

St Barnabas' Church of England (VA) Primary School

Newsletter Friday 29th November 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 continued to find out about advent.

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 we are not contacting you.

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### Dates

#### 1st December

School Christmas Fair  
12- 2pm

#### 6th December

Flu vaccinations

#### Tuesday 10 December

KS2 Christmas Celebration 6pm  
at the church

#### Wednesday 11 December

KS1 Nativity 2pm

#### Thursday 12 December

KS1 Nativity 9.30am

(ticketed events, see ParentMail)

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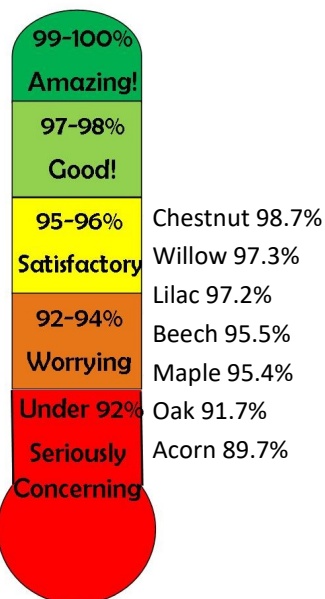
Please make sure if you are sending cards, to write the child's name and class to help with easy delivery.

Attendance

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

Overall attendance last week: 95.1%

Do remember we start school everyday at 8:45.



ST BARNABAS' CEP SCHOOL
QUARRY ROAD, TUNBRIDGE WELLS

CHRISTMAS FAIR

SUNDAY 1ST DECEMBER 2019
12 - 2 PM
FREE ENTRY

GAMES & CRAFT ACTIVITIES BOTTLE TOMBOLA RAFFLE PRIZES
FACE PAINTING HAND MADE DECORATIONS & GIFTS
STOCKING FILLERS SECOND HAND BOOKS TOYS
HAMPERS MAKE UP & JEWELLERY FOOD & REFRESHMENTS

PTFA@ST-BARNABAS.KENT.SCH.UK



Thank you

for all the amazing bottles for our fair this Sunday.

We look forward to a wonderful event and send a huge thank you to the PTFA for planning what looks like a fabulous afternoon!

Please can we ask that the children do not bring umbrellas to school.



Class News



Acorn Class

This week in Phonics, we have learnt the sounds ck (as in sack), e (as in egg), u (as in umbrella) and r (as in ring) and have learnt the tricky word 'to' and 'a'. Tricky words are words we can't sound out and we have to learn how they look. The adults have been really impressed with how quickly the children have picked up the sounds and are beginning to read them in words. We are still playing lots of games based around sound recognition and blending. In Maths, we have continued to learn about the number 4. We have been orally learning our number bonds to 4 (e.g. 1 and 3 make 4) and have been showing this on a tens frame and part whole model. We have also looked at shapes with 4 sides (square and rectangle) and have talked about their properties and why they are different. We practised counting 4 objects ensuring we have said one number name for each object. We also talked about the addition number sentences that equal 4, $1+1+1+1$, $2+2$ and $3+1$. In RE, we looked at baby pictures of the adults in class and talked about how everyone was a baby once. We then looked at pictures of Jesus and reminded ourselves that the Christmas story was about Jesus being born. In PE, we have continued our gymnastics work and have been looking at different stretches and ways of moving. The children worked really hard in PE this week and listened beautifully to the safety instructions they were given. We used the benches and had to move across like a particular animal. Some children were worried about falling but everyone tried their best.

Willow News

This week in English, Willow Class have been learning about the different rules for changing verbs into the past tense. We have been using "Jasper's Beanstalk" by Nick Butterworth and Mick Inkpen as inspiration for our writing and the children have been sequencing events in the story in their sentence writing. In Maths the class has been continuing to learn about place value. The children have been working on finding number bonds for numbers between 11 and 20 and have been reading and writing 2 digit numbers up to 20. In Phonics we have been learning about alternative pronunciations for "y", such baby, party, fly and dry and have been practising reading and writing tricky words, including put, mouse and once. The class has been talking about the season of winter and what happens. On Thursday afternoon, the children created their own winter pictures. In RE the children talked and wrote about when angels visited the shepherds outside Bethlehem. In PE on Monday the children played endball. We have continue practising for our nativity play and are looking forward to the stage going up next week so we can get ready for our performances on 11th and 12th December.

Beech News

In English, we completed our final pieces of diary writing. We then used our editing skills to improve our spelling and punctuation as well as to add in different types of sentence to make our writing more interesting. Finally, Mr Mackinnon recorded all the spelling mistakes made in our writing. We worked collaboratively to correct these mistakes. In Maths, we have been using and applying all the different subtraction skills we have learned this year. We were presented with subtraction problems and challenged to explain which method of subtraction is most efficient. We are working hard to practise our nativity play. All of Beech Class now know their lines. Thank you for practising them at home.

Maple News

Scientists who investigate volcanoes are called volcanologists. This week, Maple class have become volcanologists, and researchers, artists and designers, and also team players who show a mature level of respect for each other. At the end of last week, we split into five teams. Each team planned what type of volcano they would make: cinder cone, shield, composite, or lava dome. Next, each team made a rough model of the volcano they wanted to make; sticking crunched up paper with masking tape around a mousse pot. Then, we used watered down PVA glue and newspaper to build up layers of papier-mache over the model to form a mountain shape. When that had dried, we looked at pictures of volcanoes from around the world. We spotted that most of the volcanoes were black or brownish grey because of the lava they were built from, although many had snowy tops or green wooded slopes. In our teams, we chose how we wanted our volcano to look and painted it to match. Some looked like the snow spangled Mount Fuji, others like the brown cone of Popocatepetl, and others like the dark, forbidding Icelandic volcano, Eyjafjallajökull. We thought about how the pressure can build up in the magma chambers beneath volcanoes and cause a sudden, often catastrophic, eruption.

Because we cannot use real lava, we experimented with making the eruptions with different methods. Some of the volcanoes had their mousse-pot craters filled with cola and then a brand of minty sweets were dropped in. We had read that this could cause an explosive reaction but the results were disappointing. We were not too upset because science does work like that; an experiment not working can tell us as much as one that does. Luckily, the other volcanoes were filled with a different combination. These had vinegar, red food colouring, and washing up liquid in their craters. We dropped in bicarbonate of soda and were not disappointed! With the right amount of the ingredients the volcanoes spewed lava down their sides in a very impressive way.

Some of the children, who may have researched this on YouTube, said they thought the type of fizzy drink we used for the cola experiment was not the best. So, we will be looking to find some time to repeat the experiment once the volcanoes have dried out.

We have been writing our instructions. We wrote our own recipes for cakes, fairy cakes (add pixie dust), angel cakes (heavenly served with a halo), Chelsea buns (come on you blues), and rock cakes (bake in a volcano) were among the ideas. We tried to remember all the features of instructional writing we have learned to write interesting recipes.

Our Maths has been looking at using our knowledge of times tables to help us solve multiplication and division problems. Particularly looking at the three and four times tables as they can help us when we move on to looking at the six and eight times tables. A knowledge of tables can be a real help in all our mathematics. But so can the ability to work out what is in the tables because most of us find remembering all the tables tricky. Practicing and using resources to help us mean that we can all master them in the end.





Class News



Chestnut News

In English we have planned and written our own set of instructions for becoming a champion gladiator. We have used all the components that we have been practising this term, such as imperative verbs, pronouns, technical language and additional useful detail. We then worked in pairs to edit and correct our instructions before creating a neat copy. We have also been revising adverbial phrases and this is part of the children's homework this week.

We continued to work on our subtraction skills with 2 lots of 4 digit numbers and more than one exchange. Well done Chestnut Class for working hard on this tricky task.

In our topic session we learned about four elements of the Roman bathhouse, the Palaestra, the Frigidarium, the Caldarium and the Tepidarium. In groups we worked on acting out what happened in each area and we then created a virtual bathhouse tour in Chestnut Class.

In RE we continued to learn about the four accounts of the Gospel and discussed the approach John takes to incarnation. This has been a challenging subject to tackle and we thank Father John again for his input this week.

Lilac News

In Maths this week, Lilac Class have been reading and interpreting line graphs. We have been looking carefully at the scale along the Y axis and answering questions about graphs. We have also been plotting and drawing line graphs using given information. In English, we have been busy levelling up our travel brochure articles and information for travel sites using persuasive language. We have also been using fronted adverbials when constructing our sentences. In RE, we have been discussing what the Messiah would think of our world today and what he would be pleased with and what he would like to change. One of the ideas that came up was that he would want to share all the money in the world and equally distribute it amongst everyone, so that there would be no poverty.

In Topic, we have been learning about the Mayan number and writing system. We learnt that a dot was the number 1, a short line was a number 5 and a shell was a zero. Mayans were using zero before the Europeans. We also found out that there are over 800 glyphs (sounds) and this was not discovered until the 1950s. We learnt that the Mayans wrote on stone and paper made of bark and made books that were burned by the Spanish Missionaries in the sixteenth century. Only four books have been found. In DT, we have been making clay pots and tiles based on our designs inspired by Mayan artefacts. Some of us made lids and moulded features onto our pots.

Oak News

This week in Maths has seen the end of fractions and the start of geometry! We began the new unit by recapping on axis and the language of geometry before moving on to plotting points in one quadrant. Next week, we will be plotting shapes in all four quadrants and transferring then into new positions.

In English, we have begun work on our Greek myth. After investigating the plot structures of well-known myths, we planned out the plot points for our own stories. Next we moved onto character descriptions. We began by watching clips of the Kraken and Medusa in Clash of the Titans and worked together to create some really interesting descriptions. We considered what things we would want to include such as the way our character moves and how they make others feel, as well as using the senses. This really helped us when it came to describing our own creations. The class have created some gruesome creature: giant spiders with eyes on their legs, multi-headed monstrosities and rampaging sphinxes. Next week, we will be moving on to setting descriptions before starting work on the story itself.

In Science, we are growing mould! Working in pairs, the children were given two pieces of bread, each sealed in a plastic zip-lock bag. They then chose how they would store each slice to see the environment best for growing mould (or keeping food fresh). Some stored one in the dark and one in the light, others have stored one in a hot place and the others in the cold, and others have made one piece wet and the other dry. We are monitoring the results every day and will see what happens to each slice over the week.

In RE, we have been considering how Christians celebrate Christmas and how it relates to their beliefs about Jesus as Messiah. We thought about the different ways we celebrate Christmas and whether any of them are linked to the birth of Jesus. Next we looked at some church advertising campaigns - particularly Christmas begins with Christ - to help us design our own poster that could be used to promote Christian beliefs on the meaning of Christmas





Coffee Morning Every Monday Morning

8.45 - 9.30

In The School Hall

Parents, Grandparents, Carers

Everybody Welcome

Drop in, Chill out, Eat Biscuits

Trip to see the Christmas Lights – note from Dave

I am planning a trip to London on Saturday 7th December to see the Christmas lights (most likely Regent Street, Carnaby Street, Covent Garden & Trafalgar Square) with a stop for a hot drink etc. The tour will be led by Mario Beneventi (parent, governor, knowledgeable of all things London) of 'Mario's City Strolls' who is giving us this tour for free, so there will be plenty of interesting facts coming your way. We will be able to get a group rate on the train but until we have numbers, I cannot give you a price now. We would plan to leave Tunbridge Wells about 2pm and leave London to come home about 6pm. If you are interested in coming along, could you please email, text or phone me with the following details by Tuesday 3rd December:

- Number of adults coming
- Number of children coming & their ages
- Name and contact details

Once we have numbers I can get back to you re the cost of fares and exact travel times. Besides the train fares, the only other cost you need to cover is hot drinks etc.

My contact details are Dave Prodrick—tel 07966 190428 and email dprodrick@st-barnabas.kent.sch.uk

Reception Class 2020-2021

The application process is now open online with KCC for a Reception Place in September 2020. This process is open until 15th January 2020. There is no advantage in applying early.

<https://www.kent.gov.uk/education-and-children/schools/school-places>

REMEMBER: You must still apply for a Reception place through KCC if you have a pre school child who has an older sibling in the school. Sibling rights apply and are part of the admissions criteria but you still have to apply for that place. Your older child must be in current YR to Y5 when applying for September 2020.

ST BARNABAS' CEP SCHOOL

PARENTS' SOCIAL

**Friday 6th December,
from 7:30pm**

@ Gusta, Camden Road

Let us know if you can make it
so we can confirm numbers

ptfa@st-barnabas.kent.sch.uk

Have a wonderful weekend and I look forward to seeing you at the Christmas Fair.

With best wishes

Moir Duncombe @StBarnabasSchoolTW