / full stops in their reading books and discuss the beginning and end of a sentence, noting that a sentence is different to a line.

Year 2



In English we have started reading *Katie in London*. The children enjoyed this magical adventure story and were able to sequence the key events from the story through verbal retelling, images and a story map.

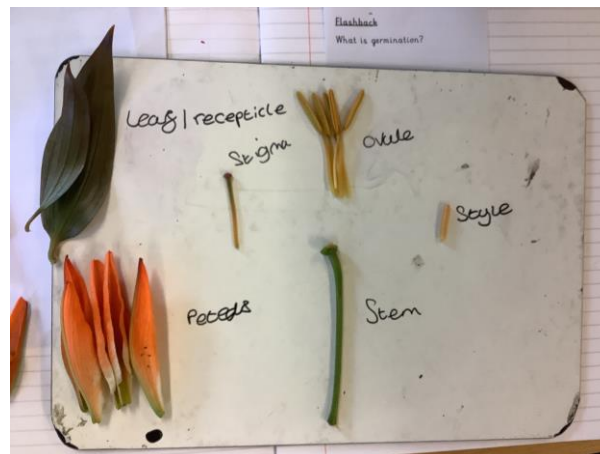
In Science the children planned their investigation to create a waterproof coat for Paddington. We wrote our prediction for which material will be best, an equipment list and the method we need to follow. We can't wait for our experiment next week!

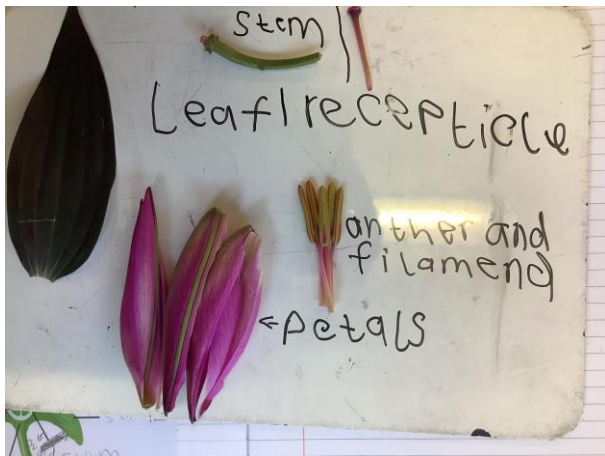


Year 3



In Science, we dissected a lily to explore the inner workings of the reproductive systems of a flowering plant. We were able to identify and name many parts, including the stigma, stamen, ovules and receptacles. The children thoroughly enjoyed this investigation.





Year 4

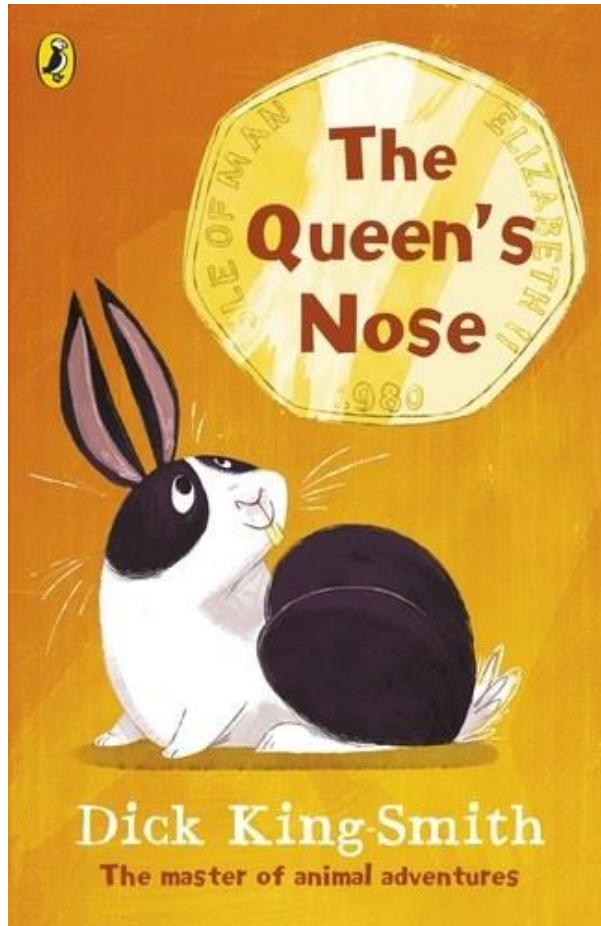


YEAR 3


In Year 4, both classes recently took on the Roller Ball Challenge during their PE lesson. This unique challenge required them to work in pairs, holding hands, and rolling a ball back and forth while standing up and down. The activity demanded coordination, teamwork and synchronisation between partners.

We've provided instructions for this challenge in case anyone would like to try it at home with family and friends. Enjoy!

The children have also been working hard in English writing a news report based on our book 'The Queen's Nose', they used journalistic phrases, expanded noun phrases and quotes to tell the story. It was wonderful to read their amazing work!



Treacher 10,000 buyer
Yesterday afternoon a lady girl called
Harmony Parker (age 10) became the
new proud owner of the 10,000 Treacher
bike, and England, Kent, Maidstone.



Harmony Parker wanted a bike so she went into a bike shop. She
first had her eye on a red bike, but that was not the bike for her



Roller Ball



Working in a pair, hold hands or forearms at arm's length and see how many times you can successfully roll the ball up and down to each other. As one player stands up, the other sits down.

Year 5

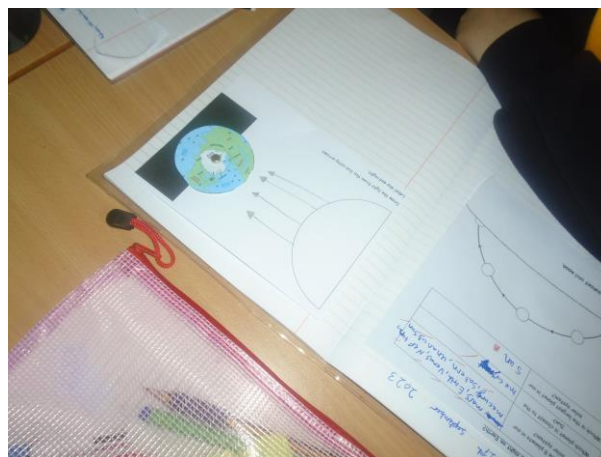
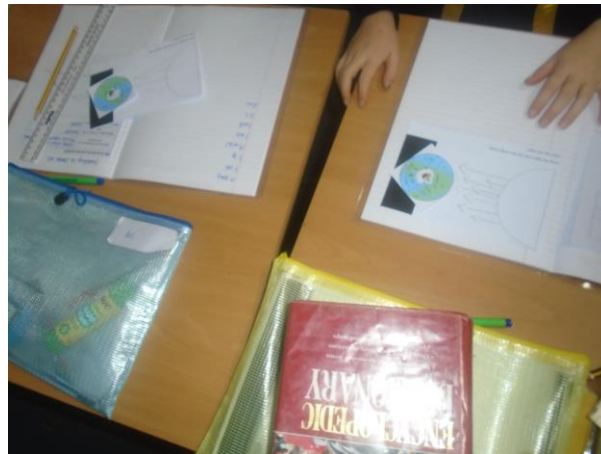


YEAR 5

Children in Year 5 have continued their learning based on the text 'Who Let the Gods Out?' in English this week. They have focused on considering the feelings of the 3 main characters (Elliot, Virgo and Prisoner 42) in preparation for their writing next week. Within SPAG they have looked at how to build cohesion between paragraphs and how to accurately punctuation direct speech.

Within science, children have been learning how we experience day and night on Earth, including how the Earth spins on its axis once every 24 hours.

In history, this week children have learnt about the Spartan society in Ancient Greece and the similarities/differences with Athenian society and modern day society.



Year 6



In Geography this term Year 6 have been learning about globalisation, they have considered how both the food and fashion industries have been affected and influenced by globalisation over time and the effects this also has on our environment. During reading lessons the children have been reading more in depth about 'Fast Fashion', they have been carefully considering key vocabulary as well as answering questions to clarify their understanding.





Why Should We Teach Children About Fast Fashion?

The fashion industry has a major impact on the environment from the **choice of fabrics** to **pollution** caused by factories and environmental damage caused by the use of clothing in itself.

According to **Shutterstock**, over 100 billion pairs of jeans are produced each year and in the US alone, 70 billion pairs of jeans are produced. It is estimated that around 10 billion pairs of jeans are produced each year, of which 80 billion pairs are sold in the US alone. This is a major part of the clothing industry and the most being **produced** or going to **landfill**. The environmental issues associated with clothing, from **manufacturing** and **disposal** are vast and their impact on the **planet** is significant.

There are also many other issues associated with the manufacture of fast fashion clothes. Besides the **pollution** that occurs from the **factories** around the world, the **pollution** caused by the **factories** is also a major issue. Each year, **factories** lose their stock as a result of **overproduction** and **overconsumption**. This leads to **pollution** and **landfill** issues. **Factories** also produce a lot of **waste** and **pollution** and **landfill** issues. **Factories** also produce a lot of **waste** and **pollution** and **landfill** issues.

Consider how the **Rana Plaza** factory collapse in Bangladesh in 2013 where 1193 people lost their lives has driven attention to this issue but it's not the full extent of the problem.

Children begin to develop a following for fashion at a young age and begin to make choices about what they would like to wear. Teaching children about fashion and its impact on the environment is important for their sustainability. It can also be linked to other subjects in the primary curriculum, including **geography**, **history** and **DT**. Here are some resources for an activity that will introduce this important issue to primary children.

Fashion Revolution offers a range of free educational resources for year 1-6 children. These include primary, secondary and tertiary level fashion ethics, **trading cards**, **games**, **activities** and **activities** to design a **fashion** brand.

Fast Fashion: Positive Impacts	Fast Fashion: Negative Impacts
<ul style="list-style-type: none"> Fast fashion encourages trade between countries across the world Fast fashion is accessible to many people across the globe Fast fashion is affordable for many so customers can buy the clothes they desire 	<ul style="list-style-type: none"> Fast fashion leads to waste as many of the clothes are disposed of Greater demand for quick clothing has resulted in poorer quality clothes being manufactured The clothing manufacturing industry accounts for 10% of all humanity's carbon emissions and that this is a contribution to global warming

Video Plan

Fast Fashion: Positive Impacts

"Fast Fashion allows trading between countries across the world."

Positive impacts on fast fashion can be affordable weather it can be cheap or expensive.

Fast fashion are used by different materials for people to wear.

When people sell clothes it can affect the price or it could either change.

Instead of wasting clothes people usually give it to other people or a family/friend that they know.

Fast Fashion: Negative

"The clothing manufacturing industry accounts for 10% of all humanity carbon emissions and that is not contributing to global warming."

Some clothing leads to waste, this is because they can be damaged and disposed. Also they will throw out of the sea.

"Greater demand for quick clothing has resulted in poorer quality clothes being ~~more~~ manufactured."



Andrew Parry Music School.



Last week, we had a lovely visit from Andrew and Richard, who talked about and played the drums, violin, guitar and keyboard. These are all on offer to learn at school. Please see their website for details on how to apply for lessons for your child. <https://www.andrewparrymusic.com/>



3 - Dear Parents

This year we will be celebrating Harvest. We are asking for non perishable food donations (packets and tins preferred) or sealed hygiene items which will go to the Shepherds Pantry based at Staplehurst Free Church. This directly supports families in Staplehurst. Please send any donations in to school on Monday 9th and Tuesday 10th October. On Wednesday 11th October children will enjoy a harvest based assembly. Many thanks

Mini Monarchs are back!



4 - Mini Monarchs (School years 1 and 2) have restarted football coaching on Saturday mornings at Staplehurst School between 9.00 and 10.30am.

If there are any children in your family who would like a free no obligation try out please message us or email smufc1@yahoo.co.uk

Understanding Resilience Workshop 12.10.23

NELFT NHS
NHS Foundation Trust



Kent Emotional Wellbeing Teams
Medway Emotional Support Teams

Parent/carer workshops

Me and my Child: Understanding Resilience

Staplehurst School
12th October
9:00am—10:30am

Would you like to learn more about how to support your child
in building resilience?

Come along to this workshop where we will be exploring resili-
ence and its importance in child development, generating
ideas to positive role models of resilience and developing an
action plan that will kickstart the process of building resilience
in your child.

We look forward to seeing you there!



www.nelft.nhs.uk

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