



# WEEKLY SCHOOL NEWSLETTER



## Headteacher News | Friday 22nd September 2023

It has been another successful week at Valentine Primary School, with all our children immersing themselves in their new topics and enjoying their learning.

We have given out our first 50 Greens Bronze Certificate. Congratulations to Roman in Year 5 for becoming the very first pupil to have achieved 50 green points. Each one is in recognition of good behaviour. The certificates are as follows:

- Bronze 50
- Silver 100
- Gold 200
- Platinum 300
- Diamond 400



I wonder who will be receiving a certificate next week?

Year R enjoyed their first full-time week at school! The children have enjoyed coming to school all day this week and are thriving on the new learning opportunities from being in school in the afternoons. We have enjoyed sitting together at lunch times to reflect on the morning and discuss what the children would like to learn in the afternoons.

PE Kits. This week children are coming to school in their PE kits. This has gone really well and saved much wasted learning time. School jumpers over white or plain coloured tee shirts is the preferred dress on PE days.

We hope you have a lovely weekend!

Mr Summerton | Headteacher

## Weekly Attendance Monitoring - Our Target is 97%

Remember: we will not authorise ANY absence during term time. Please make sure your child attends school on-time every day.



# VALENTINE ATTENDANCE: 95%

### Our STAR classes this week:



## 2 Blue

Well done to all of the children in this class - we are proud of each one of you!

### A reminder for parents/carers:

- *Good attendance is linked to better school performance and educational outcomes.*
- *Poor attendance is monitored by Southampton City Council.*

### Whole School Attendance figures:

	%
Year R	96.9
Year 1	96.3
Year 2	98.8
Year 3	93.7
Year 4	93.4
Year 5	96
Year 6	92.8%
(R-Y6 total)	95.4

### Attendance Update



Our **97%** attendance target is still achievable this year if we work together on ensuring children are in school every day and not missing out on learning.

Our overall attendance to date is **95%**

### Top Tips for improving your child's attendance:

1. Send them in every day - except if they have sickness or diarrhoea. We can make sure they are looked after.
2. Don't book holidays during term time. They miss important elements of learning.
3. Speak to us if you are having difficulties.



## Learning at Valentine this week:



It's been a bit smelly in WoodPeckers this week! During our outdoor education we planted garlic that we hope to harvest later in the year. We also used garlic to make our own garlic bread!

The children from year 3 and 4 have been sharing some of their in class learning about the Romans and Ancient Greece. We compared and discussed how life now is similar and different. We have been developing the skills of perseverance this week by continuing to try something even when it is difficult and sometimes we fail.



Most of our Year R children are now full time and they really have blown us away with how well they have adapted to their new routines! Even when they are a little tired in the afternoon, they have remained eager to learn. This week, the children shared their family photos and have been building their oracy skills to talk in full sentences when sharing these. The children have been exploring, identifying and sharing their emotions through the text 'The Colour Monster' - Anna Llenas. The children have now been taught the letter names and sounds for s,a,t,p,i,n,m and d which they are very proud to share their knowledge of in Explore and Learn time - they have even been testing the adults! The highlight of the week was our adventure out of the Year R corridor to explore the rest of the school. We got to meet some important people who can help us in the different buildings . Although, the rain was not in our favour the moment we were in the playground the furthest away from Year R!



Exciting news. This week our plants have started to grow. We looked at how they grew and what they needed to grow. In history we have looked at different Ice Age animals and their adaptations for survival.

Primary and secondary colours have been the area of focus in our art lesson.

In writing we have written a set of instructions on how to fly a time machine all the way back to the Ice Age.

We have also been drawing aerial views of our classrooms.



In an action-packed week of learning, our Year 2 students have been on an incredible journey! They became mini sculptors, crafting clay busts that brought their imaginations to life. Creativity soared as they moulded their unique characters from squishy clay.

But the adventure didn't stop there! Our young historians stepped back in time to discover Hammurabi's Code, a fascinating and sometimes extreme ancient set of rules, which we all agreed were at times harsh and cruel.

In the writing, Year 2 dove into writing character descriptions, painting vivid pictures with adjectives and expanded noun phrases. And in maths, they are tackling addition using place value frames.

What a week of progress and discovery! Our Year 2 stars are shining brighter every day



An exciting new lesson which Year 3 started this week was 'Oracy'. All classes took part in their first Oracy lesson this week making sure they were following the respectful guidelines of a session. You will see some children modelling one of the posters we abide by during a session. Children are encouraged to agree with someone, build on someone's ideas or challenge them respectfully. We started with a fun question 'Which is the odd one out...?' which rendered some interesting opinions! Within Art this week, the children were learning about and subsequently attempting to create their own Ancient



This week in year 4, we have used all the writing skills that we have been learning about to help us write a formal letter. These were written in the role of a crayon, using "The Day the Crayons Quit" as a stimulus. We also began our computing lessons, using coding blocks on code.org. Children can also access this from home if they wish to continue their learning. Another piece of home learning we would encourage this year would be regular times table practice. Children will soon receive their new TT Rockstar login details to support with this at home. In Science, we continued our topic on electricity and the

Greek 'gesture drawing' which the children applied themselves admirably to (considering it was a brand new way of drawing for many of them). Please see the attached images of the children's work from Blue 3 class. Look out for next week's newsletter where you should see some ukuleles in action!

children designed and built their own electricity pylon. Much fun was had by all! Another great week for us all. Well done Year 4!

### Year 5



Below are just a few examples of the work that children in Year 5 have been doing over the past week. The first piece of work shown here is by Isabelle. Isabelle has retrieved information from a text about life in Britain in the 1700's, this will also help with her understanding of history. Olly's reading work shows his ability to retrieve information from our class novel, The Jamie Drake Equation. Margraida has produced a plan including the features she will need to use when she drafts her character description. Finally, Lydia has researched some of the planets of our solar system in science. I'm sure you'll agree the content and the presentation of these pieces is of an incredibly high standard - well done Year 5!

### Year 6



This week in Year 6 has been very busy. In our science lessons, we began looking at the eye, learning how the eye works and exploring the wonders of vision. In history, we looked at the transformations that occurred in factories during the Industrial Revolution. In our English classes, we wrapped up our character descriptions and we are now beginning to write vivid setting descriptions. We are looking forward to seeing what the children can write next week.

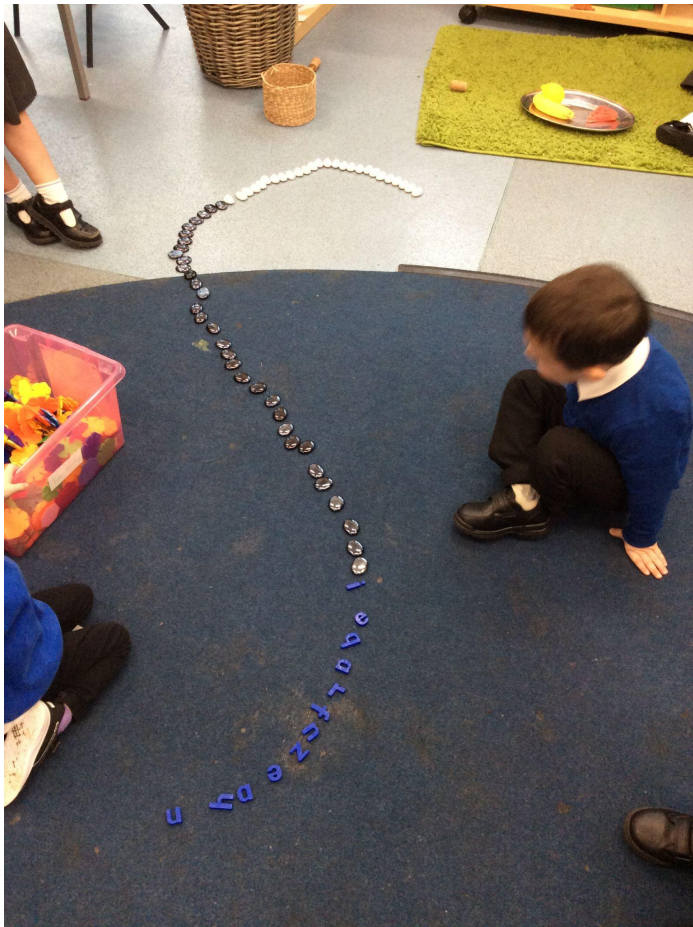
## OUR WEEK IN PICTURES

### Woodpeckers

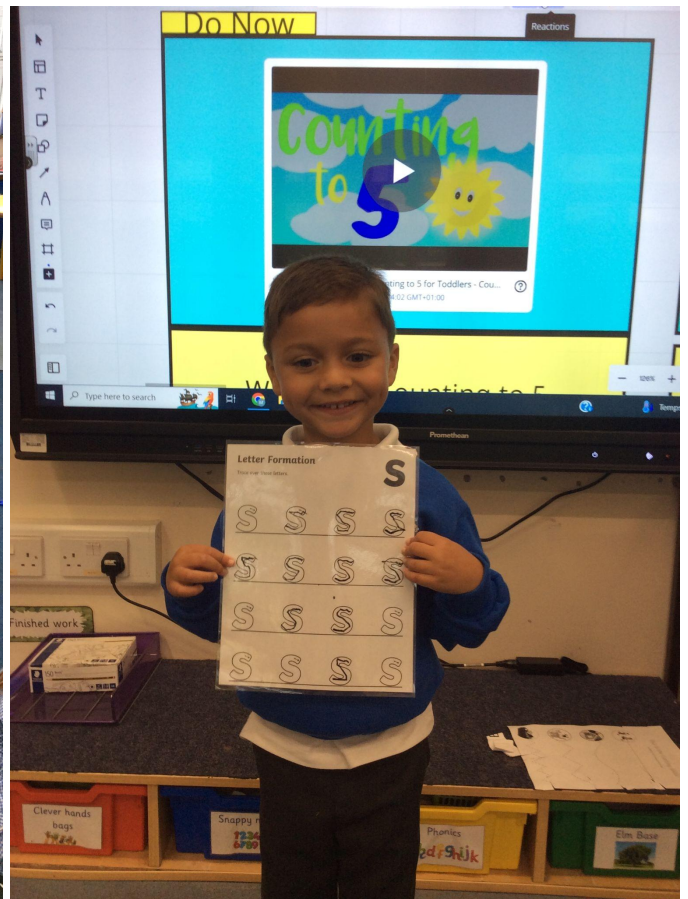




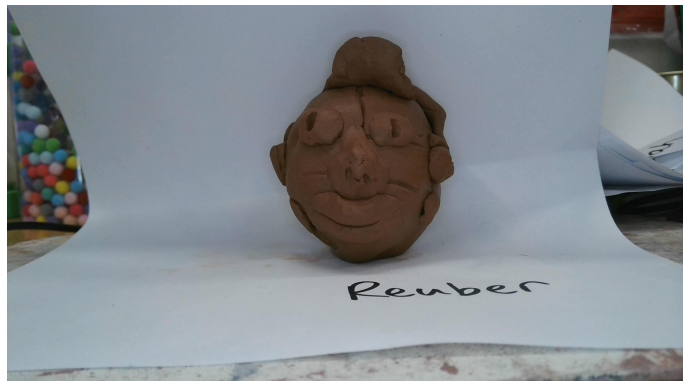
## Reception





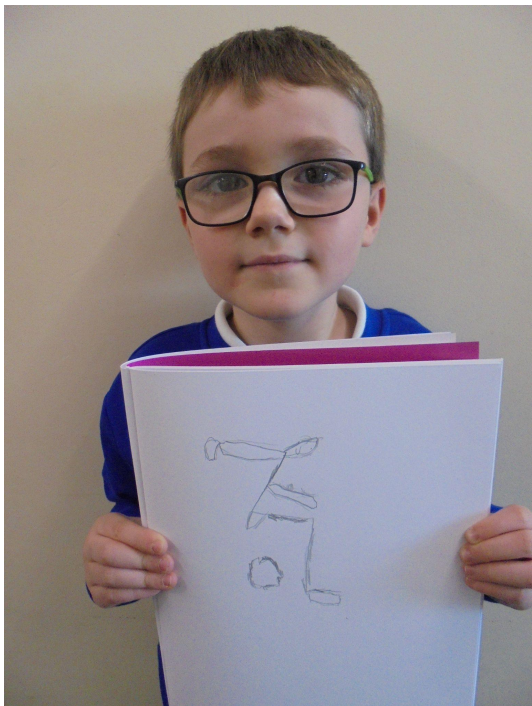


## Year 2





Year 3



Year 4



## Year 5

Playable  
 action  
 based  
 American  
 horror

Thoughts  
 Thinking about how scary  
 Thinking if this is honest enough  
 deliberate

appearance  
 long black hooded  
 coat  
 think this  
 long, grey coat

metaphor  
 really how scary it is

Behaviour  
 mean  
 rough

and

(Honest)

more plain  
 just honest body  
 walking hard like now  
 it was great to work in the  
 in a good but boring day

Scale  
 the lower end is a pure system you can be a good but boring day  
 the better end is a good

Factual advertisement  
 suddenly she could have the pure days  
 slowly I went into the ultimately good

first person  
 I  
 she

Corporation  
 in  
 because  
 if  
 just  
 but

[illegible]

<u>Isle</u> Average temperature - 17°C Number of moats 2	<u>Marage</u> Average temperature - 18°C to 20°C Number of moats 0
<u>Salice</u> Average temperature - 14°C Number of moats 11	<u>Mar</u> Average temperature - 17°C Number of moats 2
<u>Neptun</u> Average temperature - 10°C Number of moats 14	<u>Ucanst</u> Average temperature - 22°C Number of moats 23

Go to www.ck12.org and search information in it to fill in the table below.

Topic	Right	Wrong
Q1) From independently, what appears right or wrong?	✓	✓
Q2) From www.ck12.org, what appears a fact sentence?	✓	✓
Q3) From www.ck12.org, what appears a fiction sentence?	✗	

### ASKING QUESTIONS?

- How many paragraphs are there in the text?
- How many sentences are there in the text?
- How many words are there in the text?
- How many characters are there in the text?
- How many letters are there in the text?
- How many vowels are there in the text?
- How many consonants are there in the text?
- How many punctuation marks are there in the text?
- How many capital letters are there in the text?
- How many lowercase letters are there in the text?
- How many numbers are there in the text?
- How many symbols are there in the text?
- How many abbreviations are there in the text?
- How many acronyms are there in the text?
- How many proper nouns are there in the text?
- How many common nouns are there in the text?
- How many adjectives are there in the text?
- How many adverbs are there in the text?
- How many prepositions are there in the text?
- How many conjunctions are there in the text?
- How many interjections are there in the text?
- How many auxiliary verbs are there in the text?
- How many main verbs are there in the text?
- How many subject pronouns are there in the text?
- How many object pronouns are there in the text?
- How many possessive pronouns are there in the text?
- How many demonstrative pronouns are there in the text?
- How many relative pronouns are there in the text?
- How many indefinite pronouns are there in the text?
- How many quantifiers are there in the text?
- How many determiners are there in the text?
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- How many determiners are there in the text?
- How many articles are there in the text?

1) What does the word "straight" mean in relation to the text? (straight)

2) How can you tell a word that means the same as "straight"?

3) What is the topic of the paragraph that tells us about something that happened in 1906?

4) Which sentence has "evidence" for what happened?

5) Which of the following sentences is true?

Queen Anne ruled England from 1702-1714.

Queen Anne ruled Great Britain from 1702-1714.

Queen Anne ruled Scotland from 1702-1714.

6) How many years was Queen Anne's reign was the family Stuart?

7) Choose 2 paragraphs and write a question about each of them for a friend to answer.

1) The unhappy between Catholics and Protestants.

2) destroying.

3) The name of the paragraph is the deadly storm of 1706.

4) The century that was notorious for white hunt was the 17th century.

5) The sentence that is true is the second one, Queen Anne ruled Great Britain from 1702-1714.

6) 11 years.



## Year 6

Work out the following using the strategy you find most efficient. Show your working and explain which strategy you have used and why.

1.  $456789 + 123456 = 580245$   
 $567890 + 234567 = 802457$   
 $678901 + 345678 = 1024579$   
 $789012 + 456789 = 1245801$   
 $890123 + 567890 = 1458013$   
 $901234 + 678901 = 1580135$

2.  $1234567890 + 9876543210 = 11111111100$   
 $2345678901 + 8765432109 = 11111111010$   
 $3456789012 + 7654321098 = 11111111110$   
 $4567890123 + 6543210987 = 11111111110$   
 $5678901234 + 5432109876 = 11111111110$   
 $6789012345 + 4321098765 = 11111111110$   
 $7890123456 + 3210987654 = 11111111110$   
 $8901234567 + 2109876543 = 11111111110$   
 $9012345678 + 1098765432 = 11111111110$

3. Calculate the missing number.

13,523  
 2,313 ?

1. I can use a range of strategies to calculate subtraction.

Week 3, Lesson 1

SCL: I can explain rounding and adjusting for subtraction.

SCL: I can use efficient strategies.

Fluency (Procedural and conceptual)

1. Decide on an appropriate and efficient method to work out the following money amounts.

2. Complete the models.

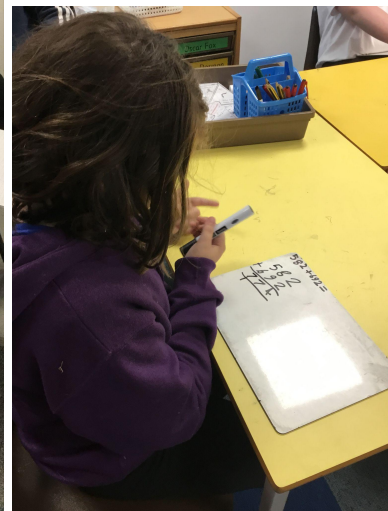
3. It is 18,553 miles from London to Sydney. It is 8,929 miles from New York to Sydney. How much further away is Sydney from London than from New York?

Practical Application

Find the difference between A and B.

A: 20,000 B: 26,000

C: 32,500 D: 42,500



Friday 15<sup>th</sup> September 2023

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Dad was drenched up to the waist of his black, denim trousers. A dad smudged his upset gaze on the window, hair started to drip. Sick with year, he didn't want to leave his home that he had spent a lot of time on. His jetted brown hair, started to get damp, as the rain was getting heavy. Dad's soggy green jumper, was starting to make him feel bitter. Biting his lips in shock, the flood was spreading. His crystal blue eyes started to get blood-shot. His usual happy, kind gaze had started to quickly drop into an unusual pale gaze.

→ Careful not to repeat sentence: stutter

## Fussy eaters - what to do!

Mealtimes can be challenging, but there is lots of support available to help families ensure children have a balanced diet.

Great Ormond Street has recommended the following:

- Stick to a routine with three meals a day: breakfast, lunch and tea, with healthy snacks mid morning and mid afternoon. Make sure they sit in the same place to eat as often as possible, to help them feel comfortable and secure.
- Offer food when they are most likely to be hungry. Some children are starving as soon as they wake up, while others need longer to work up an appetite.
- Present simple, healthy food. Don't ask them what they want – at two, they won't know. Give small portions, offer praise when it's finished, then offer more. Give tried and tested foods alongside anything that is new so that the meal looks familiar. Studies have shown that some toddlers need to be given a new food more than ten times before they will accept it.
- Eat together. This makes mealtimes more enjoyable and sociable. Ask for a spoonful of your child's food, then offer them yours. Show your enjoyment by saying 'yummy' and giving lots of smiles – this will boost their confidence. Invite their friends round for meals. Toddlers will often accept new foods if eating with other children who like and enjoy that particular food.
- Encourage them to feed themselves. You might face a mess, but they may well eat more if they have more control. Finger foods like sandwiches, cheese on crackers, breadsticks and hummus, small sausages, vegetable sticks, pieces of fruit, fish fingers or a few chips are favourites with toddlers.
- If your child will eat only a few foods, build on these. For instance if they like potatoes, try different types such as mash and roast potatoes. If they reject something they previously enjoyed, don't worry. Introduce it again later.
- Try to keep your cool even if a meal hasn't been eaten. If you are anxious and tense, your child will pick up on this and it could make the situation worse. So don't make a fuss – just take the plate away without comment.



Further information:

<https://www.gosh.nhs.uk/conditions-and-treatments/general-health-advice/food-and-diet/fussy-eaters/#:~:text=Try%20the%20following%3A,most%20likely%20to%20be%20hungry.>



If you are still concerned, please speak to a member of staff about a School Nurse referral or your local GP.