

Half term News February 2020

A snapshot of learning opportunities and achievements over the last half term.



UKULELES IN LKS2

Since September, all of the children in Lower Key Stage 2 have been learning to play the ukulele. Mr Carr, who comes in every Tuesday, has been working with all three classes to develop their musical skills. In the autumn term, Pankhurst and Thunberg started their ukulele lessons. This term, Thunberg have carried on and Nobel have started to learn. Next term, Nobel will continue with their lessons and Pankhurst will pick up their learning again.



Each week he introduces us to some new songs as well as teaching us about different composers. Most recently, we have learned about Beethoven and Elgar. The children have developed quite a large repertoire of songs that they can play, including exploring the blues and a number of modern songs. Mr Carr makes learning the ukulele easy by using coloured dots on the instruments to show where we need to put our fingers for the different chords. We enjoy our lessons and many children have brought in their own ukuleles from home and have joined the school ukulele club with Mr Holder.

PEACE POLES UKS2

In UKS2 we have been tasked with designing and creating our very own class peace poles. These will form part of the diocesan's Year 6 graduation celebration in July. Peace poles are an international symbol of peace and goodwill to all and often feature symbols of peace and various translations of the phrase 'May peace prevail on Earth'.

We began the project by considering what peace is to us; what colour, sound, image, feeling it would be. Having been given a project brief, we got into design teams and analysed the important aspects of the task. Working together and sharing ideas, we created mood boards that explored the colours, images and phrases we wanted to include in our designs. These mood boards then inspired our initial designs. The teams discussed the initial designs and selected elements from each design that the team felt best met the brief. This enabled each team to create a final design which they then presented to the class. One design was chosen from each class and that will become the final peace pole. Look out for them standing proud somewhere in the school grounds in the future.



The DISCOVERY curriculum at Newport CE Primary

At Newport CE, we organise subjects other than English and Maths into what we call 'Discovery'. We teach most subjects in blocks of 1 - 3 weeks and the children tackle and explore a series of key questions in each learning journey. This approach enables them to develop the key skills and knowledge that they need in each subject.

The overview of the entire curriculum can be found on our website. Below are examples of the Learning Journeys that each phase has completed this half-term.

Key Stage 1 (Years 1&2)

PASSPORT



Global Extremes



We are explorers

KQ1 What are the countries of the UK and their capital cities?

KQ2 Where would I find the continents of the world?

KQ3 What are the names of the 5 oceans of the world?

KQ4 Can I plan a route across the world?

KQ5 Who was Scott of Antarctica?

KQ6 What are the physical and human features of Antarctica?

KQ7 What are the physical and human features of the Isle of Wight?

KQ8 How do Antarctica and the IOW compare?

Lower Key Stage 2 (Years 3&4)

Volcanoes and Earthquakes LKS2

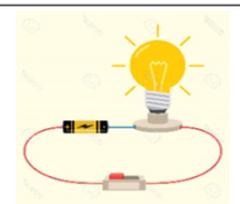
- KQ1: Where in the world are we?
- KQ2: What happens in an earthquake?
- KQ3: How can we describe what earth looks like?
- KQ4: How do we know what causes the earth to shake?
- KQ5: How can we identify the risks?
- KQ6: Where has the water gone?
- KQ7: How can we reduce the risks?
- KQ8: What if it happened here?
- KQ9: What? Where? Why?
- KQ10: How can we save the town?
- KQ11: Are earthquakes and volcanoes random?



Upper Key Stage 2 (Years 5 & 6)



Learning Journey - Science UKS2:



Controlling Electricity

KQ1: How are electrical circuits constructed?

KQ2: What affects the brightness of a lamp?

KQ3: How and why are symbols used to represent electrical components?

KQ4: Can I investigate the impact of changing a circuit?

KQ5: Assessment Task

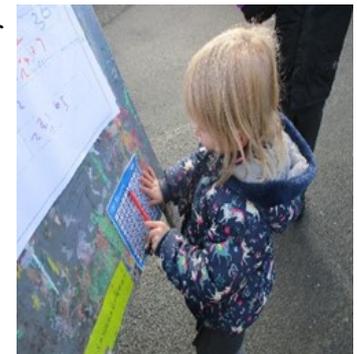
BREAKING NEWS FROM EYFS



In EYFS outside we have enjoyed our 'new' independent sports cupboard that has been set up, where we are able to self-select our own resources and create our own activities. We have enjoyed creating our own obstacle courses working together and listening to each other's ideas.



In the mud kitchen we have investigated patterns with a variety of kitchen utensils, creating our own meals with real food, such as, noodles, fruit and vegetables. We have used peelers and knives which develop our fine motor skills.



Newport CE wins Isle Dance competition

This week, our fabulous team headed off to Medina Theatre to compete in Isle Dance 2020. After months of practise, they finally got the opportunity to perform their wonderfully evocative dance which told the story of WW2 through the eyes of a family who experienced evacuation, separation as dad went off to war, the blitz and, finally, the relief and joy of VE day.

The children were, without exception, absolute superstars who told the story through dance and acting. They have worked so well as a team and were so supportive of each other, even when the nerves kicked in! The judges were so impressed (using the words 'wow' and 'superb' in their feedback) and Newport CE were crowned winners at the end of the evening!



Safeguarding at Newport

All staff at Newport CE are committed to safeguarding our children. Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Our 'Child Protection & Safeguarding' policy can be found on our website, as can the link to the Isle of Wight Safeguarding Children Partnership website.

WHAT IS SAFEGUARDING?

- **PROTECTING** children from maltreatment
- **PREVENTING** impairment of children's health or development
- **ENSURING** children are growing up in circumstances consistent with the provision of safe and effective care
- **TAKING ACTION** to enable all children to have the best outcomes

Role of editing in writing

It is important to develop children as reflective writers by giving ample opportunity throughout the writing process to talk about themselves as writers, enable them to voice their views, listen to others and develop new knowledge and understanding.

Reading writing aloud

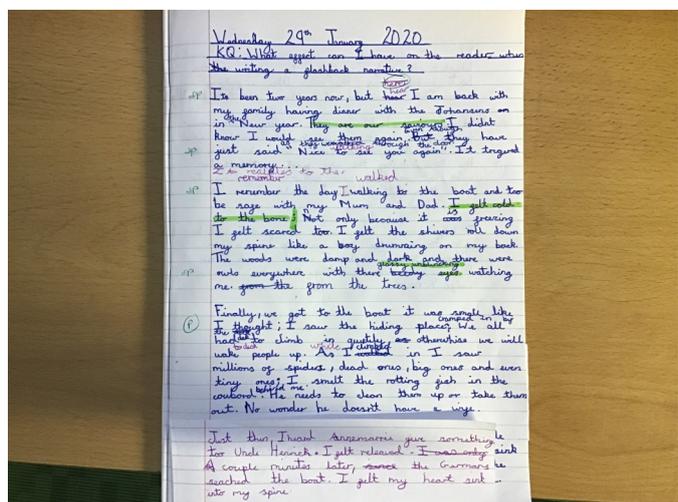
Children's writing can be improved if they, a partner or their teacher reads it aloud at an early stage, giving it life and breath and helping the young author see the patterns and tunes they have created.

Using response partners

Just as an author would work with an editor, children should be given opportunities to help each other by reading their writing aloud and responding as readers. This allows them to support each other as they compose and structure their ideas. Writers can tell response partners what they are pleased with in their writing, particular concepts or parts of the story they may be struggling with and gaining a picture from the reader of how this impacts on them. Response partners should be encouraged to reflect on the impact of the narrative and illustrations on them as a reader. Children can then re-draft sections of their work, based on these conversations.

Establishing editing partners

At the final stage of the writing process, it is important that children are given time to support each other with transcription proof reading, looking at spelling, punctuation and grammar and consider the quality of the writing as a whole, prior to publication.



Reflection Books and Reflection Areas

In each classroom you will find Reflection Books and Picture News Books. Each week we have 2 class worship sessions, one of which is Picture News – where we look at something from the most recent news around the world, a question is posed and then some background information is given to the children to then discuss and reflect upon. Children are asked to record some thoughts of their own to record in the book and around their reflection area. The other worship session will focus on our whole school theme of the week. We have recently been focussing on and learning about different people that Jesus met. We discover why they were important to Jesus and the impact they have had. Children are given opportunities to reflect on these people as well as themselves and the kind of person they are. Again, a selection of thoughts, prayers and ideas will be recorded in the Reflection Books.



These books will be located in the Reflection area within the classroom. This area is a focus point for the class and where a Bible, prayer book, candles and a cross will be found. Children are encouraged to interact with the area by using the space if they need to in order to pray or reflect, and to write their own prayers. These prayers are then shared at times with the class.



Each day children will have opportunities to pray, such as lunch time and home time. Occasionally, prayers are said at other times depending on circumstances and need. Children are all encouraged to join in or to be reflective during any prayer time and they often lead the prayers or say their own.

Pupil Voice – Spirit Club

We are a group from Y5 who work alongside Mrs McQueen to support Collective Worship and prayers around the school. We help write a Prayer of the Month, which will be placed in the classrooms and around the school. Before Christmas we planned and lead our own KS2 worship about the Foodbank. It was quite scary, but we enjoyed it and got asked lots of questions afterwards.

We are currently working towards creating a more thoughtful and interactive prayer space in school, near the hall. When it's ready we will be helping others to be reflective and to interact with it. We are also planning to deliver worship in the classrooms across the school.



Sports update from Mr Yates

Spring term started with plenty of enthusiasm as pupils once again kicked things off by looking at their fitness levels. At the beginning of every term after time on holiday, pupils engage in challenges to test their fitness and track their development across the school year with their own individual documents. These challenges are always popular and the children love to see the level they achieve rise as a result of all of their efforts in school sport and PE. Unfortunately, recent studies show the increasing levels of obesity in children nationally have reached a new high four years in a row, with 34% of children leaving Year 6 as either overweight or obese. These are worrying statistics, so we really believe that sport at school can have a huge impact in tackling this.



The school has participated in no less than 15 sporting events over the course of the last 6 weeks, bringing our total to 34 events for the academic year so far - with a further 11 events that unfortunately had to be postponed or cancelled due to adverse weather. Please note that we always try to uphold our commitment to every fixture, and any cancellations are either not of our choosing or for the safety and enjoyment of the children. The number of events organised and attended is testament to our intention to offer as many opportunities as possible to our children.

I am pleased to write of the success we have had already this spring term with our U9 boys football team reaching the semi-finals of the Island Cup, our U11 Indoor Athletics team reaching the Island Final, our U11 Indoor Cricket team reaching the Island Final and our U11 Basketball team qualifying for the Island Finals next term. In addition we are awaiting the final results of the league tables to see whether our U9 boys and U11 girls football teams will progress into the final rounds that will determine the island champions in their respective age groups, after good results in their league tables.

A date for your diary is Friday 13th March, when the whole school will be taking part in Sport Relief. We have plenty planned, and the sports captains are hard at work alongside myself to implement all of the plans we have in place for a memorable day across the school. More information to follow, however I can divulge that landmarks and distance are our themes with running, rowing and climbing all set to feature. And that's not just for the children! Staff get ready...

Lastly, I would like to congratulate our Isle Dance winning team on their incredible achievement. It goes to show how sport can be an excellent driver for self-confidence and self-belief, and they should all be very proud. I am also



pleased to say that we have been nominated once again at the upcoming Isle of Wight Sports Awards in April, in the 'Primary Sporting School' category that recognises outstanding achievement and dedication to school sport. We were a worthy winner last year with the 'Most Improved Sporting School' award, so it is brilliant to be recognised again. Here's to hoping we can go one further this year, fingers crossed.

Geography at Newport CE Primary.

‘A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives’ DfE (2013)

What is Geography?

Geography is an enquiry led subject that seeks answers to fundamental questions about the world we live in. Geography is a subject packed with excitement and dynamism that synthesises aspects of the world and helps us to better understand its people, places and environments, and the interactions between them. Geography also helps us to understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

Geography at Newport CE Primary operates a two-year rolling programme and the teaching of Geography follows an enquiry-based model and is taught in blocks. The curriculum that has been developed for the children of Newport is one that encourages the children not just to answer the questions they are posed, but to also ask and debate them too.

What can we do to influence change? Aiden (Year 4)

What might the world look like in the future? Ella (Year 4)

As the children move through the KS1, LKS2 and UKS2, the children develop their geography skills through the following domains:

Contextual world knowledge of locations, places and geographical features

Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

In KS1 the children have been learning about their local area and how the Isle of Wight fits into the UK and wider world. They have used maps, atlases and compasses to expand their knowledge of the world by learning about the different continents and in particular Antarctica. The children have also learnt about Scott of Antarctica and how explorers like him have changed our view of the world.

LKS2 have been studying the physical geography of volcanoes and earthquakes and looking at some of the countries around the world that have had and still have earthquakes and volcanoes. The children have enhanced their map skills, atlases, globes, images and aerial photographs. They have explored how places have changed and some links between people and environment.

UKS2 have been learning about Europe and the wider world and looked at the key physical and human characteristics of the UK. They also have been learning about the counties and cities in the UK and then looked at planning a journey around the UK, which included naming the key topographical features they travelled through and around on their journey. The children then looked at how key features had changed over time and raised questions about what they could do to make changes.

Please visit our school website and find out more about life at Newport CE Primary

<http://www.newportcepri.iow.sch.uk/>

Music in KS1

Mr Mulhern has been a music teacher on the Isle of Wight for over 4 years and has taught all over the Island. After working as part of the Newport C of E and Carisbrooke C of E's federation at Carisbrooke, he joined our school in January this year. Mr Mulhern can play a range of instruments including the piano, drums, bass guitar, mandolin and the ukulele (to name a few!) His favourite instrument is the saxophone and he is learning to play it in his spare time. Since being at our school, he has worked with all of the children and has taught singing and range of instruments to our pupils.

Key Stage 1 have weekly singing practise and have already learnt 5 songs in the short time he has been with us. The children always get excited and look forward to the singing as they thrive on the fun atmosphere and relish in the opportunity to learn new songs. Each song has been chosen by Mr Mulhern

as they reflect a biblical story and strengthen the church values we promote throughout the federation. Each song comes with a different range for the children to sing and some also have actions which accompany them.

At first the children in Key Stage 1 looked at body percussion and the beats they could make with their own bodies. This really brought the children together and they all loved engaging with this fun way of exploring rhythm. Before long, the children were able to memorise sequences they put together to accompany their favourite songs and rhymes.

The children in Key Stage 1 have also been looking at unit 'Musical explorers', which involves making music with a vast selection of percussion instruments. They have all had the opportunity to explore all of the instruments and compare the sounds they make and compare the long and short sounds each make. The children then add singing to the music they make, which allows for the children to really be as creative as they choose to be.

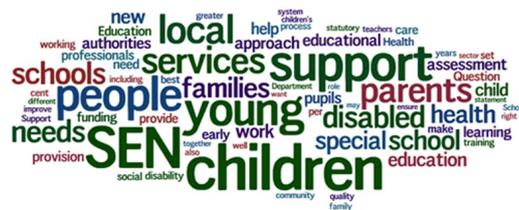
"Thank you Mr Mulhern for all you have done for us already!" Kate (Year 2)

"My favourite day of the week is when we have music." Ella (Year 2)

"I love playing with all of the instruments" Jacob (Year 2)



I think my child may have Special Educational Needs (SEN). What should I do?



What makes you think your child has SEN? Do you feel they are not picking things up as quickly as other children the same age? The actual definition of SEN is that a child has significantly greater difficulty in learning than other children the same age. But at the same time, it is true that all children learn at different speeds and schools are very aware of how important it is to identify children who may be having difficulties with their learning.

The first step is to arrange to meet with your child's class teacher to talk through your concerns. It is a good idea to ask for a meeting rather than just try to catch the teacher at the start or end of the school day when they are busy.

Concerns can then be raised with the Inclusion Leader, Alison Mosedale (Special Educational Needs Co-ordinator -SENCo).

Different types of support may be available for children in school. In addition to Quality First Teaching, some pupils receive specific interventions, social and emotional support or physical support. Sometimes additional support may be needed from outside agencies such as Speech and Language Therapy.

Further details can be found in the School Special Educational Needs Report which is available on the School website.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) offer free, confidential advice, information and support to parents and carers about SEN.

	<p>01983 825548 www.iowsendiass.co.uk</p>
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DATES FOR YOUR DIARY

Mon 17th—Fri 21st February	HALF TERM—school closed
Wed 4th March	Yr 5 visiting Christ the King College—Theatre show
Fri 6th March	9.00 am—Parks Class worship
Fri 6th March	10.00—11.00—Choir at IOW music festival
Mon 9th March	Randini roadshow
Fri 13th March	SPORTS RELIEF DAY
Fri 20th March	KS2 Cross Country competition - Northwood
Thurs 2nd April	Easter Service—AM
Mon 6th—Fri 17th April	EASTER BREAK— school closed
Thurs 7th May	VE day celebrations—details to follow
Fri 26th June	School Closed - School development day
Fri 24th July	Last day of summer term