



Staplehurst School Newsletter No.19 - Spring Term 2024

[A message from the Senior Team](#)



Dear Parents and Carers

Thank you to those parents who have taken the opportunities to come in this week! Today we have had our 'Parents in to Read' and our 'Open Classroom': both events allow you to better understand

how we promote the love of reading and how we teach our children to read fluently. It was wonderful to see you all and to feel the buzz of excitement around school.

Well Being Week: this week we have raised the importance of 'well being' through a whole school assembly and specific year group activities. Teaching well being to primary pupils is crucial as it fosters emotional resilience, social skills and a positive mindset from a young age, laying the foundation for their future well being. By equipping them with coping strategies and emotional intelligence, we empower our children to navigate life's challenges more effectively and cultivate healthier relationships throughout their lives - these are *essential* life skills that we value at Staplehurst.

Parents' Evening: please ensure that you have booked your parents' evening time; it is essential that you are well informed about your child's attainment, progress and attendance this academic year. We also feel that this is an opportunity for you to come to their learning environment and to see the impact of their efforts by looking at their books.

Miss Davenport and the Senior Leadership Team

Pride Certificates 02.02.2024

Name	Class	Reason
Luca Hoppe	EYG	Luca has demonstrated some fantastic learning in maths this week. While sorting Numicon into odd and even numbers, he independently added one to each odd number to make them into even numbers. He was able to explain what he had done and why they were now even numbers. Well done Luca!
Thomas Phillips	EYF	Thomas has demonstrated tremendous independence this week. He has become more confident when writing and is beginning to use his phonics knowledge when writing. Thomas independently writes labels for all his models that he makes during child initiated. Well done Thomas, Keep it up!
Mylo Byhurst	1A	This week Mylo has worked hard to complete all of his work independently. He has worked hard to create his own story about how his character has lost their favourite toy. Mylo has ensured he has used the 'ed' suffix at the end of verbs to use the correct tense in his story and used adjectives to describe the places they searched to find his lost toy. In maths, he has been able to compare and order numbers whilst being able to explain what the greatest and smallest number was. A great week Mylo, keep it up!
Sophie Cox	1C	This week Sophie has demonstrated superb independence with her story writing. She has remembered our grammar lessons and used full stops, exclamation marks and question marks correctly in her writing. Sophie used the past tense of verbs by adding 'ed' on the end and she was also able to proofread her work for capital letters and spelling independently! Well done, Sophie!
Edward Gooch	1FS	Eddie has worked with great independence this week. He has used class models well to develop his own story about a lost toy. Eddie has also worked fantastically in P.E. He listened attentively to instructions and used the apparatus well to show different body shapes. Well done Eddie, keep up the great work!
Viyas C	2C	Viyas has made great effort this week with his learning. He has impressed me with his level of independence within our Geography essay: 'Where in the world can we sail?' Where he has included all of the knowledge he has learnt this term. This has made him a fantastic role model for all in the class. Well done Viyas!
Beatrice Wright	2K	Beatrice consistently shows independence across all of her learning. This has especially been seen this week during our essay writing for geography. Beatrice is able to apply all the previously learnt knowledge into detailed sentences to demonstrate her understanding and shows real pride in reading her work aloud. Well done Bea, keep it up!
Isabelle Clark	3NS	Isabelle has taken great pride in her English work this week. She has shown that she can work independently and has shown great focus. She has a fantastic attitude to her learning and should feel very proud of herself and the fantastic work she has achieved recently. Keep up the great work Isabelle!
Beatrice Banos	3G	Beatrice persistently demonstrates an independent and focused attitude towards all of her learning. She has thoroughly impressed me this week with her dedication to writing and the ability to edit and redraft her paragraphs. Beatrice worked well with a partner to complete this successfully and took pride in her presentation. Well done, keep up the fantastic work!
Ethan Mayhew	4W	Ethan has displayed independence this week when writing an informal letter in English. He was quick to begin his work and showed great focus throughout the lesson showing an excellent attitude to learning. This meant he produced an excellent piece of work. Well done!
Michael Marshall	4B	Michael showed great listening skills on our art day when we were creating Egyptian head dresses. He has used a variety of colours, and drawn the a side profile with great accuracy, and had great focus throughout the day. He also displayed his interests and used various patterns. Well done Michael!
Francesca Johnson	5R	This week Francesca has shown her independence in her math's work. She has been attempting a new way of working out 2 digit multiplications and has been trying very hard. She has also shown her independence in the fact that she has learnt all her lines for our assembly and offered to take up more if people were ill. Francesca has been working very hard in all subjects and does not shy away from challenge. Well done Francesca!
Archie Pickett	5C	This week Archie had shown independence in his approach to his written work in English. He has used his knowledge of the story Kensuke's Kingdom to write a very good character description about Kensuke, including a range of vocabulary. In history, Archie has also shown a real interest in learning about the history of medicine and asked lots of probing questions. A good week, well done!
Ruby Penfold	6S	This week Ruby has demonstrated great independence when planning her geography essay. She has worked well to use her learning from the whole term to construct a plan which she will be able to utilise well when writing her essay. Well done Ruby!
Ivy Burroughs	6JS	This week, Ivy showed excellent independence and a great attitude during PE. She was able confidently recall shape names and key teaching points during our gymnastics lesson, then was determined to demonstrate them using different apparatus. Well done, Ivy!

Inclusion Update: Wellbeing Week

This term we celebrated 'Wellbeing Week' at Staplehurst, in conjunction with Children's Mental Health Week. The week is an important reminder for children and parents to try to keep up good mental health and wellbeing habits for a healthy mind. The theme this year was 'My voice matters' and resources were devised by the Place2be charity. The children enjoyed a number of activities across the school.

We started the week with an assembly looking at five top tips to support mental wellbeing:

1. Be kind to yourself
2. Celebrate what makes you special
3. Do what you enjoy
4. Connect with friends
5. It's ok to be sad, angry or scared sometimes

Over the week pupils partook in a range of mindfulness activities, including mediation, dance, mindful breathing exercises and had class discussions around celebrating what makes them special and the value of social connection.

To view some of the resources we used in school, and for further 'Top tips for families' please see the link below:

<https://www.childrensmentalhealthweek.org.uk/schools/primary-age-activities/#resources>:

Finally, we welcomed parents into school to participate in the 'Understanding your child's behaviour' workshop delivered by our Emotional Wellbeing Practitioner, Suska Kennard. Thank you to all those parents who attended and provided such positive feedback. **Our next workshop will be on the 5th March on 'Supporting worries and fears'**, all are welcome and further information will be shared nearer the time.

Finally, a reminder that further support and resources can be found on our school website here:

<https://www.staplehurstschool.co.uk/school-info/mental-health-and-wellbeing>

With best wishes from the Inclusion Team,

Mr Tate (Assistant Head – Inclusion) and Mrs Burchell (Family Liaison Officer)

Parent Forum: update

Parent forum is an opportunity for all parents to come and share their views and for us to work together to improve our provision in partnership. The areas that were discussed at our meeting this week were:

- Library - is it still open after school
- Lunchtime clubs - how do we ensure that all children attend
- Spelling - will there be opportunities for spellings to be sent home or for parents to be informed what has been taught

- World Book Day - will there be opportunities for children to dress up this year
- Charities - could classes be linked with charities and hold 1 sponsored event per year.
- Census Day - can this be better explained to parents
- Communication: continue to promote all school events in a timely manner

Next steps: these areas will be discussed with SLT and staff; as always there will be some quick fixes and areas that we will address over the remainder of the academic year. We will be able to update you at our next forum on **Monday 22nd April at 2:30pm.**

Thankyou for your time and working with us; we like to listen as we truly value this level of collaboration at Staplehurst.

Attendance: MOMENTS MATTER, ATTENDANCE COUNTS.



Improving school attendance is everyone's business and, to tackle the challenge we face, we need to work together. The Government has launched a national campaign, aimed at parents and carers, on the importance of school attendance.

The goal is to create a nurturing and affirmative bond between parents and school, emphasising the pivotal role attendance has in enhancing your child's overall wellbeing. The intention is to guide parents towards accessible online resources and information to empower you with valuable insight and guidance in order for you to make the right decision for your child.

Useful information:

Please takes some time to remind yourself of how we support children and parents to achieve and maintain good attendance [\[subject head\] \(staplehurstschool.co.uk\)](#)

[Is my child too ill for school? - NHS \(www.nhs.uk\)](#)



1 - Well done to 1A, the weekly and KS1 winners with 98.4% who will receive Attendance Ted.

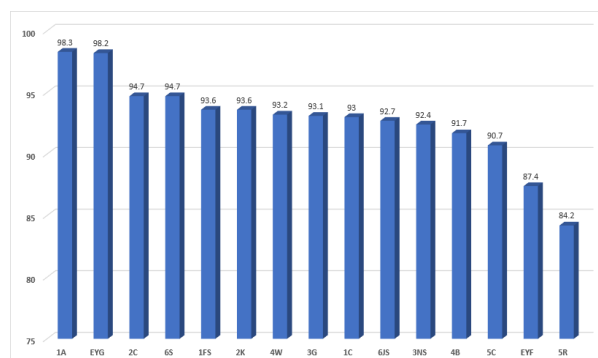
Well done to 6S, the KS2 winners with 94.7% who will receive the Attendance Cup.

Whole school attendance for this week was 92.8%

Whole School Attendance *from September* is: 93.1%

National School Attendance is currently: 93.2%

Please remember that WE DO NOT AUTHORISE HOLIDAYS IN TERM TIME and unauthorised absences may result in a fixed penalty notice being issued.



Communication: reminder

Contacting the Class Teacher

- Updates and minor issues can be discussed at pickup.
- Should you require a meeting to discuss an issue please inform your teacher in advance and a mutually convenient time will be arranged.
- Parents' evenings are held 2 x per year to discuss your child's learning.

Response Timeframe

- Daily: end of day for minor issues
- Should there be further investigation required we will respond **within 5 working days from the point of contact; this could be:** in a face-to-face meeting, telephone call or email.
- Staff will respond to emails between the hours of 8 am and 5 pm term time only

School Council News





School Council had a very successful road safety monitoring session outside the school. Thank you for all the encouragement we received from everyone arriving at school. We are very concerned by the dangerous parking and dropping off at peak times and also idling engines. We were joined by our Parish Council Chairman Paddy Riordan who will be working with us on improving this problem as it is a safeguarding issue. Please note that traffic enforcement officers are now in the area more frequently and you will be moved on and possibly fined. Look out for another School Council patrol soon!

EYFS



As part of well-being week, EYFS have been identifying different emotions and how we can learn to deal with any problems by using our voices. We shared different stories about emotions and looked

at different situations we might find ourselves in and possible solutions. We also shared what is important to us and why these things are important for our well-being and they make us feel happy and safe.

In music this week we were listening and responding to The Conga by Gloria Estefan. After finding the pulse we discussed how the music made us feel:

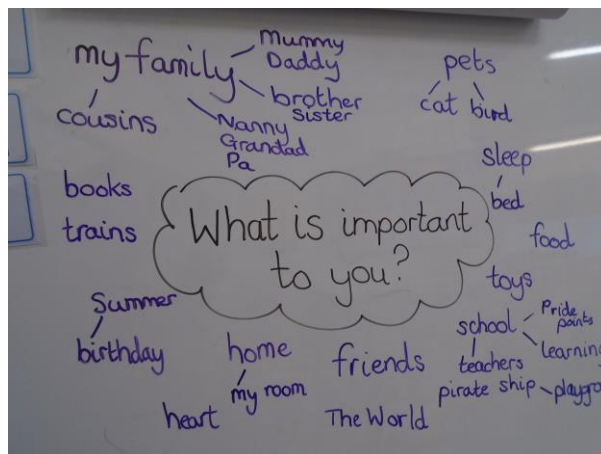
'It made me smile'

'It made me want to dance around'

'It's music we have at the disco!'

'I like the pulse in the music'

We all agreed that the music was a perfect choice for well-being week as it made us feel happy. During the next part of our lesson we introduced the children to the glockenspiels, playing along to simple nursery rhymes using the 'D' note.



Year 1



Year 1 have been thoroughly enjoying Wellbeing Week. They have worked hard in P.E, using the apparatus to create different shapes with their bodies. The children looked at what happens to their heart rate after they warm up their bodies.

Year 1 have also had a fantastic D.T day where they designed and made a fruit smoothie. First they explored what makes a healthy diet and studied the different food groups. They then looked at different fruits and how to prepare them for eating. Using the claw and bridge grips, the children carefully used knives to slice and cut the fruit. Everything was added to the blenders and made into delicious fruit smoothies. Year 1 enjoyed tasting the final product!







































To evaluate existing products.

Smoothie	Did I like it?	Fruits I think were in the smoothie	Adjectives to describe the smoothie
Example Smoothie ...	<input checked="" type="radio"/> like <input type="radio"/> dislike	strawberries raspberries blueberries	<input checked="" type="radio"/> sweet <input checked="" type="radio"/> sharp <input type="radio"/> smooth <input type="radio"/> bitter <input type="radio"/> tart <input type="radio"/> juicy
Smoothie A	<input checked="" type="radio"/> like <input type="radio"/> dislike	mango apple	<input checked="" type="radio"/> sweet <input checked="" type="radio"/> sharp <input type="radio"/> smooth <input type="radio"/> bitter <input type="radio"/> tart <input type="radio"/> juicy
Smoothie B	<input type="radio"/> like <input checked="" type="radio"/> dislike	banana	<input checked="" type="radio"/> sweet <input checked="" type="radio"/> sharp <input type="radio"/> smooth <input type="radio"/> bitter <input type="radio"/> tart <input type="radio"/> juicy
Smoothie C	<input checked="" type="radio"/> like <input type="radio"/> dislike	black brrys Strawberries	<input checked="" type="radio"/> sweet <input checked="" type="radio"/> sharp <input type="radio"/> smooth <input type="radio"/> bitter <input type="radio"/> tart <input type="radio"/> juicy

Friday 2nd February 2024
To evaluate existing products.

Smoothie	Did I like it?		Fruits I think were in the smoothie	Adjectives to describe the smoothie
Smoothie ... <i>Example</i>	 like	 dislike	strawberries raspberries blueberries	 sweet  sharp  smooth  bitty  fruity  juicy
Smoothie A	 like	 dislike	strawberries mango	 sweet  sharp  smooth  bitty  fruity  juicy
Smoothie B	 like	 dislike	strawberries	 sweet  sharp  smooth  bitty  fruity  juicy
Smoothie C	 like	 dislike	blueberries	 sweet  sharp  smooth  bitty  fruity  juicy



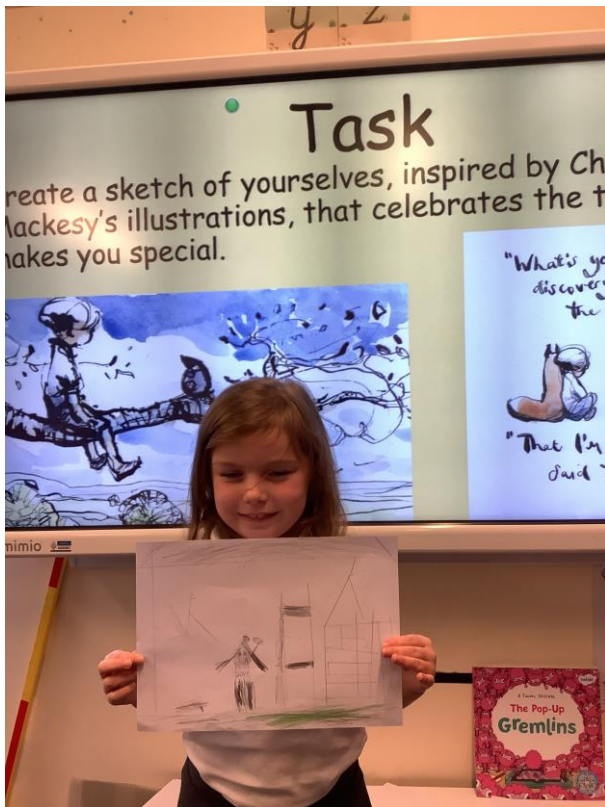


Year 2

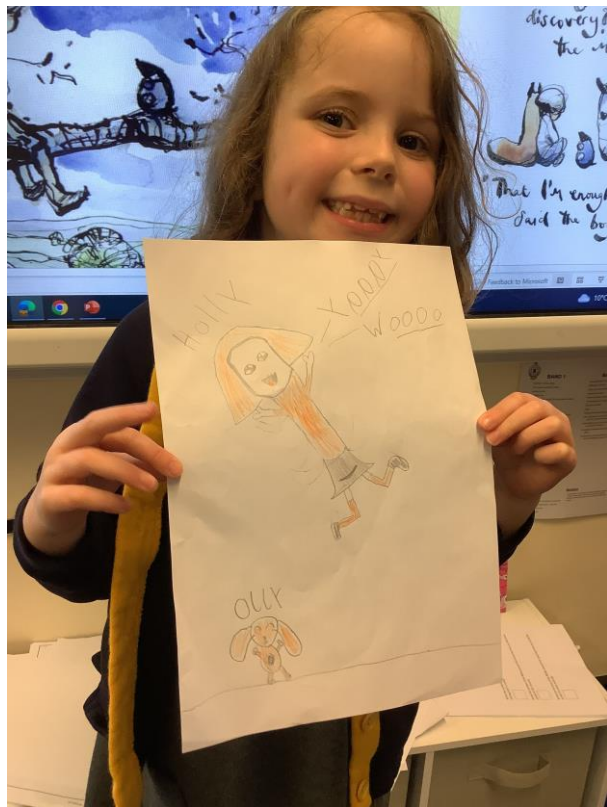
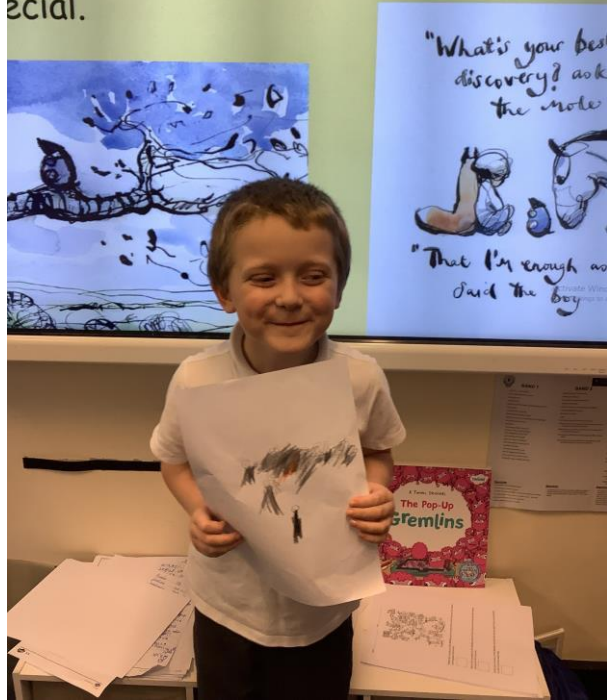


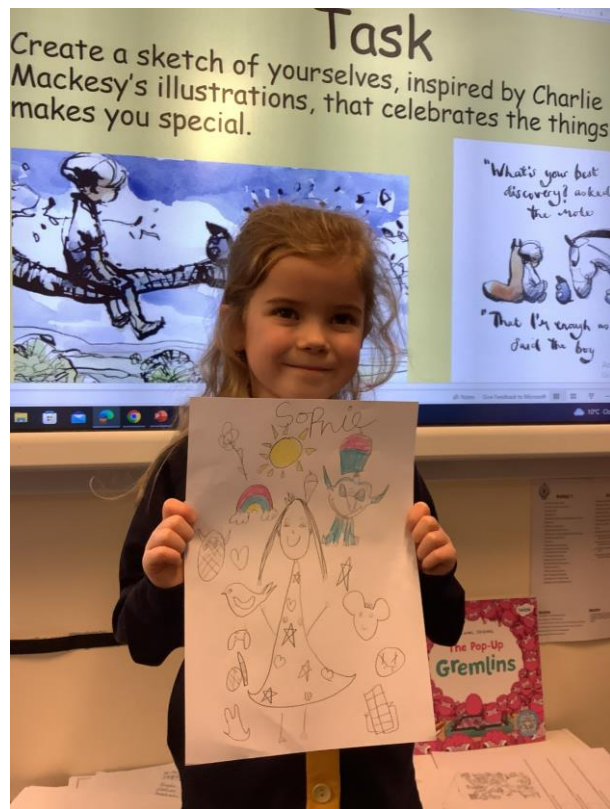
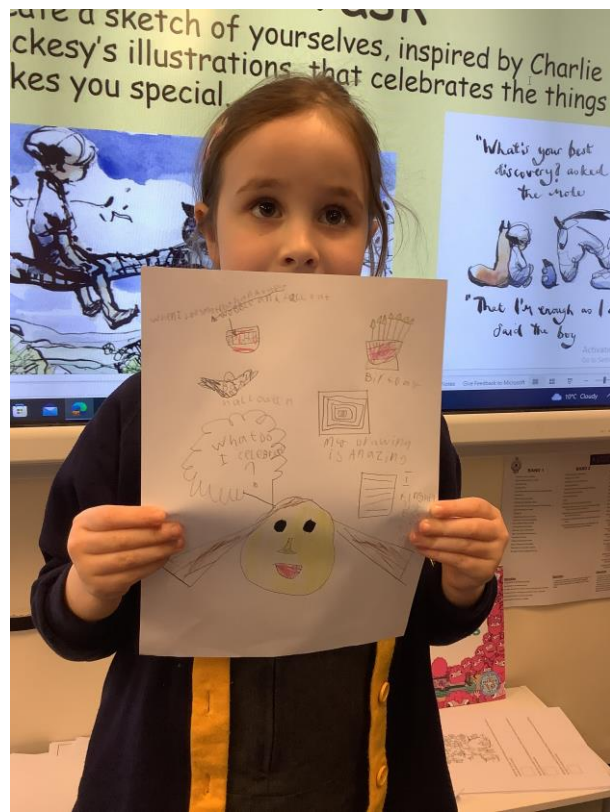
This week for Well-Being Week the children have enjoyed doing the well-being tasks, including reading the story of 'The Boy, The Horse, The Fox and The Mole'. The children were inspired by the illustrations to draw their own images of what makes them special and unique.

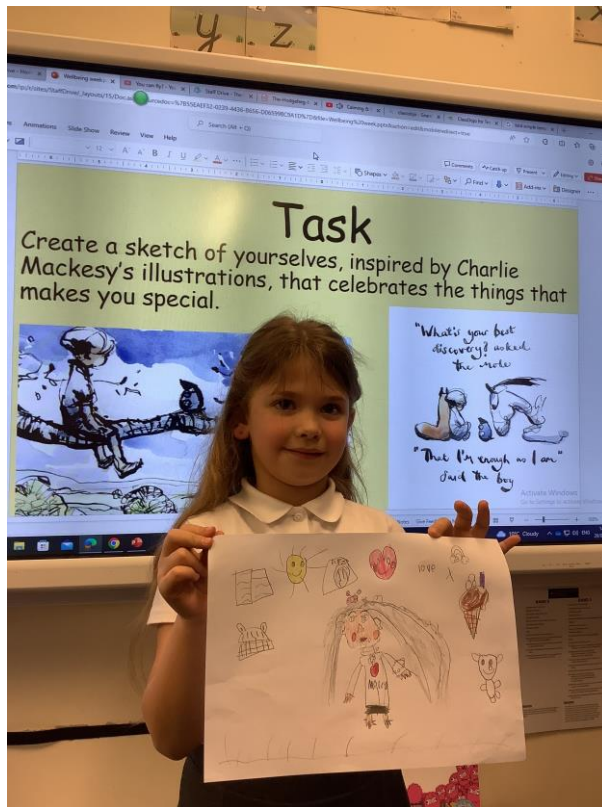
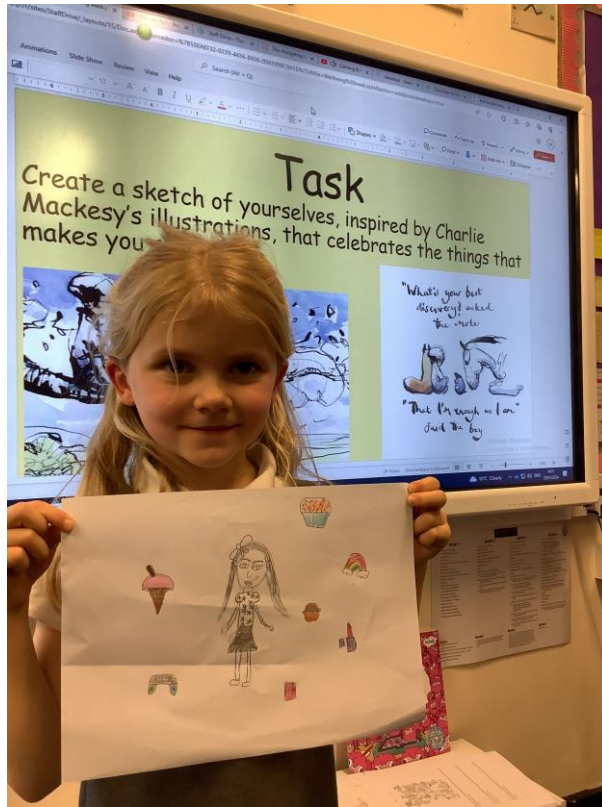
In maths we have been dividing by 2 and 5. The children have been working out the answers by counting in 5s on their fingers and drawing 5 circles, to share the amount out. We are both really proud of how well the children worked with multiplication and division.

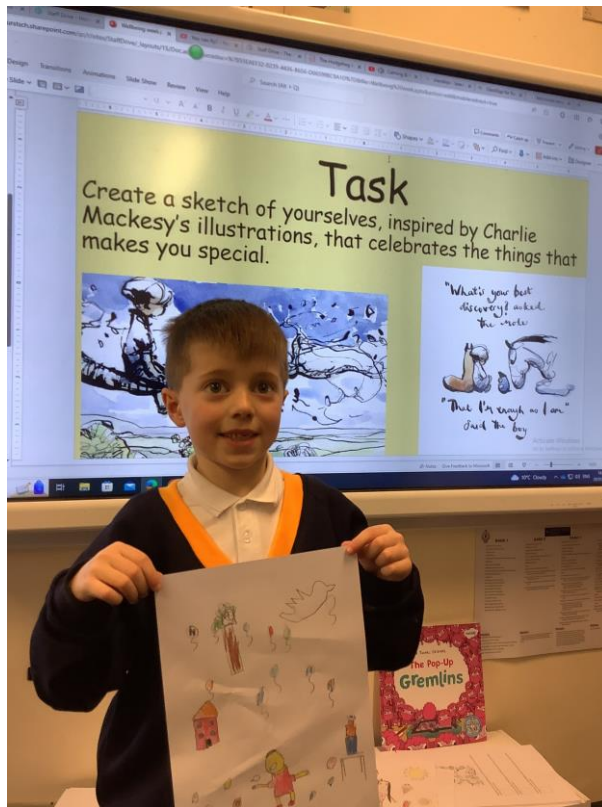
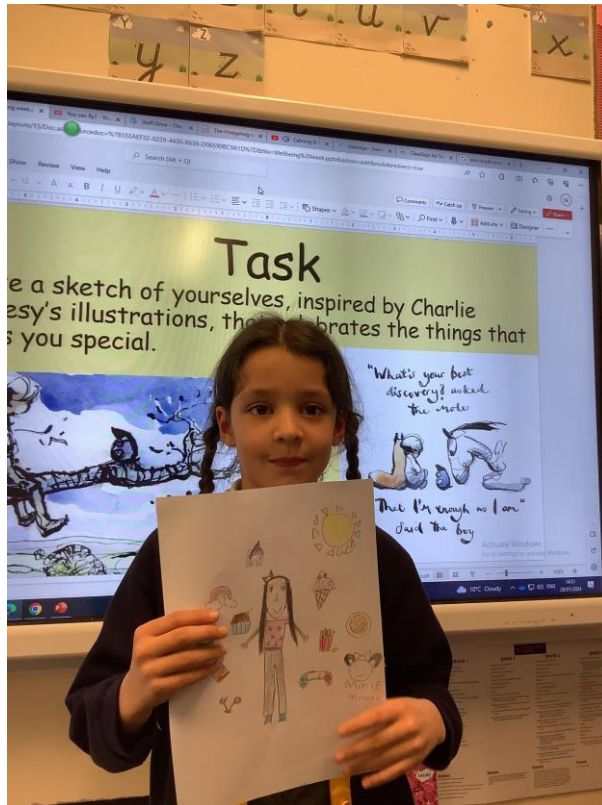


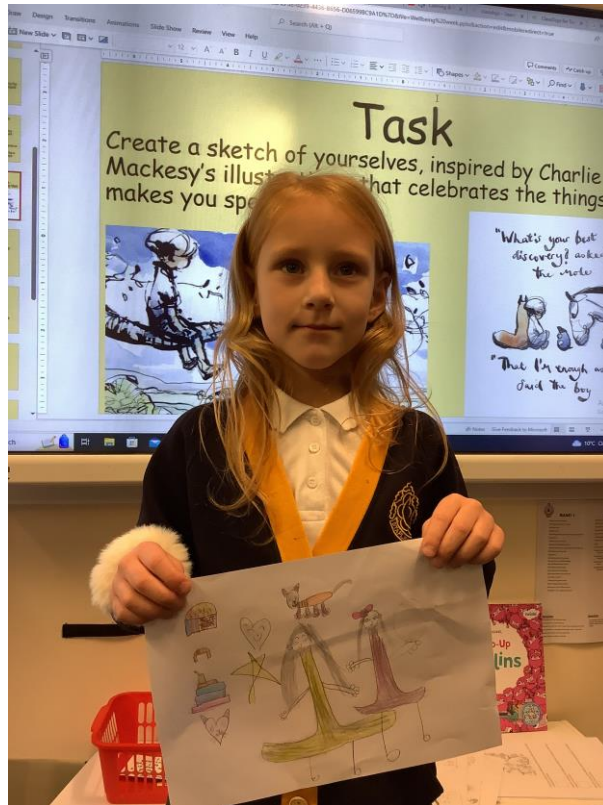
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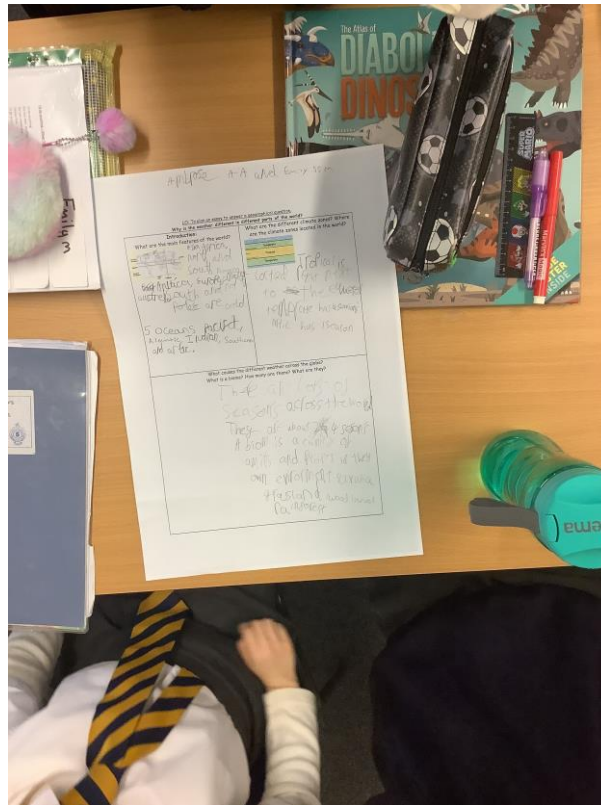
Year 3

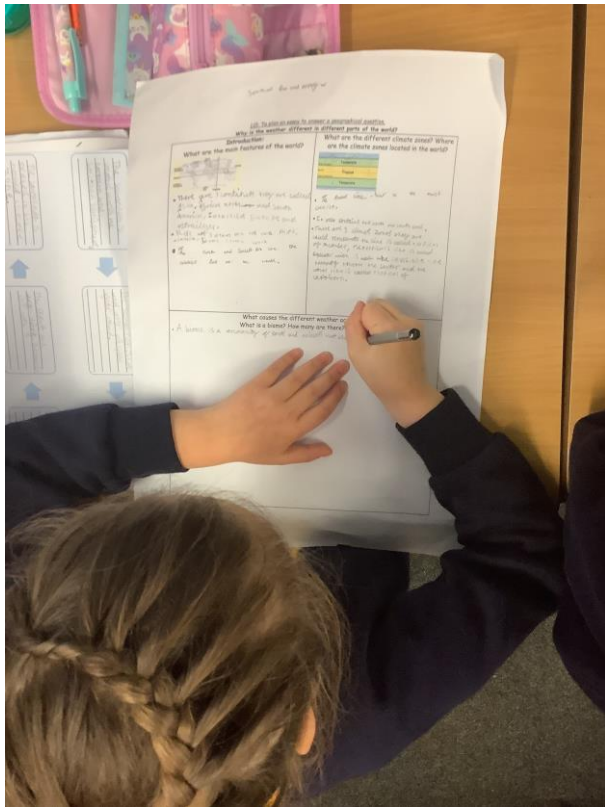
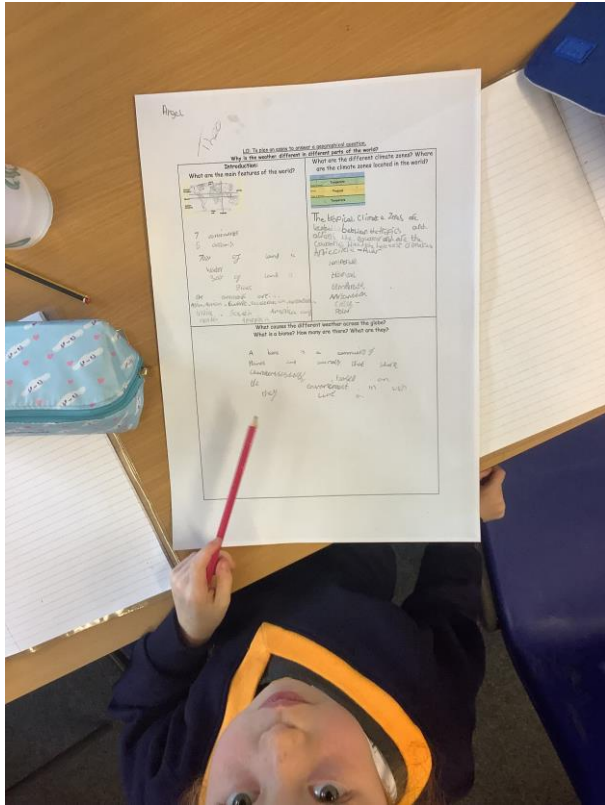


Year 3 have had another fantastic week of learning. They have started to draw all their learning together about biomes and have completed their planning sheets to support them with writing their essays next week. It has been wonderful to see and hear their vast knowledge they have on our recent unit.

In science, Year 3 conducted an investigation to see 'if all metals are magnetic?'. They found that they are not and only four metals are. I wonder if they will be able to tell you the names of these metals?

The children have thoroughly enjoyed wellbeing week, they have focused on 'what matters to you'. They have also been discovering different breathing and mindfulness techniques to use to help them to feel calm.





Year 4



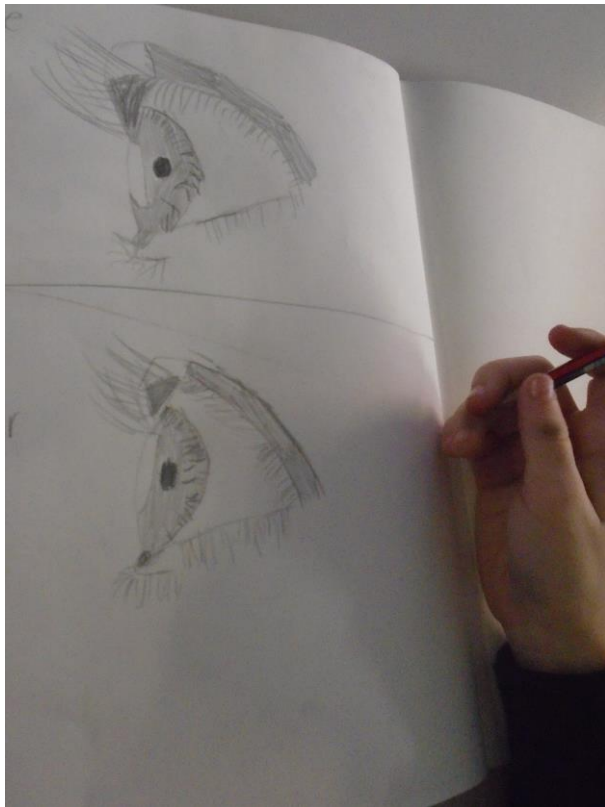
YEAR 3

This week, year 4 have continued their learning about Ancient Egypt by studying why and how pyramids were built. They learnt about what the pyramids were built from, how long it took to make them and more about the Egyptians belief in the afterlife meaning the pharaohs needed to put their treasures in the tombs with them.

The children spent a day producing some fantastic art this week using sketching skills to draw portraits, then water colours and pencil to decorate head dresses. They thought carefully about colour, pattern and texture.

During well-being week we have celebrated what matters to us, why we all matter and thought about things we have done that we are proud of. We also used a breathing technique to help when we might feel anxious or need to calm down.







Key words

- River Nile,
- Pyramid,
- Step Pyramid,
- Hierarchy,
- Slaves,
- Site,
- hieroglyphics,
- Rosetta Stone,



Year 5

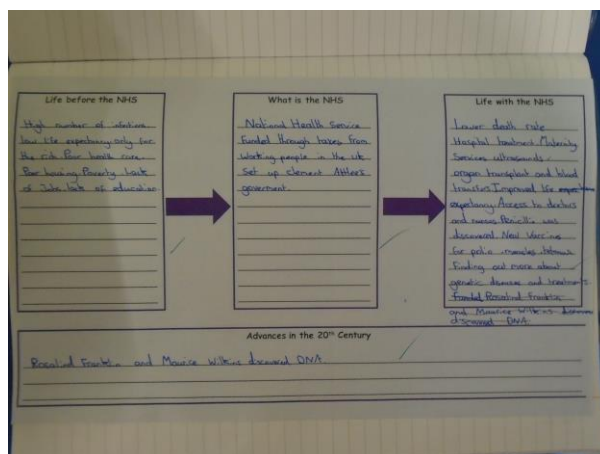
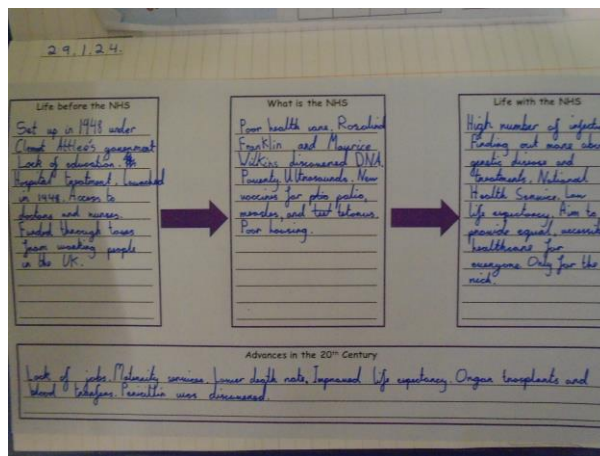
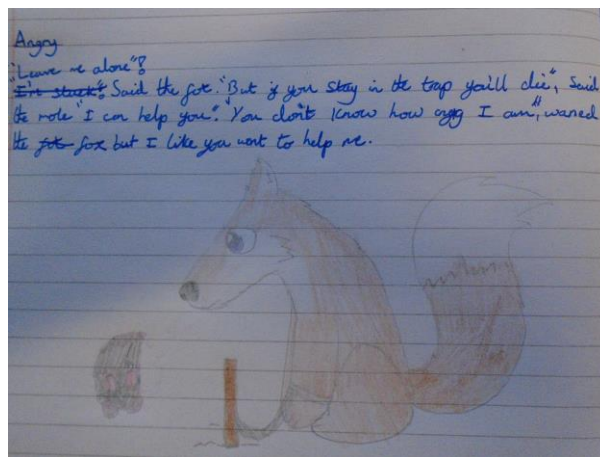


YEAR 5

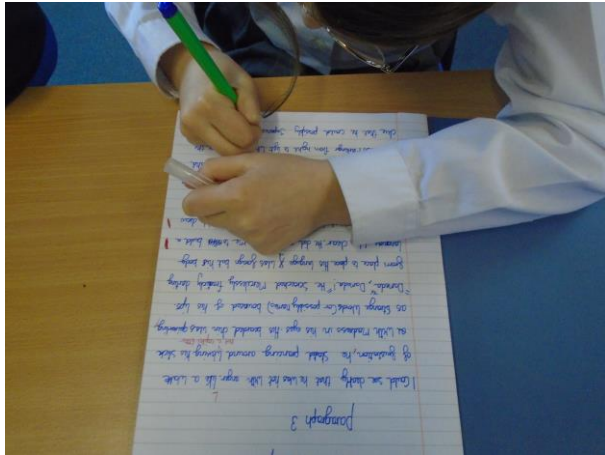
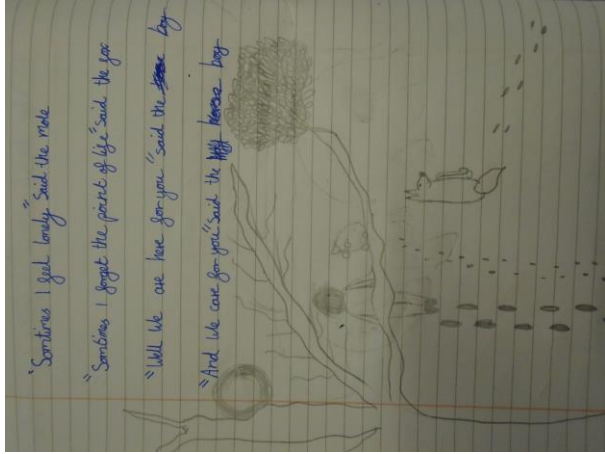
Year 5 have completed work this week as part of the school's Well Being week. Using the text 'The Boy, the Mole, the Fox and the Horse' by Charlie Mackesy as inspiration, the children wrote short dialogue about what they could say to make a friend share their feelings. They then did their own illustration.

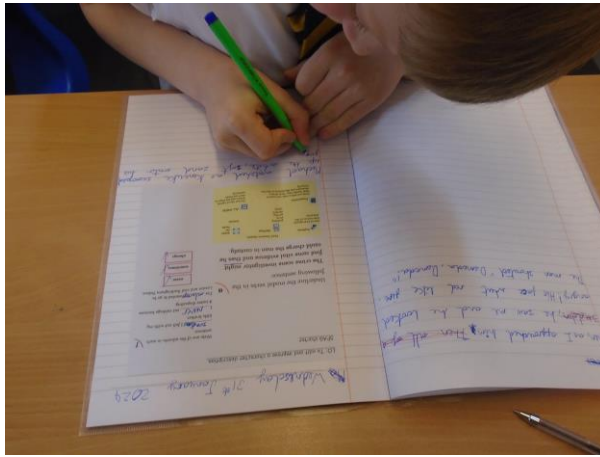
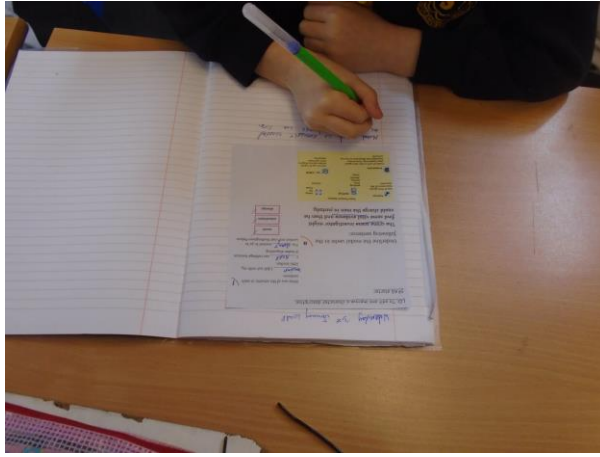
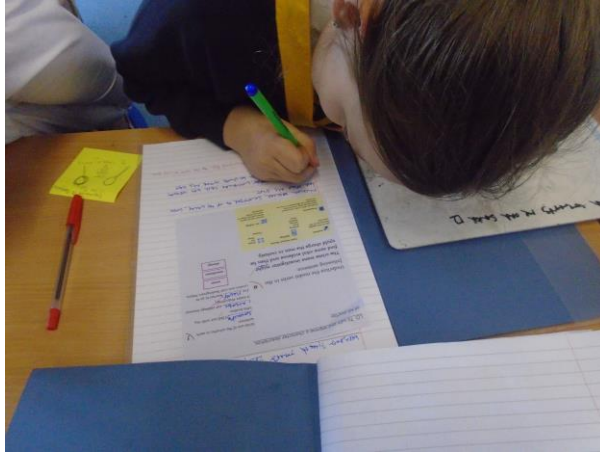
In English pupils have continued their work on Kensuke's Kingdom, to write, edit and improve their own character description of Kensuke, using the text to support their writing. The children have really enjoyed reading this story and are keen to know what happens next.

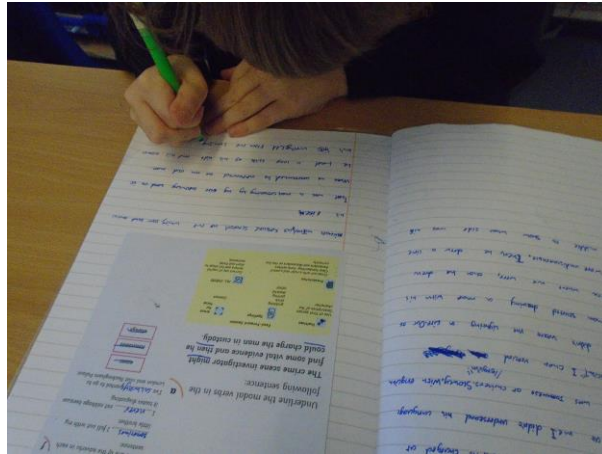
In history, Year 5 this week have learnt about the importance of the NHS as part of their study about the history of medicine. They have considered what life was like before and after the NHS was founded and the advances in medicine during the 20th Century.



NHS



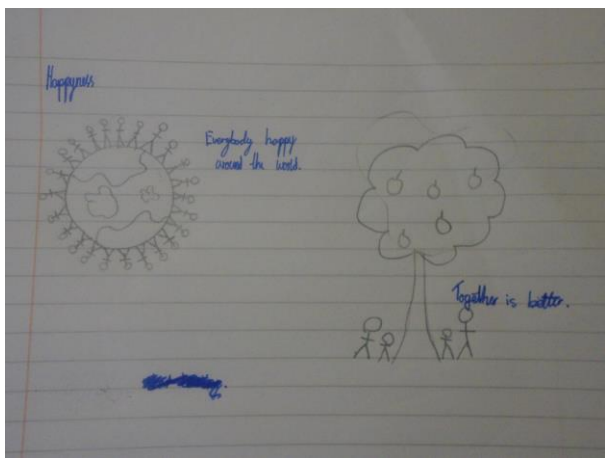
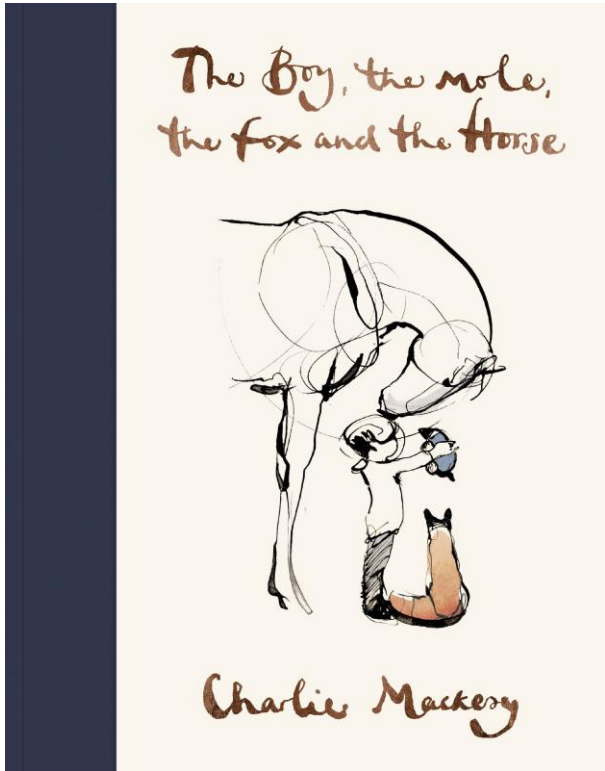


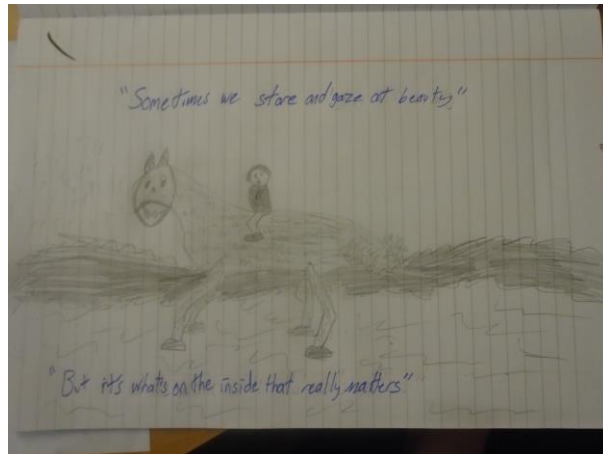


Year 6



This week as part of wellbeing week, Year 6 looked at emotions, using the story *The Boy, The Mole, The Fox and The Horse* by Charlie Mackesy. We watched a video adaptation of the story, we explored how the boy was feeling at certain points in the story and what influenced the changes in his thoughts and emotions. The children studied some extracts from the book and then went on to create their own images inspired by an emotion and in the style of the extracts from the story.





KS2 Football Match Report



This week saw the long awaited return to football at Staplehurst as we took on Boughton Monchelsea on Monday afternoon. A thoroughly enjoyable, tight 0-0 draw was the result but it was the performance and positivity from the team which was great to see!

The game started cagily as the teams found their feet on the Staplehurst pitch, tentatively looking to break each other down. It was Staplehurst who had the better of the early exchanges with James and Max forcing their keeper into saves with powerfully driven effort. Resolute defending from Reggie and Rae kept the tricky Boughton strike force at bay in the first half. ben provided some excellent touches in the opposition final third, whilst Harley was kept relatively quiet in goal. However, he was called into action in the second half with Boughton pushing forward looking to steal it and Staplehurst looking to counter attack. Archie, captain for the day, played excellently in all areas of the pitch as Mr. Amos used his ability to play in numerous positions. The second half was tight, with chances few and far between but more great positional work from Harry, kept it to 0-0. Brandon picked up some good positions in midfield and ran brilliantly through the middle, only to be tripped at the crucial moment. Boughton Monchelsea looked to have stolen it at the end but 0-0 was a fair result! We look forward to more match reports and fixtures in the near future!

Thank you to the parents that came to support, it was brilliant to have so many cheering the team on!

Signing off a very proud Mr. Smith and Mr. Amos

Team: Harley, Archie, James, Max, Harry, Reggie T, Brandon, Ben, Rae

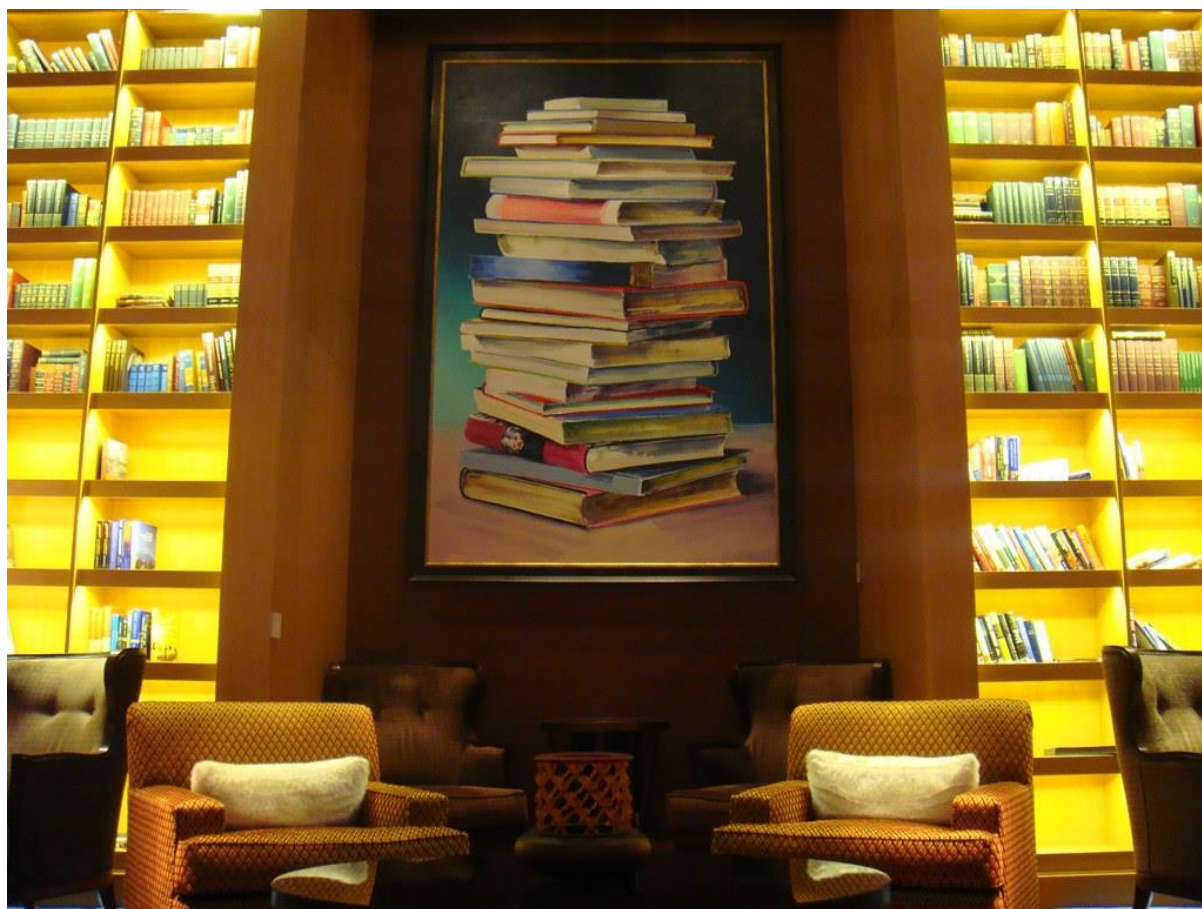


Music



Two lovely performances were given in KS1 Singing Assembly this week. The first by Lincoln, who learns the piano outside school and the second by Bea, who learns with Mrs Seal and has only been playing for a few months! Congratulations to them both for having the confidence to play in front of so many children and adults.

Library



We are very fortunate to have a wonderful library in school. Children from all year groups enjoy spending time browsing the wide range of books, including fiction and non-fiction texts. Recently, celebrated authors Michael Morpurgo, Phillip Pullman and Julia Donaldson spoke about the importance of schools having their own libraries:

“The school library is absolutely essential at every level of education, and it needs legal protection and status,” said Pullman. “It is too easy to think that books and reading for pleasure are not essential, whereas nothing is more certain to improve children’s ability – and desire – to read richly and well.’ The Guardian January 2024

Our library is open between 3.25 and 4.00 every Tuesday and Thursday. Children from all year groups are welcome to come and borrow books.

Class Assemblies

We will be starting our class assembly programme for the year in term two this year. We would like to invite parents/carers in to share in the wonderful learning that has been taking place. The assembly schedule is as follows:

Term 3 – KS1- Year 1 (History of shopping) - Friday 9th February 2024 at 9.00 am in the junior hall. -
(Please note: No Parents into read for Year 1 this morning)

Term 4 – KS2 - Year 3 (Stone-Age) - **Friday 22nd March** at 9.00 am in the junior hall.

KS1 - Year 2 (Florence Nightingale and Mary Seacole) **Friday 15th March** at 9.00 am in the junior hall

EYFS: Thursday March 28th

We look forward to welcoming you in to school.

Many Thanks

Mr Williams-Jones

Key Dates

Dates to Remember

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Every Friday: Parents into Read – **KS1 and EYFS** - Please note: **No Parents into Read - (Year one only)** on the 9th February due to **Class Assembly**.

7th February 2024 - 2:00 - 7:30pm - Parents' Evening - WHOLE SCHOOL

8th February 2024 - 10:50-11:10am - External Celebration Assembly - Please note: These assemblies are not open to parents.

8th February 2024 - 3:15 - Year 6 leavers Fundraiser: Valentines Bake Sale - WHOLE SCHOOL

9th February 2024 - PTA - Glow Disco: Early Years: 3:30-4:15 / Years 1,2 and 3: 4:45-6:00 / Years 4,5 and 6: 6:30-7:45

9th February 2024 – Break up for Half term - WHOLE SCHOOL

19th February 2024 – Pupils return to school - WHOLE SCHOOL

22nd February 2024 - World Thinking Day - Children who attend clubs such as Brownies/Guides/Scouts to wear uniform to school. WHOLE SCHOOL

29th February 2024 - 2.30pm Infant Hall - SEND parent drop-in - Mr Tate will be holding a SEND information and support session.

7th March 2024 - 2.30pm Junior Hall - P.E Parent drop-in - Mr Smith will be holding an information session about the teaching of PE across the school.