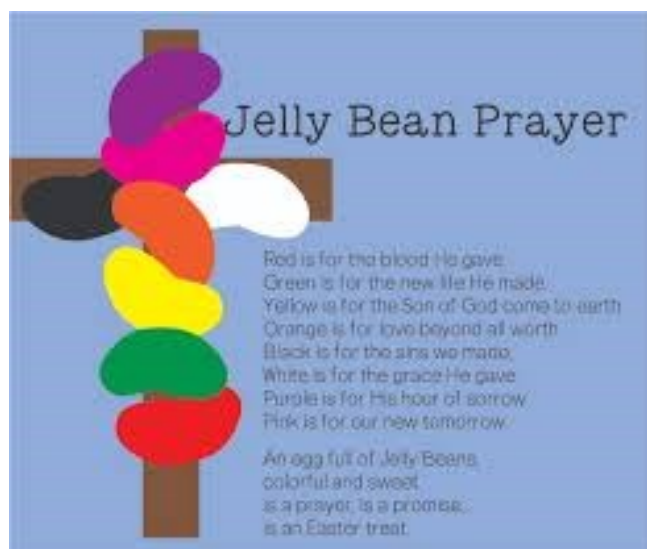


End of term News April 2022

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



With signs of spring all around us there is a sense of hope and light at the end of the tunnel. Despite the many challenges across the term, life at Newport has been filled with numerous examples of children enjoying their learning, persevering even when they have found things a little challenging - which is of course one of the most important lessons in life. The articles which follow clearly show that all the children are continuing to experience a rich and interesting curriculum; all made possible by the creative staff team.

We wish you all a joyful Easter break and look forward to welcoming you back on Monday 25th April.

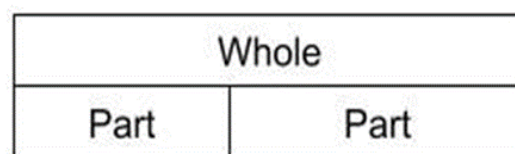
Katherine Marshall—Executive Headteacher

Maths - Bar Models

A bar model is a way of representing a mathematical problem, especially one that might be hard to solve without visualising first. They are constructed using rectangles to represent known and unknown amounts, and help to bring together all relevant information from a problem.

Bar models can be used to solve a range of problems including addition, subtraction, multiplication, division, missing numbers, ratio and fractions.

Initially, they are solved using concrete resources, often looking at the part-part-whole model, before pupils move on to looking at pictorial and abstract ways.

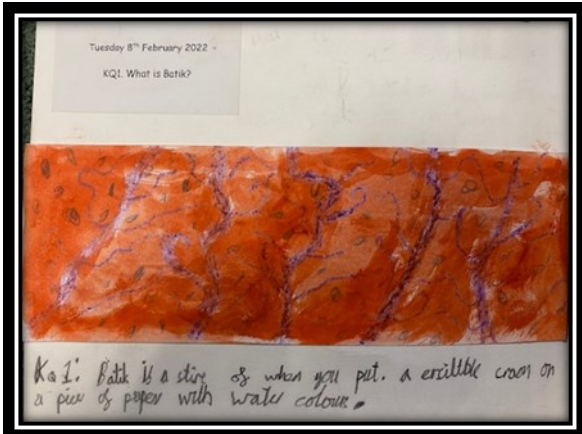


Bar model

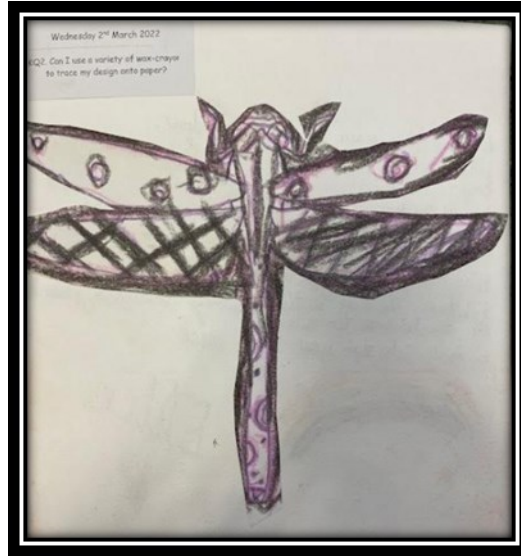
Concrete	Pictorial	Abstract
<p>Part-part whole</p> <p>5 + 3 = ?</p>	<p>5 + 3 = ?</p>	<p>3 pineapples cost the same as 2 mangoes.</p> <p>1 mango costs £1.35.</p> <p>How much does one pineapple cost?</p>

UKS2 Batik Art

UKS2 have been learning the ancient technique of Batik. The central-Asian artform uses the resistant properties of wax to form a resist to dyes and paints allowing wonderfully creative and free flowing images to be created.



1. The first step was to experiment with using wax resists with wax crayons and watercolours on paper.



2. Next the children used wax crayons to draw the outline of their image.



3. After that we transferred the wax outline onto our material using an iron to melt the wax crayon.



4. The next step was to trace over the outline using hot melted wax in tjantings (special applicators) before applying fabric dye to the piece. Here is Jaime's example.



Some of the final pieces were wonderfully expressive, like Lara's



Others were brilliantly intricate and considered, like Summer's here

NEWS FROM THE KITCHEN

We have had lots of fun food days this half term. We started with Pancake Day on the 1st March. We had American pancakes with lemon wedges and a sprinkle of sugar. The children loved the lemon wedges so much, they are now a regular on the fruit bar every Friday!

To support this year's Comic Relief day, we had a cooked breakfast pick and mix lunch. Lots of children enjoyed their meal, it was super busy but great fun!

We will end this term with a lovely Easter lunch, Roasted Pork. Years ago, hams were served during the Easter holidays from meat that was originally slaughtered in the autumn and cured throughout the winter months. Since the holiday of Easter falls in the spring, this celebration allowed everyone to use the last of the winter cured meats.

Plus If you find a sticker under your plate on the day of our Easter lunch 8th April, you will win a prize. A doubly great day to have a school lunch!

The children have been eating more fruit than ever lately, I now put extra on the salad bar, not just on our fruit platter. Their favourites are oranges, apples and bananas.

I have finished the summer menus, these will be coming out next week. Please look out for them on the school app and the school website. There are lots of new dishes, such as Tuna Pasta bake and Giant couscous salad pots and my homemade Cornish pasties.

Skye Sydeham

Newport C of E Primary Catering Manager

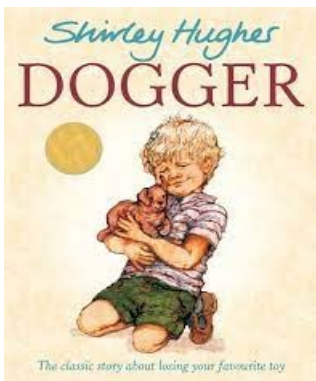


Religious Education in LKS2

During the Spring Term, the children in LKS2 have been studying the concept of Hope and Salvation.



Our first cycle of learning was to explore how salvation is linked to the symbol of the cross. Initially, the children recapped the significant events of Holy Week, before studying a selection of crosses relevant to certain events within the Easter story. They were fascinated to learn how the palm cross and Palm Sunday commemorates Jesus' entrance into Jerusalem, signifying the beginning of Holy Week. The crucifix depicts Jesus' death and an empty cross because he is risen and lives forever, according to Christianity. The children reflected on how Mary, Jesus' mother may have felt throughout these events.



During the next couple of lessons, the children discussed the meaning of rescue, loss and sacrifice. We used the story of Dogger by Shirley Hughes. This is a story of a little boy who loses his precious toy dog, then when he goes to the school fundraising fair, he sees the dog for sale at a toy stall. Before he can buy the dog back a little girl buys Dogger. Meanwhile, his big sister Bella has won a beautiful big teddy. She manages to persuade the little girl to swap Dogger for the big teddy. Thus, sacrificing her toy for the love of her brother.

As a class we then discussed what Mary, had needed to sacrifice in her life. The children then produced some fabulous 'Wanted' posters all about the lose of something precious of theirs.

Our final cycle of learning, was to reflect on what Christians believe about the sacrifice of Jesus? What is the true meaning of sacrifice? How does Jesus' sacrifice affect the way Christians lead their lives? What does salvation mean to Christians? As a class we concluded that the idea of salvation and the events of Holy Week are at the centre of Christian belief. The death and resurrection of Jesus are the surprising part of the 'big story' of the Bible, where the relationship between humans and God begins to be restored.

At Newport, the children are respectful about other people's values and beliefs. In response to a range of ethical questions discussed, they feel comfortable to volunteer their opinions about what they feel is right or wrong. They carefully consider and understand a number of different challenges facing people around the world who have a commitment to their religious beliefs and are tolerant and respectful of this.



Referral pathways for children with SEN

When you have a concern about your child, in the first instance, please speak to your child's class teacher. If it is felt that more support is needed, please get in contact with Mrs Lisenka Exell (SENCO) via the school office.



You may wish for a referral to be made to an external agency in order to obtain additional support or for a diagnosis. Below are some details which you may find useful.

Please note: As a school, we will only refer if we share your concerns and we will report behaviours and needs which we witness in school.

What for?	How is the referral made?	Any other information
Autistic Spectrum Condition	Referrals can now be made by any health, education or social care professional for pupils over 5 years old. There is a referral form to complete, the parents and SENCO will do this together and send to Psicon. Once a referral has been triaged, parents and school are asked to complete questionnaires online.	There is an approximate wait time for assessment of 12-18 months.
NHS Speech and Language	Referrals are only open to pupils in Reception or in other years if they have a stammer. Class teachers are required to complete screening and implement an intervention in school before a referral can be made. Class teachers and the SENCO will complete the referral together.	Please speak to your child's class teacher to see what is already in place to support your child's speech, language and communication needs.
Specialist Outreach Service	The SOS provides specialist advice and support to complement existing inclusive practice for pupils with special educational needs. Referrals are open to pupils with SEN. Class teachers and the SENCO will complete the referral together.	All referrals go to a panel, therefore not all pupils who are referred get seen. Once accepted, the SOS team will observe your child in school and provide advice and support.

What for ?	How is the referral made ?	Any other information
Educational Psychologist	<p>We work with Hampshire and Isle of Wight Educational Psychology. An EP might be involved to help your child to understand themselves better or to support teaching staff to think about helpful changes they can make in school.</p> <p>Normally, the class teacher and SENCO will discuss the possibility of a referral before contacting parents to gain consent.</p> <p>Class teachers and the SENCO will complete the referral together. Parents are also asked to provide information to support the referral.</p>	<p>The EP may wish to have a meeting with parents and the class teacher as part of the process.</p> <p>Referrals are often completed in 2 -3 months.</p>
Children's Occupational Therapy (NHS)	<p>Referrals can be made if you have a concern relating to a child's daily functioning e.g. using cutlery, getting dressed, using school tools etc.</p> <p>There is a referral form to complete, the parents and SENCO will do this together and send to NHS OT.</p>	<p>A referral takes approximately 1 month to be triaged.</p> <p>Once accepted, the OT may wish to meet with parents in order to make a full assessment of needs.</p>

There is a number of other external agencies we work with which are not listed above. Please don't hesitate to get in contact if you feel that you need more support for your child.



Newport CE were very lucky this term to be involved in planting a tree on the school grounds for the Queen's Green Canopy. This is a unique tree planting initiative created to mark Her Majesty's Platinum Jubilee in 2022 and which invites people from across the United Kingdom to plant a tree for the jubilee.



Gift For Nature (an island-based organisation which looks after beautiful countryside and nature reserves all across the Isle of Wight) supplied us with our new oak tree and helped Tejada, Hadid and Parks classes to plant it near the entrance to the school.



Across multiple studies, researchers have found a fascinating link between access to green space, such as fields, forests, parks and gardens, and a reduced risk of mental health problems, improved mood, and increased life satisfaction



From forests, oceans and rivers, to parks and gardens, to window boxes or even house plants, we can find nature wherever we are.

Walking or running seems to give us an extra boost when done in natural environments rather than indoors, reducing feelings of anger, fatigue and sadness.

We don't even need to do it for long! Exercising in green spaces for as little as five minutes was found to improve mood and feelings of self-esteem

Nature can boost relationships with others - as we often use green spaces to meet and socialise (e.g. *playing sports, having a picnic, going for a group walk*).

In fact, natural spaces can provide a free or low-cost opportunity to get together, and this is another way to support good mental health.

Health Benefits of Going Outside



Getting Vitamin D from the sun.

Natural light can elevate a person's mood.



Nature and sunlight reduce anxiety.

Your cells absorb the sunlight so your sleep cycle improves.



The “greenness” of nature can improve your concentration.

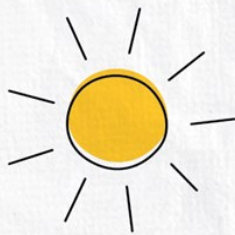


Vitamin D and organic compounds from plants improve your immune system.

Nature boosts your creativity and problem-solving abilities.

KIDS SHOULD PLAY OUTSIDE!

When kids are given unstructured time to play alone or with other children, especially outdoors, they make up their own games, figure things out, and amuse themselves, which allows them to practice important life skills.

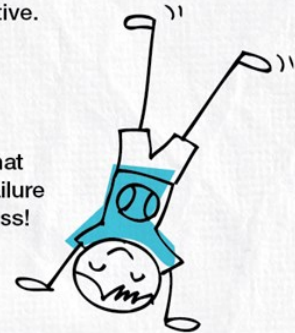


Executive Function

These skills help kids plan, prioritize, troubleshoot, negotiate, multitask, use their imagination, and be creative.

Risk Taking

Taking risks builds confidence and shows kids what they're capable of doing. Lessons learned from failure are just as important as those learned from success!



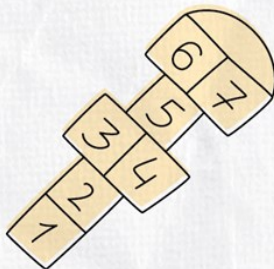
Attention Span

Kids who play outdoors regularly are more curious, self-directed, and likely to stay with a task.



Sensory Skills

Young kids in particular learn through what they experience through their senses, like seeing new animals, smelling flowers, jumping in puddles, and eating apples from a tree!



Social Skills

When kids play outdoors, they're more likely to be inventive, explore, and learn about the world around them, inventing play with siblings and friends, and at the same time developing skills in cooperation, communication, and organization.

Sports award for Newport CE

A very busy term finished with triumph for Newport CE when we were awarded the 'Primary Sporting School' award at the Annual IOW Sports Foundation Awards. The school has previously received the award for 'most improved sporting school', but this is the first time that we have won the main prize!

It is a huge achievement and a recognition of the hard work put in by Mr Yates, Miss Dent, our teaching staff and pupils throughout last year. A huge thank you also to the parent and student volunteers who give up so much of their time to support our clubs and fixtures. The judges recognised our commitment to ensuring sport continued throughout the pandemic, our work in setting up the Federation Games, the success of the Round the Boundary initiative and our passion for prompting sport and participation for all.



PE UPDATE – Spring 2

The longer days and sunnier weather start to bring welcome thoughts of warm days and summer sports. While we might not quite be there yet (this week's weather I'm looking at you), we are already planning a busy summer term ahead, with lots of competitions on the horizon.

This term has been as busy as ever with no fewer than 14 sports events taken part in and six busy weeks of PE focused on both Tennis and Netball. Our pupils have come on in great strides across both PE focus subjects and can confidently discuss how a game is won and where it may be lost. EYFS have been split into two new groups for their PE sessions, giving a great balance to the groups and increased quality learning time and confidence for all pupils. KS1 have begun to analyse certain aspects of both sports to enhance their fundamental skills and build towards their being ready to embrace all the necessary components for them to achieve success in the future. Gorman and Wonder classes in UKS2 have been introduced to X-Country on PE Tuesdays at Victoria Recreation Ground, to get them used to the experience before secondary school. While we encourage talent and promise to shine, we always position fun and enjoyment at the centre of everything we do in PE. Therefore, the group have been allowed to choose between running for fun and experience running in a social context, the same goal as adults many of us share when returning to running later in life, or running for time. We are pleased to say that the running for time group has grown each week and we are seeing some very encouraging times across both boys and girls. I hope that having the chance to run in a social group, and not under the barking orders of previous decades in x-country PE lessons, will also help to foster an enjoyment for and understanding of the many benefits of running –



social, mental and physical. In the second half of PE Tuesdays, pupils were able to select from tennis or netball as to which pathway they wanted to focus on. Choice is a crucial part of learning accountability, hence encouraging choice where possible and taking leadership of their own development. As touched on above, the weeks saw us compete in basketball, badminton, climbing, football, hockey, netball and indoor cricket. Our Year 5/6 girls were a shootout away from the semi-finals this year and our 5/6 boys were also on the end of a shootout defeat, a step away from the Island Final, in a 2-2 semi-final draw. To go so close to the finals for both teams shows the talent we have at our school and a big well done goes out to all of the pupils who represented both teams throughout the season. A big well done to our team of Y5/6 indoor cricketers who won their island competition too.



This term also saw our new initiative, one I have dubbed 'Project Horizons', continue to roll out across our Key Stages. The project, unique to our school, aims to create links with a wide range of island sports providers to find *'that'* sport for each pupil. We fully believe that across the vast range of sports, there is something for everyone to fall in love with and we will try to help all of our pupils discover it. We continued our Wight Eagles FC

taster sessions with UKS2 and KS1 having both now taken part. The KS1 girls were brilliant and LKS2 will get another chance after their session had to be postponed. After Easter we will be providing the opportunity to try taster sessions in both Golf, with Newport Golf Club, and Athletics with IW Athletics Club at Sandown athletic track. These sessions are free and we hope that by trying new sports pupils and parents will be encouraged and willing to follow up on them outside of school.



Finally, we would like to introduce our Year 6 Sports Captains, who underwent a written application and group interview process and were selected on the strengths of both to be our captains in what was an outstanding group of young candidates. They are excited about their roles and will be on hand when we return to school after Easter to run active break and lunchtimes, as well as planning lots of exciting events that will be held over the summer.

Have a super Easter, enjoy the eggs and enjoy the weather.

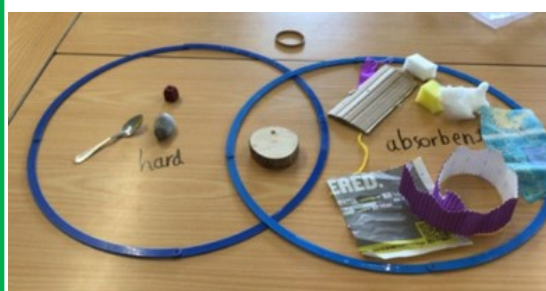
See you in Summer and doesn't that sound good!

Mr.Yates



Science in Key Stage 1

This half term Year 1 and Year 2 have become scientists! Before we begun our official science unit, we were Climate Analysts for a week in March, for National Science Week. We learnt how to collect data (number of rainy days, amount of rainfall, temperature and hours of sunshine), compare data and begun to learn the skill of writing conclusions. We thoroughly enjoyed completing this investigation and we couldn't wait to start our science learning on materials.



We began this learning journey by exploring what a material was. We looked around our classroom to see what different materials we could find – there were lots! The most common materials were wood, plastic and fabric. Next, we tried to trick our classmates by incorrectly labelling objects with the wrong materials but we were too knowledgeable and managed to fix the labels so they were

correct! We also linked our computing with our science and used a great app called ChatterPix Kids (it's free!) – we made the different objects in the classroom talk and describe what material they were made of. We really liked this activity.

The next lesson we looked at properties of materials and began to compare different materials, using their properties. We found this enjoyable because we could use our sense of touch to help describe the material. Some of us even challenged ourselves to use a Venn diagram to compare materials and their properties.

After looking at properties of materials, we explored whether we could change the shape of different materials. During this lesson we used blu tac, rubber bands and stones. We had to use our science skill of prediction to think about what we thought would happen to the shape of the material before investigating and recording our findings.

Once all of this learning had taken place, we put it all together to think about what are the best materials for a boat. We read the story of Lost and Found by Oliver Jeffers and were upset to hear that their boat got damaged in a storm on the way back home so of course, we decided we needed to build a new boat for them.

We discussed the properties that a boat needs to have in order to be successful and provided the children with a selection of materials (wood, paper, cellotape, glue, material, blu tac, paper straws) to see if they could apply their learning from previous lessons about what material would work and why. We had some great examples of problem solving, perseverance and team work throughout Year 1 and Year 2. Some of our boats were incredibly successful and some needed a bit of tweaking. We used this learning to come up with a conclusion about what went well and what we would do differently next time.



I'm sure you will all be pleased to know that the boy and penguin managed to get home safely and lived happily ever after – as the best of friends! Phew – what a relief, we couldn't have done it without our fantastic scientists .

Easter in EYFS

To celebrate Easter EYFS had an Easter day! The children enjoyed learning all about Jesus and his journey. The children showed empathy towards the story and showed great understanding.

We created our own palm trees by cutting out our hand prints, just like Jesus had when he rode on the back of his donkey into Jerusalem on Palm Sunday.



We learnt how kind Jesus was, as he washed his friends feet!



We used small parts to create Easter Gardens



...and sequenced the Easter story and used our phonics to record sentences.



Happy Easter everyone!



