

Half-term News May 2021

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



Another packed half term has taken place at Newport, as we have been able to add in a few more normal activities into school life. With the bubbles having been widened to year groups, the children have been able to spend time together at breaks and lunchtimes. We have been able to have small worships with 2 year groups (socially distanced) in the hall—and are becoming experts at sharing songs with actions rather than singing ...something we are all looking forward to be able to bring back as soon as restrictions lift.

Year group after school clubs have been available—and it has been great to see an increasing number of children in each year group enjoying these sporting opportunities outdoors.

Now that day trips are allowed—every year group is organising a trip for the children to extend their learning. As part of the new Fellowship Award, our Y6 children have already been out and about completing their 'hike' - completing distances they didn't believe they could!

In April we welcomed Mrs Mulhern to the staff team at Newport. Mrs Mulhern joins Mrs Elmore in the school office, working every morning.
Katherine Marshall—EHT

Multiplication facts!

Learning the multiplication facts are essential as they make a very large contribution to numeracy and underpin our maths system like counting, number bonds and place value. If children can get a firm grasp of their times tables then they have a solid arithmetical foundation for future problem-solving.

At Newport, we use the Concrete-Pictorial-Abstract approach to underpin knowledge, understanding and skills. This involves giving children a better chance of creating a long-term memory, based on manipulating physical resources (concrete) and constructing images (pictorial) before or alongside the facts written as numbers (abstract).

Here are some multiplication models as shown through repeated addition, equal groups, arrays, and equal jumps on a number line.

The government suggest that children need know the multiplication facts by the end of year 4, and that they need to go through several learning stages over many years before they understand them. Please help your child to learn their multiplication facts.

Repeated Addition

$$4 + 4 + 4 = 12$$

$$3 \times 4 = 12$$

Equal Groups



$$3 \times 4 = 12$$

3 groups with 4 in each group

Arrays

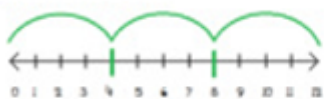
Rows with equal amounts in each.



$$3 \times 4 = 12$$

Number Line

A bird hops 4 cm each time. Where does it land?



$$1 \text{ hop of } 4 = 4$$

$$2 \text{ hops of } 4 = 8$$

$$3 \text{ hops of } 4 = 12$$

The bird lands at 12 cm.

Back - running, jumping, balancing, throwing, kicking, scoring, dodging, shooting, side-stepping, sweating, congratulating, encouraging, pushing ourselves, setting new personal bests and loving it. It has been a year unlike any other and one not short of concern. The evidence is in and we know that Covid affected all of us. Many tragically, and many in ways unseen. For some the time was positive, learning new skills, reconnecting with family or getting back in touch with nature. Some struggled, a lack of motivation, home schooling, work worries or reduced activity levels. As adults we are blessed with the wherewithal to self-analyse our choices, to choose to drive ourselves forward even when it may feel like the hardest thing to do. For many children however, lockdown was too huge a concept to comprehend and any increasing levels of inactivity were compounded by wet days, dark nights and the unease of new routines. Nationally and here at Newport, when schools welcomed back all pupils, we saw children affected by this in their demeanour, weight, and ability to endure physical tasks. We set to work on re-establishing our baseline fitness levels through hard work and fitness tests. We reaffirmed our social contacts through team based play and we re-embraced both the physical and mental challenges that sport uniquely provides.

In EYFS we have thoroughly covered methods of movement at every level, high and low. We have developed our gross motor skills, can strike objects both stationary and active, improved our balance, coordination and body awareness. We covered so much that we even got around to playing crazy golf!

In KS1 we have continued to develop our excellent fundamentals. We have two very talented year groups in Years 1 and 2 at Newport, who have benefited from a secure and well developed PE framework since they started EYFS with all developing a real love of PE. In KS1, we focus on the whole physical development spectrum to ensure that we are ready to learn, understand and compete in recognised sports by KS2. I have no doubt that our KS1 children will have many sporting success stories in the years to come.

In LKS2, our Y3 classes have been working with Miss Dent since their return and have had an in-depth grounding in gymnastics, a brilliant practice in developing body control, physical flexibility and strength. Y4 have been taking a deep dive into the world of swimming and have taken to it like a duck to water. Living on an island, it can amount to an essential life skill, so we are delighted that they have been able to have this opportunity after being denied it last year by the pandemic.

UKS2, were straight back into it, working hard on their fitness levels and social skills through plenty of team based scenarios. Athletics, our focus subject, contains elements of every key physical skill and lends itself to the development of setting and improving personal targets. In Y5, we are working on developing successful strategies to manage the conflict and challenge that sport so often serves up. In Y6, in addition to athletics, my Fitness ‘**Fellowship Award**’ group have been looking at physiology, muscle groups and biomechanics to better understand their bodies and prepare them for KS3 material. Every week, we tackle a workout and even had an introduction to weights, what to look out for and how to use them properly in order for them to be safe if they so decide to pick them up in the coming years.

We are thrilled to announce that we will once again be holding **competitive events** for our pupils against other children. Next term we will work alongside our partner school, Carisbrooke CE Primary to host Covid safe athletics, cricket and football meets across the school from Years 1 to 6, involving every pupil in at least one event. Healthy competition is vital for child development and we are so excited to see our pupils go out there and do their thing. Look out for letters and info on the app in the weeks ahead.

Finally, we can also announce, all things well, that our highly successful ‘**Round the Boundary**’ fun run will return in September! We had an amazing day last time out and can’t wait to go again after last year's pandemic hiatus. So, make sure to draw up those summer training plans to smash that 1km, 2km or 5km run!

Mr.Yates (p.yates@newportcofe.com)

Learning in UKS2

What a super return to learning UKS2 have had this term! It was so lovely to welcome all the children back into school after the last lockdown, and to witness their enthusiasm and excitement for lessons across the curriculum.

We have enjoyed English units based around wolves – using non-traditional fairy-tales, a work of non-fiction and a picture book for older children – and created some marvellous narratives, reports and double-page spreads.

During Art, we looked at the abstract movement and focused particularly on the work of Joan Miro. We studied the colours and images of his work and then produced drawings and sculptures inspired by Miro's own. At the end of the unit, we put our work on display in the classrooms and walked around admiring each other's art just like we would in an art gallery!

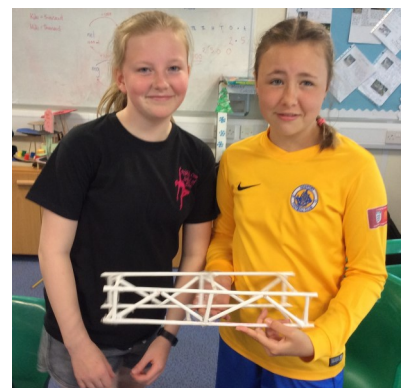
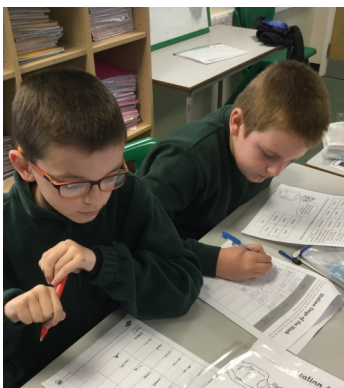


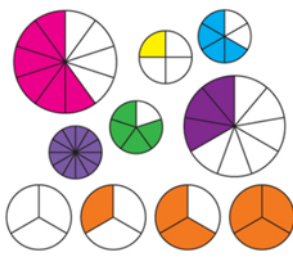
Our Geography topic this term has taken us (we wish!) to Naples, Italy. All children in UKS2 enjoyed a fantastic 'hook day', experiencing a carousel of activities such as map reading and code breaking using coordinates, basic language skills, preparing, making and cooking pizzas, and using atlases and a series of clues to work out that Naples would be our chosen city of study. At the end of this exciting day, we all enjoyed our freshly-cooked pizzas and watched a virtual tour of the city of Naples, as well looking at life in the city through Naples' webcams!



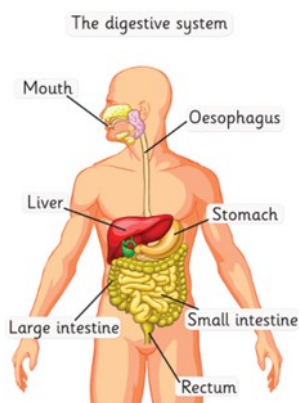
We are now experiencing Science lessons each week and have been looking at 'Properties of Materials'. As young scientists, we have conducted experiments around solutions, dissolving times, mixture separations and reversible and irreversible changes. We are really honing our scientific skills, thinking about how to make our tests fair and those dependent and independent variables.

DT has seen Year 6 investigate mechanisms using levers and pulleys which culminated in the building of some amazing fairground rides! The children really put a super effort into their designs and creations thinking just how a ride would move using a variety of different mechanisms. Year 5 are really excited to be starting this project in a few weeks!



[illegible]

Three students in school uniforms (two girls and one boy) are standing in front of a large screen. The screen displays a news broadcast with the text 'BREAKING NEWS' and a picture of a person. The students are looking at the screen.



The children are already enjoying their weekly Science lessons!

Special Education Needs Update – Pupil Passports

Once a pupil has been identified as having **Special Educational Needs**, they are placed on our SEN Register. The pupil's teacher(s) will then create a **Pupil Passport**. These used to be called Individual Learning Plans (ILPs).

A Pupil Passport is a **working document**, updated regularly, which contains important information about the pupil. It highlights their strengths and areas of weakness, as well as information about how they best learn, what supports and hinders them and strategies put in place to support them.

As well as this, it contains **SMART targets** (Specific, Measurable, Attainable, Relevant, Time-based). These targets are specific to each pupil and will change throughout the year. Teachers and LSAs work with pupils on their targets in a number of different ways; from in-class quality first teaching, group or 1:1 work, regular interventions and precision teaching. The targets are continuously reviewed by teachers and the SENCO, ensuring they are helping pupils to make progress.

If your child is on the SEN register, their class teacher will share their Pupil Passport with you, and will discuss any support you are able to give your child at home. If you have any questions relating to the Special Educational Needs, please speak to your child's class teacher in the first instance. For further support, please get in contact with Mrs **Lisenka Exell**, **SENCO**, via the school office.

Pupil Passport - Name Surname



D.O.B: 01/01/20** Year: * Class: York Class SEN Status: SEN support SEN Category: CI - SLCN First Language: English Medical: ADHD diagnosis PP: Y EAL: N	Areas of weakness: <ol style="list-style-type: none"> 1. Maths - number bonds 2. Reading - decoding 3. Writing - letter formation 	Areas of strength: <ul style="list-style-type: none"> • Works well 1:1 • Can focus for long periods of time • Clear handwriting 	
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Pupil Pen Portrait (The child as a learner) <ul style="list-style-type: none"> • Name remains focussed in small groups with an adult • He does not work well with Boy • Name loves Lego and can relate his learning to this • Name needs a visual time table • Name needs regular breaks where he can do useful tasks independently (practise spellings, times tables) • Name really enjoys Sumdog and <u>using</u> technology to aid his learning. 	On-going classroom provision: (non-negotiables) <ul style="list-style-type: none"> • Always cue the child in by name. • Seating – ideally away from distractions and facing the teacher so that they can see their face when talking. • Use visuals – facial/hand gestures as well as visual timetables/symbols. • Allow time to think! (SLCN children need at least 10 seconds). • Remind him of expectations – good sitting, listening, turn taking, looking and thinking. • Break tasks down into manageable chunks. • Check for understanding after instruction given/or what the teacher has said – get Name to repeat back what has been said. • Modelling! Pronouncing words back to him correctly or expanding answers verbally to build up his vocabulary.
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Current targeted work - Precision Teaching

Target	Outline of provision / Intervention	Entry point & date	Date and Assessment					
1. Maths To recall number bonds to 10	Precision teaching x3 weekly - LSA Number bonds related brain breaks	10.09.2021 NAME scored 3/10 on number bond quiz	12/09/21 LE Precision teaching using Numicon	19/09/2021 LSA Scored 5/10 on <u>number</u> bond quiz. Struggles	26/09/2021 LE focus on odd numbers - odd and odd = 10.	13/10/2021 LE 10/10 consistent on number bond quiz (over 2)		

FELLOWSHIP AWARD

This term has seen the introduction of an exciting new addition to the Newport CE experience: The Fellowship Award. To gain the Fellowship Award at the end of term, the Year 6s have been busy completing activities (both in school and at home) which will gain them a bronze, silver or gold level in each area. The areas this year are: Author, Athletics, Dance, The Great Outdoors, STEM, Leadership, Community & Independence, Nutrition & Well-Being, Art, Environment, Fitness and Performance Arts.



It has been truly wonderful to see how the children have embraced the challenges, how interested they are in different areas of the wider curriculum, and how enthusiastic they are for all of the activities still to come. These include sailing, camping, learning all about British trees and birds, a first aid qualification, more hiking, more taste tests and menu planning, dance performances and supporting our younger pupils to name but a few!

