

# OCTOBER 2021

## NEWSLETTER



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**Our value for the next Autumn half term is 'Caring'.**

**We have been thinking about how we show the value of 'Caring' at school and at home. The children understand that they care about their behaviour, they show care in their learning, they care for each other and care about their environment.**

### **Message from the Head**

Dear Parents/Carers,

Firstly, I can only apologise for the lateness of the newsletter. November arrived all too soon and October passed us by. Having spoken to the children and the staff, everyone had an enjoyable half-term break and are re-energised, ready for new challenges throughout the Autumn term.

We are really excited to inform you that we have been allocated a NHS Education, Mental Health Practitioner, who started with us on Monday. We have completed an audit of what we are doing well for mental health and wellbeing at school and we will be creating an action plan to improve our mental health and wellbeing offer for the whole of the school community. I will keep you updated.

Parent Consultations were well attended and thank you to all the parents/carers who completed a questionnaire about St George's. I have challenged the staff to achieve 100% attendance for Parent Consultations and if they have not already contacted you to discuss how your child has settled into their new year group, they will be contacting you by telephone.

Many teachers are in the planning stages of organising trips and visitors for their children. It was so unfortunate that the Year 6 trip to the Houses of Parliament was cancelled by Parliament at such short notice. Only today, the children received a virtual tour of the Houses of Parliament and the Community Police visited the Early Years children.

The Year 6 children thoroughly enjoyed visiting Forest School during the first half term. They had loads of fun and the Year 3 children are so excited to begin their 6-week block in Forest School today. They all enjoy working together as a team, being outdoors and experiencing new skills. Please ask your children about their learning in the forest.

A huge thankyou to Mr Modley who organised all the new fabulous outdoor play equipment on the playground. We have shared our expectations for using it safely and a rota is in place for all the children. The children do know that the equipment can only be used during the school day and not before or after school.

Just for your information, the tutoring programme at St George's has been running smoothly. Mrs Sian Williams, a graduate and an experienced Teaching Assistant has been doing a sterling job delivering interventions across KS2 for reading, maths and writing. The children continue to work hard, stay focused and 'catch up'. We are also excited to inform you that we have been allocated an 'Academic Tutor' by the DFE for additional targeted intervention throughout the school. I am meeting with this qualified and experienced tutor next week. This will further enable more children who missed learning due to the pandemic catch up.

Finally, we do continue to monitor cases of Covid-19 in the school. Unfortunately, we have some cases at school amongst the staff and the children. Please continue to be mindful of any symptoms and it is advisory to have a PCR test as soon as possible and continue to keep us informed of any positive case. It is no longer a requirement for the rest of the household to isolate. You must be aware that this may impact on staffing, but we do our very best to have a familiar adult at all times teaching your children.

Head of School

## Mr Phil Watkins

As some of you are aware, Phil has been poorly for some time and has not been at school. It has been lovely in recent weeks to meet with Phil as he has been popping into school and has even been able to meet with some of the children. I am happy to inform you that Phil is feeling much better, getting stronger, but he is still convalescing.

After meeting with Phil this week, together with the CEO, he has taken the hard decision to retire from his role at St George's as Groundsperson. He is looking forward to spending much more time with his family and friends.

He will not be a stranger from St George's and he will be popping into school to see the children on a regular basis to help with Forest School and enjoy time with the children reading. Can I take this opportunity to thank Phil for all his hard work, his kindness and care over the years and we look forward to seeing him very soon.

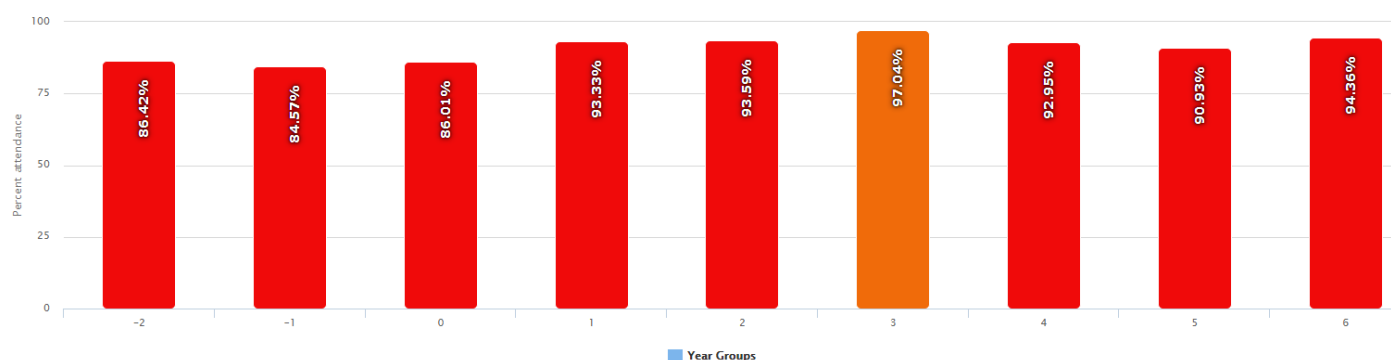
## Attendance October 2021

**The target this year is to ensure all children have at least 96 % attendance.**

**Attendance for the month of October was 94 %**

Thank you to all Parents and Carers for ensuring that their child/ren attend school and are punctual for the start of the school day. Good attendance has a positive impact on your child's well-being and educational outcomes.

We do know that from time-to-time children are really too poorly to come to school. If this is the case, please ring the school office by 9.15am on 01562 824206 or email, if you prefer, [office@stgprimary.org](mailto:office@stgprimary.org). Phones are manned from 8.00am but an answerphone service is available before this time. It is important that you inform school if your child is unwell.



## Home Reading

As always, we encourage all of our pupils to keep reading at home. Half term is the perfect time to snuggle up and read a good book together! The town library is now fully open and easy to join (if you haven't already) and again, a great half term activity.

Reception and KS1 have been working hard on their Phonics. We will be providing parent **phonic workshops next week starting with the Parents of children in Year 2**. These will be tailored to your child's individual needs. The date for the workshops will be on **Friday 12<sup>th</sup> November**. One workshop will be at **9.00am** and the second one will be at **2.30pm in the Life Skills Cooking Room** -details will be sent via text message watch this space!

Mrs Short

## Maths at Home

Concrete materials, like algebra files, snap cubes and coloured rods can help students in all years improve their mathematical reasoning and problem-solving. These materials are called manipulatives. When using manipulatives, students are encouraged to try different approaches and take risks to discover the answers for themselves. By using concrete learning tools, students are invited to explore and represent mathematical ideas in a variety of ways. This increases the number of sensory inputs and improves the chances of students remembering math procedures to solve problems in the future (Garforth & Siegel, 2014).

Manipulatives can:

- Provide students with a means to demonstrate their thinking, when they struggle to express themselves in words or writing.
- Make math concepts visible for students who like to learn in hands-on ways.
- Help students build a deeper understanding of math, beyond just memorizing procedures and formulas.
- Allow students to start thinking of themselves as problem solvers, which helps them gain confidence in their abilities.

**You do not need specially made manipulatives to support math learning at home.** Many common household items can be used as manipulatives, such as:

- Counters can be substituted with any small item that you have in large quantities (ie. pebbles, dried beans, wooden blocks). These can be used to count, identify, and compare numbers or provide visual examples of basic addition and subtraction.
- Coins or play money can help children learn to count by 5s, 10s, and 25s.
- Lego blocks can be used to explain fractions.
- Dice and cards can be used to teach addition, subtraction, and for older students, probability.
- Straws or toothpicks can be used to create shapes to learn about geometry and calculate the perimeter or area.

- An egg carton, with two cups cut off, can make a 2×5 grid. If you use one counter at a time, you can use this grid to show children how to add and subtract numbers up to ten. Alternatively, you can choose a larger number of counters and distribute them evenly among the cups to learn about multiplication and division.



Try this Maths lesson at home:

### Lesson Plan: Using Straws to Understand Place Value

#### Materials:

- Straws
- Small and big rubber bands
- Boxes without lids
- Adhesive tape
- "Handout: Using Straws to Understand Place Value"

#### 2 Guided Practice:

- Place students in groups of two to four.
- Take the time to **group, de-group, and re-group**: "You see this little bundle of straws? Can you tell me how many straws there are in this bundle? Now, let's undo the bundle and count them to be sure."
- **Gradually give more autonomy** to the students in terms of communication and the coding of information, before arriving at the point where the quantity of objects is written in the form of a number.
- Show students how to **write the number of objects**, using the handout "Using Straws to Understand Place Value"

#### 1 Modelling:

- Count straws and always stop at 10. When you have counted 10 straws, secure them with a small rubber band: that makes **one small bundle**. When you have counted 10 small bundles, bundle them together with a big rubber band: that makes **one big bundle**. When you have counted 10 big bundles, put them in a **box**.
- Always place items on the table in the same way: boxes, big bundles, little bundles, and straws laid out on the table from **left to right** (from the perspective of the students). All of the straws, even those that are secured with rubber bands, must remain **visible at all times** and they must be easy to count.
- Coloured adhesive tape can be used to separate the different "classes".

#### 3 Independent Practice:

- Students work with their partners/groups to count straws, small bundles, big bundles, and boxes. They may progress from counting individual straws, to **skip-counting** by tens, and finally to **writing multi-digit numbers**.
- To help consolidate the principle of tens, this process can be practiced in **reverse**. For example, a student chooses the number 205 and their partner demonstrates what this looks like using straws.

### Handout: Using Straws to Understand Place Value

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Instructions:

1. Work with your partner to count straws, small bundles, and big bundles.
2. Draw how many straws, small bundles, and big bundles you see in the big boxes below
3. Write down the number of straws, small bundles, and big bundles you see in the small boxes below.
4. Write down how many straws there are in all.

Example:

Big Bundles	Small Bundles	Straws
I see:		
I write: 2	3	5
How many straws in all? <span style="border: 1px solid black; padding: 2px;">There are 235 straws in all.</span>		

Big Bundles	Small Bundles	Straws
I see:		
I write:		
How many straws in all? <span style="border: 1px solid black; display: inline-block; width: 150px; height: 20px;"></span>		

We will be providing **Parent Workshops**, in the school hall, in November and December to help you support your child at home with Maths. The dates for your diary are:

**KS2-Tuesday 23<sup>rd</sup> November at 2.00-2.45pm and Wednesday 24<sup>th</sup> November 9.00-9.45am**

**KS1 -Tuesday 30<sup>th</sup> November 2.00-2.45pm and Wednesday 1<sup>st</sup> December 9.00-9.45am**

(Please note, you only need to attend one session)

# Online Safety

## Starting a conversation about online safety

It can be difficult to know how to start talking to your child about what they're doing online or who they might be speaking to. But talking regularly, like you would about their day at school, will help your child feel relaxed and mean that when they do have any worries, they're more likely to come and speak to you.



It can help to:

reassure them that you're interested in their life, offline and online. Recognise that they'll be using the internet to research homework as well talking to their friends.

- ask your child to show you what they enjoy doing online or apps they're using so you can understand them.
- be positive but also open about anything you're worried about. You could say "I think this site's really good" or "I'm a little worried about things I've seen here."
- ask them if they're worried about anything, and let them know they can come to you.
- ask them about their friends online and how they know they are who they say they are.
- listen for the reasons why your child wants to use apps or site you don't think are suitable, so you can talk about these together.
- ask your child what they think's okay for children of different ages so they feel involved in the decision making.

Please visit CEOP's Thinkuknow website for more ideas of online safety and resources and games your child can play to inform them further.

You can find it here: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



## NURSERY & TOTS

Welcome to Tots and Nursery!

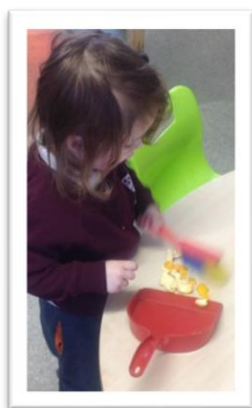
In Tots...

Over the past few weeks in Nursery, we have been exploring Autumn, observing the changes in weather, planting winter seeds and making pumpkin soup.

We read Titch by Pat Hutchins and learnt about the seed that grew and grew just like we do. The children took this and wanted to plant seeds of their own to watch grow so we planted Green Manure seeds – they are excellent for improving the soil so in spring the raised bed will have replenished lots of important nutrients ready for spring planting. The children are observing the growth from seed to plant, and they are doing a great job watering the plants, look the next time you are walking through our outdoor classroom!



We have also read Pumpkin Soup by Helen Cooper, talking about how we help each other complete tasks like the characters do in the story. The children thought about what might be inside a pumpkin and then Miss Williams cut one open for all to investigate! Some children correctly predicted that the pumpkin would have seeds inside.



Day to day, we have been settling into our routines including teaching the children how to have an independent snack time, they wash their hands, serve themselves and clean up afterwards.

As you are aware you are able to upload pictures and videos of your child's experiences at home by using **Tapestry**. We would love for you to continue to share your child's learning at home. We are planning a weekly certificate to celebrate learning at home.

From the team, we look forward to seeing you all soon.

Miss Williams and Miss Hussain.

## Invitation for 'Stay and Play' in Nursery

For children from birth to 4 years old, we are inviting you to attend an '**Outdoor Play and Stay Session**' on **Monday 15<sup>th</sup> November and Monday 29<sup>th</sup> November** from 9.00am-10.00am. Please email the school office by Thursday 11<sup>th</sup> November to book a place and then we will email further information.

## RECEPTION

### Welcome to Reception!

Reception have continued to work super hard this term, to settle into routines and find out all about themselves. We are so proud of how well they have settled into life at school!

Last week, we talked about people who help us and explored lots of different careers. Our story of the week; All through the night: The people who work while we sleep by Polly Faber, sparked the children's interest around what they might like to do when they grow up.

This inspired some fantastic writing and we all came to school dressed as who we aspire to be when we grow up. It was brilliant to see so many of the children excited to talk about their dreams for the future!



*"An office lady"*

*"A farmer"*

*"A Police Officer"*

*"A Vet"*

We are also beginning to observe and talk about the changes in Autumn. In our Reception classroom, we have started to look at things that have fallen off the trees such as pinecones, conkers and leaves. Following our story of the week; Pumpkin Soup by Helen Cooper, this week the children have really enjoyed exploring pumpkins. This has led to the children creating some beautiful observational drawings, using oil pastels.

Autumn is a wonderful time of year to observe and talk about changes in our environment and we look forward to exploring this further with the children after the half term.

The Reception Team

Miss Austin, Miss Grant and Mrs Tidmarsh

# YEAR 1

Year 1 have started our new topic 'My Place, My Time' and have been working super hard!

In Maths, we have been learning all about part-whole models. We loved taking our learning outside and using bean bags and hoops!

In English, we have been using 'The Jolly Postman' by Janet and Allan Ahlberg and learning about the traditional tales of 'Goldilocks and the three bears' and 'Hansel and Gretel'. We loved tasting porridge and using fantastic adjectives to describe it! We have also been writing instructions about how to decorate a gingerbread house and we have learnt what an imperative verb is!

We are really enjoying our science topic of 'Animals Including Humans'. We were surprised to find out that we are mammals! We also have been looking at what herbivores, omnivores and carnivores eat too!

We have looked at the work of Wassily Kandinsky and created our own artwork inspired by him and using our knowledge of colour mixing. We did such a super job!



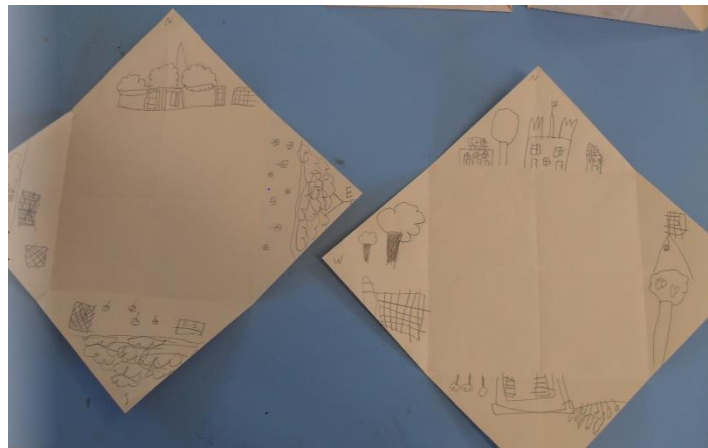
Miss Mills 



## YEAR 2

We have continued to work hard during the half term. In particular, we have worked hard on our learning in Geography. The children have loved using maps to locate 'treasure' (chocolates) and going to the local park to carry out field work on physical and human features.

The children have also learned more about the world we live in and, in particular, our home town of Kidderminster. We took a closer look at our surroundings by drawing what we saw in the North, South, East and West from a fixed point.



## YEAR 3

Year 3 have had a very exciting time learning through the topic of 'My Place, My Time'.

In English, they wrote their own traditional tale based on 'The Three Little Pigs'. We had stories which had a Big Bad Mouse who wanted to eat the three little cheeses because he was hungry. Another story changed the setting to a swamp.

In Mathematics, we finished the topic about Place Value. We have now moved onto addition and subtraction. This week we are looking at exchanging a ten for ten ones when subtracting across ten. We are using base ten to help us.

In Reading, the children completed a sequence of learning based on the topic of 'teeth'. This topic sparked some great discussions. They debated about the amount of sweets we should eat and the amount of sweets we want to eat!

In RE, the children have been looking at the Creation story from the Bible. We talked about the different ways we can look after our world and the rules God gave Christian's to help them achieve this.

In Geography, the children have been learning about their locality. The children started the topic by using symbols and a key to draw a map of the playground. They have found Kidderminster on a map of the United Kingdom and have identified the United Kingdom on a world map.

In Music, the children are still enjoying learning to play the violin and have started to use the bow. The staff and children are all very excited to be going to Forest School each Friday.

Remember to keep reading at least three times a week and this will be checked each Friday.

Keep up the good work Year 3.

From

The Year 3 Team

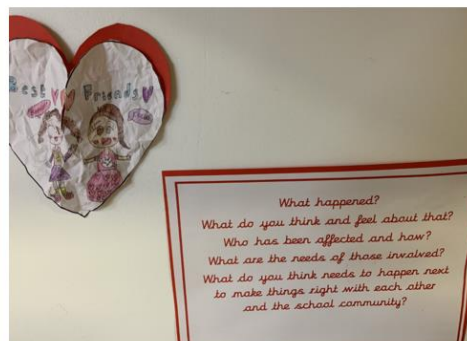
# YEAR 4

We have been working extremely hard in Year 4.

In Maths, the children have been working hard and practising their addition and subtraction. We first looked at adding without any exchanges, then we furthered this by looking at the importance of exchanging. Now we have learnt how to carry, we have now been using the inverse to find out how to check our answers.

In English, the children have been checking our work to make sure we have got all the success criteria needed in our stories about a journey along 'A River'. We have looked at personification, prepositions, fronted adverbials, adjectives and even more!

In PSHE, we have been focusing on restorative questioning where we have looked at how we can build positive relationships with ourselves and the community around us. We further made hearts and looked at if we hurt one-another, the paper won't become straight again.



# YEAR 5

We have been working extremely hard in Year 5.

In Maths, the children have been practising their addition and subtraction, looking at the importance of exchanging.

In English, the children have stepped in their drama shoes to become the Lighthouse Keeper from the short animation The Lighthouse. During this time, they have had the opportunity to 'ask' the Lighthouse Keeper questions and write a Diary Entry based on his life. Also, we have written some very spooky setting descriptions based around the rocky cliffs the lighthouse towers over.

Restorative questioning has been a focus in PSHE where we have looked at how we can build positive relationships with ourselves and the community around us.

We have developed our understanding of being competitive as we have started to develop our attacking and defensive skills in Netball.

I wonder if we can push and challenge ourselves to have a friendly game against Year 6 after Half Term?

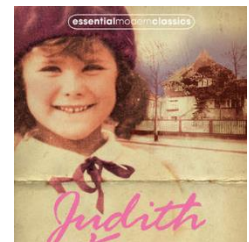


## YEAR 6

We have been busy with our My Place, My Time topic this month, but we finished off last month with our Year 6 cooking of fajitas, guacamole and salsa. The children loved cooking this healthy dish from scratch and refined their chopping skills very well. Please see the pictures below to show the process!



In writing, the children have been looking at 'When Hitler Stole Pink Rabbit' which is about a young girl who flees Berlin during World War 2 to find a better life in Switzerland, Paris and London. The children have been learning about descriptive techniques and been applying them into learning.



In Maths, the children have been working hard to refine their Long Multiplication skills to multiply numbers by 2-digit numbers- the children should be able to talk you through this! Here is an example for you:

1	5	4	
	1	5	4
x		2	6
	9	2	4
3	0	8	0
4	0	0	4
1	1		

Start with the ones.

$$154 \times 6 = 924$$

$$154 \times 20 = 3080$$

$$3080 + 924 = 4004$$

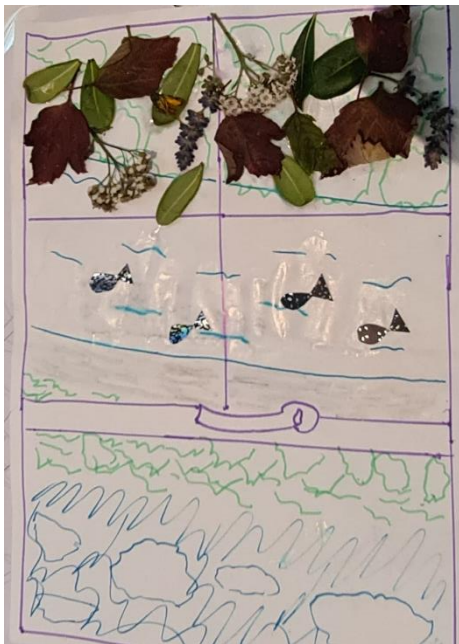
In PSHE, we have been focusing on relationships and emotions. The children have identified the many types of relationships that they have and how they deal with the difficult times these relationships might throw at us!





## Harvest House Art Competition! 4th October 2021

A huge thank you to each and every one of our St George's children who entered the competition. The display in the church was amazing!



Reverend David really enjoyed judging the entries! The Church “Knit and Natter Club” had fun looking at all the lovely art as they enjoyed their coffee on Wednesday afternoon.

“It’s so lovely see all the children’s artwork here in the church. ....”

**Now for the drum roll.....**



Reception	Jesse	Clee
Year 1	Felicity	Malvern
Year 2	Junior	Abberley
Year 3	Eesa	Abberley
Year 4	Daisy	Clee
Year 5	Anisa	Clee
Year 6	Zarah	Malvern

Our winners were presented with 10 house points and a watercolour paint box or a set of sketching pencils in the Super Successful Learner assembly on Friday.

## IMPORTANT DATES and REMINDERS

**WEDNESDAY 10<sup>th</sup> NOVEMBER – YR & Y1 EYE TESTS**

### Safeguarding is Everyone's Responsibility

If you feel a child is at risk of immediate harm and needs immediate protection phone the police and the Family Front Door on **01905 822666**.



### **PARENT COFFEE MORNING**

- Would you like to learn more about the Special Educational Needs and Disability (SEND) provision at St George's?
- Do you have a child who has been identified as having a Special Educational Need and would like to meet other parents?
- Would you like support at home with your child's SEND needs?

The Special Educational Needs and Disability Coordinator (Anna Woodward) would like to invite you to a virtual monthly coffee morning where you can discuss Special Educational Needs and Disability.

The first meeting will be on Wednesday 1<sup>st</sup> December at 9.15am.

**Please email the school office in advance to book a place and let the office know the best email to contact you: [office@stgprimary.org](mailto:office@stgprimary.org).**

### **Visible Consistency**



Please ask your child about our '**Visible Consistencies**'.

This month we are focusing on 'Marvellous Manners'. We want to see good manners visible across the school at all times of the day. Children will be rewarded with certificates in assembly for their 'Marvellous Manners'.



**School Term Dates September 2021 to July 2022**  
**Please note the change to the school dates. Due to our extra bank holiday, we will be closing the school on Thursday 21<sup>st</sup> July not Friday 22<sup>nd</sup> July 2022.**

<b>HOLIDAY</b>	<b>SCHOOL CLOSURES ON</b>	<b>SCHOOL TED DAYS</b>	<b>SCHOOL RE-OPENS ON</b>
<b>CHRISTMAS</b>	Friday 17 <sup>th</sup> Dec 21	N/A	Tuesday 4 <sup>th</sup> Jan 2022
<b>SPRING HALF TERM</b>	Thursday 17 <sup>th</sup> Feb 22	Friday 18 <sup>th</sup> Feb 22	Monday 28 <sup>th</sup> Feb 22
<b>EASTER</b>	Thursday 7 <sup>th</sup> April 22	Friday 8 <sup>th</sup> April 22	Monday 25 <sup>th</sup> April 22
<b>SUMMER HALF TERM</b>	Thursday 26 <sup>th</sup> May 22	Friday 27 <sup>th</sup> May 22	Monday 6 <sup>th</sup> June 22
<b>END OF SUMMER TERM</b>	Thursday 21 <sup>st</sup> July 22	N/A	N/A



We are offering an '**after school provision**' throughout the week at St George's for the **all the children**. Your child/children will have the opportunity to do some **creative and engaging activities** and will be provided with a **hot snack** if they choose to stay for the **later slot**.

- After school club starts at **3.00pm**.
- There will be two slots available for the '**Little Pears**'.
- The first slot will run from **3.00pm-4.30pm** at a cost of **£5.00**.
- The second slot available is from **3.00pm-5.45pm** at a cost of **£6.50**.
- If your child is staying until **5.45pm**, they will be provided with a hot snack. Hot snacks e.g., 'beans or cheese' on toast.

If you would like your child/children to attend '**Little Pears**' after school club, please contact [office@stgprimary.org](mailto:office@stgprimary.org) or ring on 01562 824206.

Please contact us as soon as possible, so we can ensure that we can facilitate your wishes.