

St Barnabas' Church of England (VA) Primary School

Newsletter Friday 13th September 2019

Each child is uniquely created and loved by God.

" www.st-barnabas.kent.sch.uk



Our **School Christian Values** are Aspiration Love, Trust, Perseverance, Reconciliation and Compassion. We have found out about Joshua and the importance of trust.

Reminders

Please can we ask that we have no chocolate nut spread in sandwiches as we have children who are allergic to nuts in school.

Chocolate should be in moderation and we ask that the children do not have other sweets in their packed lunch boxes.

If your child cannot attend a club session please do let us know so that we are not contacting you at the end of the day.

Are your contact details up to date? Please see the office if you have changed your telephone number.

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Dates

21st Sept—School open:
Heritage Event

11th October
Harvest Festival

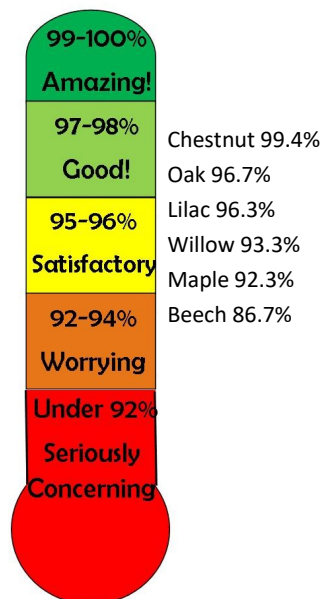
30th Sept Year 6 Mass
1st Oct—Year 6 Mass
7th Oct—Year 4 Mass
8th Oct—Year 3 Mass
14th Oct—Year 2 Mass
16th Oct—Year 1 Mass

Attendance

As a whole school we have an attendance target of 97% to achieve.

Overall attendance last week: 94.1%

Do remember we start school everyday at 8:45am.



This Week

It has been lovely to get to know our new Acorn children and we look forward to see you all together on Monday.



Over the summer we were awarded the Bronze School Games award which was wonderful to hear. We have set ourselves the target to aim for Gold this year—especially as next year is an Olympic year!

This week some of our Year 6 completed their PESE/ 11+ tests and all the children showed a real determination to try their best. Miss Mercer also reports that the whole class are really trying to aim high this week which highlights their efforts of achieving our new school value of Aspiration.

What a busy week!



Class News



Acorn Class

The children have enjoyed their first week at school. It has been lovely getting to know the morning and afternoon groups and we look forward to the groups coming together on Monday. We have played lots of games to help us learn each other's names, practised sitting for a period of time and taking turns. We enjoyed having a tour around the school to see the different classrooms and we loved seeing our brothers, sisters, cousins and other friends too!

We have enjoyed lots of messy activities this week, particularly painting and mixing water and sand together. We have played on the big playground and have had lots of fun climbing on the wooden climbing area. Lots of us have enjoyed using the variety of pens on the interactive whiteboard.

The adults in the school have been really impressed with how well the children have settled in and got to know the classroom routines.

Willow News

Willow Class have been busy settling into the new class routines and have made an amazing start to the new school year. In Phonics we have been reviewing the letter sounds and tricky words they learnt in Acorn Class and have also started to learn some new letter sounds (ay, ea, ie). The children have been practising their cursive letter formation for a, b, c and d. In English the class have been writing simple sentence and in Maths this week, Willow Class have been ordering and writing the numbers from 0 to 10. The children have also been sorting objects into groups. In RE we have started learning about the parables of the Lost Sheep and the Lost Son. The children have been developing their ball control skills in PE this week.

Beech News

Beech Class started the week by looking at extending their sentences from last week and learning about the connectives - and, but, so, because. They created new sentences about their holidays using this new skill. In Maths they learnt about bar models and whole/part models and how these can help us find different types of calculations. We had our first ICT lesson looking at coding and the class showed off the skills they had learnt in Year 1. PE was a mixture of different team games to start looking at different types of movement.

In English this week, we have been writing sentences which recounted our personal experiences. We took the simple sentences we wrote last week and improved them with sentence openers and adjectives. Finally, we redrafted our improved sentences in our English books. In Maths, we continued to develop our understanding of number bonds. We also explored how bar models could be used to solve empty box calculations. In Topic, we explored chronology and used this understanding to help place the Great Fire of London into historical context.

Maple News

Maple Class have started their school year excited about coming upstairs to Year 3 and Key Stage 2. It can be daunting climbing all that way for the first time and they should be very proud about how well they have settled in. It has been lovely seeing them so keen to discover about the learning they will do this year.

Our English is based around 'Stone Age Boy' By Satoshi Kitamura. It is the story of a boy who goes back in time to the Stone Age where he makes friends and discovers all about the lives of the people; how they make fire and tools, how they hunt and fish, and how they celebrate and make art. We have thought of exciting adjectives to turn nouns into expanded noun phrases and adding adverbs to make actions more interesting. So, "walking in the forest." can turn into, "happily walking in the misty, mysterious forest." We have also looked at how we might feel if we met someone from another time or place, especially if we could not speak to them in a language they understood. We would have to use the expressions on our faces to communicate.

In RE we have started our topic of People of God. We read and acted out the Story of Noah, thinking about the trust Noah and his family showed in each other and in God. And how that trust was rewarded by a covenant between God and man - a promise that would be shown with a token when it rained. The token of the covenant is the rainbow.

In Maths we have looked at place value; how we represent numbers with digits in columns. We have explored what 100 means, represented three digit numbers using a Diennes blocks, place value charts, place value counters, and by thinking about number lines. We have added and subtracted one, ten, or one hundred to three digit numbers and compared numbers represented using a variety of ways.

Science this term is based around rocks and we have begun by looking in detail at different types of rocks. We have found it fascinating that rocks can vary so much in weight, colour, or texture. We have looked at the surface of rocks using hand magnifiers discovering that some rocks have crystals twinkling in them. It has been lovely to find out that many of the children in Maple have collections of rocks or fossils. We will always try to find time on Mondays to show and talk about anything brought in.

We are looking forward to an exciting time this year and hope that the children are too.





Class News



Chestnut News

We are now settling into new routines and becoming familiar with the expectations of being in Year 4!

We have begun whole class guided reading, using the book *The Magic Finger* by Roald Dahl. Using this approach, we work on revisiting the text to gain fluency. Thorough reading and discussion enables us to explain meanings, infer, discuss vocabulary and make predictions.

In English, we are basing our learning on themes from "Escape from Pompeii." We began by looking at the image on the front cover and writing lists of questions we could ask about the book simply from the illustration. We then focused on the scene setting of the first 2 pages and analysed the text to pick out the sensory description, highlight what could be seen, touched, tasted, smelled and heard. We created lists and added our own ideas. Based on the lists, we then wrote our own sensory setting descriptions. We have now read all of the book and will be focusing on other language features next week by looking at synonyms.

Our Maths work has linked to our topic this week, as we have been learning and using Roman numerals to 100. We have explored the rules and patterns of numerals and used them to complete calculations. As part of our current theme of place value, we have also been learning to round numbers to the nearest 10. We have thought about how to place a number between 2 multiples of 10 and which digits we look at to help us make decisions about rounding.

Our topic up to Christmas is When in Rome, with a specific focus on the Romans in Britain. We completed a brainstorm to see what we already knew and then thought about what else we wanted to find out. We have worked to place ancient Rome in the context of a timeline, using the terms BC and AD. The children have used their knowledge of the Stone, Bronze and Iron Ages from Year 3 in order to help them. They have asked lots of really interesting questions to further their learning. Well done Chestnut Class!!

Lilac News

Welcome to Lilac Class! The children have settled in really well and have made a super start to Year 5. In Maths this week, we have been developing our knowledge of place value and Roman numerals. With our talk partners we have been applying this knowledge to solve some tricky problems. In English, we have been writing poems about space. As a starting point, we looked carefully at a selection of space poems where poets had used many conventions of poetry writing such as similes, metaphors, alliteration and onomatopoeia. We also started to read our first chapter of our whole class guided reading book 'The Lion, The Witch and The Wardrobe' by CS Lewis. We compared children's lives today with those during the Second World War. In RE, we have been thinking carefully about the qualities a god should possess and why and drew pictures of what we thought a god should look like.

In Science, we have been learning the names of the planets and the order in which they orbit the Sun. We have also been researching facts about our Solar System using our laptops and reference books. In Topic, we have been learning about the Spanish Conquistadors. In 1519, they first discovered the ancient Mayan ruins in the middle of the tropical rainforests in Mesoamerica. In Art, we started to work on our tropical rainforest frieze and designed our Mayan people that we will be making in DT. In PE, we have been developing our large ball skills by playing invasion games

Oak News

We've had our first full week in Oak Class and, despite having to do practise SATs tests, the children have settled in brilliantly. We have started our number unit in maths and have been looking at how to write and represent up to 7-digit numbers in a variety of ways.

Our combined English/Topic work has been to research a significant figure from Ancient Greece, such as Alexander the Great, Socrates or Pythagoras. We are now putting the information we found into a biography which we will present to the Class next week.

In Science, we are learning about inheritance and evolution and have started by discussing the difference between inherited characteristics and acquired characteristics.

Finally, we have been finding out all about France in preparation for learning the language next week



We will be holding a Macmillan Coffee morning in the Staffroom on the 27th September after morning drop off. Come and have a coffee... bring a cake... buy a cake and raise money for this worthy cause.

How many times can you add 6 on and on before you go over 100

A 17

B 15

C 16

D 10



Something to think about

As the weather is getting cooler, please can all children make sure they bring a coat with their name in it to school!

Headlice News

While lice are nothing more than a nuisance, it is important that children are checked on a weekly basis so that any head lice can be dealt with quickly and before they can be allowed to spread.

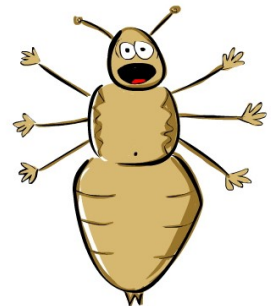
As there have been a couple of cases, we would ask you to check your child's head as soon as possible. Please follow the simple routine below to ensure that you are doing all you can to keep head lice outbreaks to a minimum.

CHECK

- * Your child's hair once a week
- * Use a proper detection comb to trap head lice.
- * If you find live lice, consult a pharmacist for treatment advice immediately.
- * If head lice are spotted, take a close look at the hair of all the family.

TREAT

- * Please treat your child with a clinically proven treatment.
- * Leave the treatment on for the recommended time for maximum effect.
- * Repeat the treatment for a second time seven days after the original treatment to kill any eggs that may hatch after the first treatment.
- * Check that all head lice have gone within two to three days of the final application of head lice treatment to complete the process.



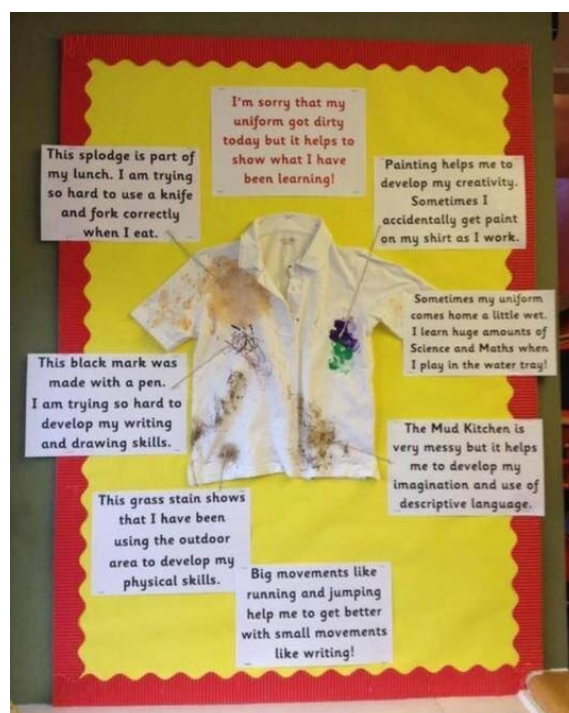
For further information on head lice please see your pharmacist or visit www.nhs.uk/conditions/head-lice.



If you haven't already done so, please sign up to 'easyfundraising'. Just by shopping online you can earn money for St Barnabas CE VA Primary School at no cost for you. Just click on the and select St Barnabas CE VA Primary School as your chosen charity. Please take a look and sign up today.

<https://www.easyfundraising.org.uk/login/>

Learning can be a messy business...



What is Pupil Premium Funding?

The Pupil Premium was introduced in 2011 and is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. Research shows that nationally, children from low income families perform less well at school than their peers, and Pupil Premium funding is intended to narrow this gap.

Schools identify what would be of most benefit to the eligible children and how to spend the pupil premium money. Typical ways in which the money is spent include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Providing extra tuition for able children.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

Often, all of the children in a class will reap some benefit from how the school spends its pupil premium: for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

Schools have to publish details online about their use of the pupil premium funding, including how much money they have been allocated, how they intend to spend it, how they spent their previous year's allocation and how it made a difference to the attainment of disadvantaged pupils. You can see this on our website – [click here for details](#).

What is a voluntary contribution?

The cost of a school trip is worked out as the cost of entry plus the cost of the coach, divided by the total number of pupils in the class (adult places are usually free). As a mainstream school, we are obliged to say that this is voluntary.

However, as you can imagine, if parents do not contribute, then the trips will need to be cancelled as unfortunately, the school does not have the money in our budget to cover these costs. Times have changed and our budgets are being squeezed more and more. If you are having trouble paying for the trip, or have to pay for more than one child at the same time, then do speak to me. I am happy to discuss this with you.

When you receive a letter regarding your child's school trip, please can I encourage you to give your permission and also to pay your contribution promptly.