



New Horizons
Children's Academy

News



THINKING
SCHOOLS
ACADEMY TRUST



Dear Parents/Carers,

With the final week of Term 1 next week, it is difficult to believe that the first seven weeks of learning are almost over. This week has seen a positive attitude from children towards their learning, especially the work that has been completed about Black History Month. The children have shown many Habits of Mind, including Listening with Understanding and Empathy and Thinking Flexibly.

Mr Murphy has been in school this week meeting the children and staff to ensure a smooth handover for next term. The children have enjoyed him visiting their classrooms and sharing their learning with him.

Well done to all of the children for their efforts in the Medway Test. They had an excellent attitude towards this and whatever the outcome may be, they have all tried their hardest. This is a prime example of children showing one of our core values 'Be Your Best Self'.

There are a number of parents/carers who have been parking inconsiderately in the car park and on the school driveway. For the safety of all, please ensure that you park sensibly and courteously in the bays provided, not blocking the car park entrance/exit or the driveway where children are walking. Please also ensure that you only use the disabled bays if you are registered as disabled and hold a blue badge.

Unfortunately, we will be unable to hold parents evening this term due to the current situation. However, next week you will receive a Thinking Hat evaluation about your child that reflects on the learning that they have completed in Term 1. You can also find out more about your child's learning through their Seesaw account.

I hope you have a pleasant weekend and the children are well-rested for a final push before half term.

Mrs J Murphy
Executive Headteacher

Important

Advice for schools

CORONAVIRUS SYMPTOMS IN CHILDREN

A CHILD WHO DEVELOPS ONE OR MORE OF THE FOLLOWING SYMPTOMS SHOULD BE CONSIDERED AS A POTENTIAL CORONAVIRUS CASE:



NEW CONTINUOUS COUGH

This means coughing a lot for more than an hour, or three or more coughing episodes in 24 hours (if the child usually has a cough, it may be worse than usual)



FEVER (TEMPERATURE OF 37.8°C OR HIGHER)

The child will also feel hot to touch on their chest or back



A LOSS OR CHANGE TO SENSE OF SMELL OR TASTE

this means the child has noticed they cannot smell or taste anything, or things smell or taste different to normal.

MOST CHILDREN WITH CORONAVIRUS HAVE AT LEAST ONE OF THESE SYMPTOMS.



If a child is unwell with one or more of these specific symptoms they should be told not to come into school or sent home as soon as possible and advised to get a coronavirus test. **ONLY** those children with one or more of these symptoms or those advised by their clinician or Local Authority should get a test.



Children reporting other symptoms such as a headache, sore throat, runny or sniffling nose, earache, itchy eyes, lethargy or tiredness **WITHOUT** a fever should **NOT** be treated as potential coronavirus cases or advised to take a test.

If the national guidance on symptoms of coronavirus in children changes, updated information will be provided at a local level as soon as possible. This information about coronavirus symptoms in children can be shared with all school teaching and administration staff as well as parents and carers where necessary.

For further guidance on coronavirus testing for schools, please read the letter from PHE and NHS Test and Trace to school and college leaders at: bit.ly/phe-schools



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Thinking Academically

EYFS



In Nursery this week, the children have read the story 'Why do you love me so much?' We have seen some excellent progress in their listening and attention skills over the course of this first term. All children are now able to sit and listen to a story that is read by the class teacher for an extended period of time. We have discussed about how the hare feels in the story and different emotions he portrays. We began to learn the names of the different emotions, widening our vocabulary. We discussed in small groups who we love and began to put our ideas into a simple sentence, some friends extended their sentence by using the connective because. This week we have also continued to practise our counting, we ensured that for each object we touch we say one number as we move it; we found out the easiest way is to line up our things when counting moving them from one pile to another.

This week Reception have based their Literacy learning around exploring emotions.

We have learnt to identify different emotions that we have by creating different faces in the mirror and extending our vocabulary to learn the names of a range of different emotions. We have shared class stories such as 'This is the Bear' where we have discussed what emotions different characters may have been feeling at different points within the story. We discussed when we might have felt that emotion using the perspectives key. The children have loved learning about the Red Thinking Hat alongside this to help them explaining their ideas and reasoning. In Maths, we have been using 1-1 correspondence to count carefully. The children should be so proud of all their hard work and persistence in Maths. Children have successfully recognised numerals 0-5 this term. All children can order the numerals and many when singing a familiar nursery rhyme such as '5 little ducks went swimming one day' can find one more or one less than a given number.



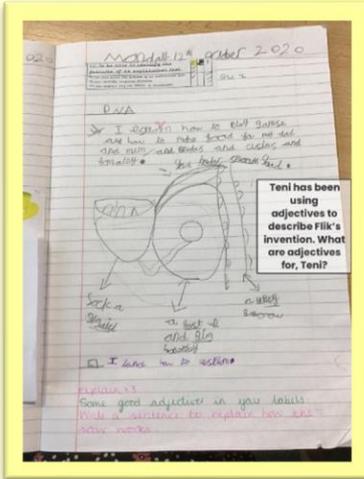
Year 1

In Thinking Academically this week, we have been consolidating our knowledge of number bonds to 10. We used a range of activities to support our learning both inside and outside the classroom and created our own part/whole models as well as using Duplo and multi-link cubes to support us with this. We then created our own tree maps to show which numbers were greater than, less than or equal to 10. We are becoming great mathematicians! In Literacy this week, we looked at a new text called 'Memory Bottles' to link in with our topic and were really excited to find that 'Marvin' had left us a special message inside a bottle in our classroom. We used a circle map to write down our favourite memories and wrote this on our own special paper to go into our special class memory box to be opened at the end of the year! In addition to this, the Year 1 teachers have received some fantastic home learning projects that have been created to show the children's family trees and memories. In our Humanities lesson this week, we looked at a variety of old toys and new toys and used the hoops outside to make a Venn diagram to show our understanding.

In Thinking Inclusively, we have looked at diversity, tolerance and racism in relation to Black History Month and created posters to show the different foods, fashions, music and sporting athletes from different cultures. In Thinking Artistically, we created our own masterpieces using the Commonality Key to show the similarities and differences that we celebrate in our classes and in our school. Can you recognise any of us?



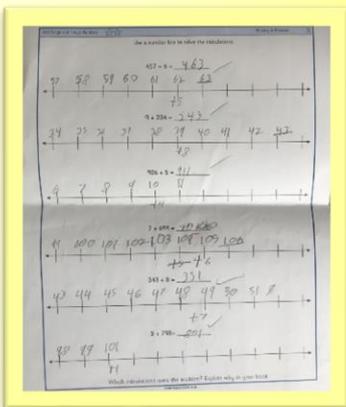
Year 2



This week in Thinking Academically, we have been learning about explanation texts. We know that there are lots of features that are needed when explaining something such as adjectives, fronted adverbials of time and present tense verbs. We have been identifying the features within a WAGOLL and using our Thinking Hats to evaluate the strengths and weaknesses of the WAGOLL. Later on in the week, we were writing our own explanation texts about 'Flik's' invention and how it works. We had to make sure that we described what the invention looked like as well as what each part was for. In Maths this week, we have been adding and subtracting one digit and two digit numbers. We had many opportunities to experiment with different methods, using different resources. After experimenting, we were able to choose the method that worked best for us so that we can continue to use it for future Maths challenges. We have also been practising our retrieval skills in Reading this week, ensuring that we use the text to answer the questions accurately.

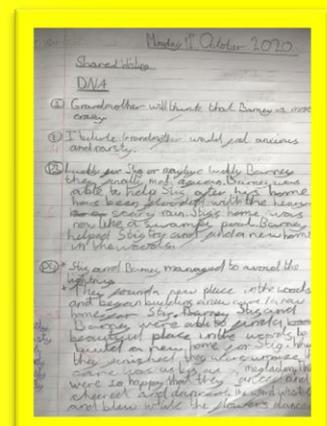
In Thinking Inclusively this week, we have begun to learn about Black History Month. First, we learnt about diversity and we all created our own self-portraits to demonstrate how we are all different and also alike. We discussed how boring the world would be if everyone was the same. We also discussed how some of our favourite things, like eating a curry for dinner, come from different places around the world and diversity helps us to appreciate and learn from different cultures. Then, we learnt about racism and Black British History. We applied our knowledge of the Fundamental British Values to understand why we should show mutual respect to everyone that we meet, even if they are different from us in one way or another. If anyone has completed any home learning about Black History Month at home, please remember to upload it to Seesaw so that we can share it in our lessons next week!

Year 3



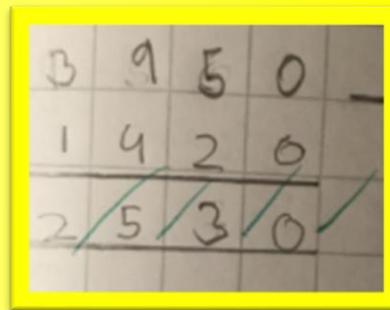
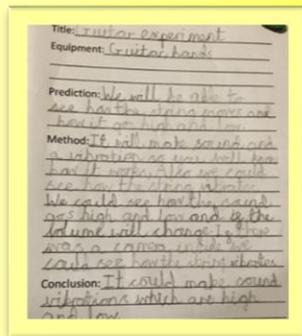
This week Year 3 have been writing a narrative using a wide range of GPAS, including adjectives and conjunctions to describe the stormy, rain swept setting in Scene 4 and the close friendship that starts to develop between the two main characters 'Barney' and 'Stig'. All of the Year 3 team are very proud of Year 3 for their hard work, focus and the quality of work produced in writing their narrative entries this week. In Maths, we have been learning to add and subtract 3 digit numbers to a 1 number digit using a variety of methods. The children have used column method using their knowledge of place value to successfully add and subtract 3 digit numbers to a one number digit. The children have also used the prior knowledge of partitioning and number bonds to successfully add and subtract a 3-digit number to a 1-digit number on a number line.

In Science, we have continued developing our learning about the importance of light. In each class, we have discussed objects that produce light; objects that do not produce any light and objects that reflect light. The children have learnt about the importance of light to us humans; why the theory of cat's eyes is used on road markings to help light up a road and why as humans we should never stare at the sun! In MFL we have been learning how to say hello and goodbye, how to ask someone their name and how to say our own name. We have also been learning how to write the date and the months of the year in French. We have been developing an understanding about the similarities and differences France has with England both in food, travel, entertainment and with places to visit.



Year 4

This week in Year 4 we have been developing our narrative writing that we started last week. We have been ensuring that we include lots of detail and description. We have seen some excellent character and setting descriptions, which have been using to create a visual image. We are still developing our growth mind-sets and remaining positive even when we are faced with tricky learning. It is amazing to see that we are developing our understanding and appreciation of Black History month. This week in Maths, we have been working on the formal column method for subtraction! This has been quite tricky but all of the children have really been Striving for Accuracy and Applying their Past Knowledge of addition to help them solve the problems to the best of their abilities.



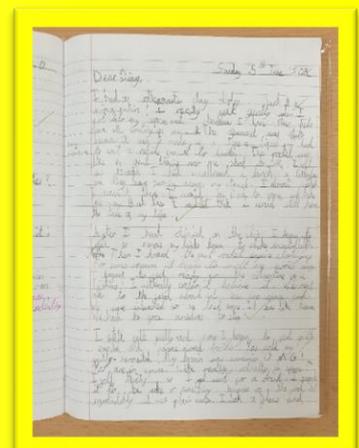
We have been so impressed by the children that have been using TT Rockstars at home and have been really increasing the speed at which they complete their tables. We have also been using Hit the Button in class, which is a game that you can also access at home to improve your fluency and speed. Our reading has continued to be on the Thieves of Ostia, which we have been using to develop our understanding of what makes a successful Roman soldier. We have also been using Scratch to begin developing our own educational game.

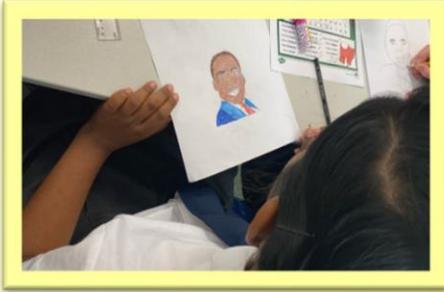
Year 5

It seems like just yesterday that Year 5 were starting the term, but we are already in week 6, with only 1 more week to go until the October break. We are so pleased with the effort the children have put into their lessons this term. In English, they have been completing a diary entry based on 'Cosmic' and their developing understanding of our solar system. They have thoroughly enjoyed learning about different ways to write and have been able to consider differences between their newspaper reports and their diary entries eloquently.

The children have been able to combine their learning about the book in both their English and Guided Reading lessons. In Guided Reading, they have been continuing to work on their stamina for reading and understanding of the content domains. The progress they are making with their content domains is evident in each lesson as they improve their knowledge and understanding of analysing and evaluating texts.

In Maths this week, we have been focused on statistics and the children have been learning about using charts and graphs to help solve mathematical problems. It has been lovely to see them approach the lessons with a positive attitude and try their best. They have at times found the lessons challenging, but have used their Habits of Mind to help them make progress and be successful. Our Year 5 children have loved continuing to make good use of Seesaw and have been able to document their learning using this application, creatively. We have had voice-overs, videos, handwritten and computer generated written and visual work. It has been fantastic to see them approach their learning with Wonderment and Awe - exploring different ways of working. They have been able to amend and edit their work as it is marked and this has shown a clear understanding of the work they have put into their lessons this week. Keep it up Year 5, only one more week to go!





Year 6

It's been a busy week in Year 6 with the Medway Test being sat by some of our children. The children have done themselves proud this week: so many of the children have taken this week's challenges in their stride and demonstrated our Habits of Mind. Children have shown the habits of Mind of: persisting, managing their impulsivity, applying their learning to new situations, thinking flexibly and striving for accuracy to name a few. As well as this, Year 6 have been working really hard in all of their subjects.

In Maths, they have been applying their past learning to new situations by revising multiplication and learning how to use both the area model and the formal column method for long multiplication. It was great to see how many children really enjoyed this challenge and were striving for accuracy. They were able to use their knowledge of place value and remember the placeholder as they moved into multiplying by the tens column. In English, we have continued to read 'Private Peaceful', answering content domain questions and exploring the events in the novel. We are also empathising with a character by working towards writing a formal letter to Molly's parents from Charlie about him being banned from seeing their daughter. We have recapped the features of formal writing and formal letters, as well as extending our GPAS knowledge. In addition to our usual subjects, we have been learning about Black History Month, focusing on diversity and racism this week (before critically examining a children's book: 'Handa's Surprise' next week). We also learnt about important black figures in History and from the present day. The writing and drawings some pupils did were fantastic. The passion, engagement and interest in the topic was lovely to see and we had some fantastic conversations - well done Year 6!



Thinking Academically



TT Rockstars:

Top of the leader board this week is Kairan in Year 6, with Joseph (Year 4) in second place and Hasan (Year 5) in third.

Spelling Shed:

Spelling Shed



Our top year groups this week are Year 3 in first place, followed by Year 2 and Year 4.



Thinking Inclusively

Most children are fussy eaters at some point in their lives. As a parent, you have probably heard the 'I don't like this banana' one day, and then the next day they will eat five bananas in one go. It's a normal part of a child's life, especially when they start discovering their personality. However, some children can persistently deny and refuse food. Here are 8 proven strategies to support fussy eaters.

<https://www.autismmag.org/news/eight-proven-strategies-to-address-picky-eating-among-kids-with-autism/?fbclid=IwAR20R7sAJnsYs6m39axbuAgIBIQ7QaLhm0V7Ag6Jyg7akbXEKceLd1qbOUA>

EIGHT PROVEN STRATEGIES TO ADDRESS PICKY EATING AMONG KIDS WITH AUTISM

SEEK MEDICAL HELP

Did you know that there might be some medical problems and this is the reason why your child is acting that way? For example, maybe you have seen your child clamping their lips shut whenever you are trying to offer certain foods?

TRY TO STAY CALM

This advice goes to all parents regardless of whether their child is on the spectrum or not. If you think about it, children go from only drinking milk throughout the first couple of months of their lives to slowly increasing the intake of new foods.

BE INFORMATIVE

Gathering information about what your child eats successfully, and how, when, and where the child eats best, can provide clues for broadening the child's diet.

THERE'S A WORLD OF TEXTURES

Many children who are on the spectrum are also hypersensitive to different textures. They may be grossed out by soft foods (like mushrooms) or they may find it hard to eat things like corn on the cob or meat.

TRY SOMETHING NEW

More often than not your child may be afraid to try new things, especially when it comes to food. You can try something new to eat and you can guide them through by looking at it, touching it, and smelling it.

IT'S TIME TO PLAY!

Did you know that one of the greatest things a child can do is precisely that? They know how to play! They learn through their games! If you want, you could let them play with food until they become familiar with it.

GIVE THEM CHOICES

Children like to be in control - even if they don't really know what this means. They are only aware of the fact that they 'would like to do this but my parents want me to do that'. So, which one is going to win? Of course, this, which is the thing they want.

DON'T BRIBE THEM

It is important to let your child know that you appreciate their flexibility with new food and their willingness to try something different. However, if you blatantly bribe your child, and you do so constantly, then this can, in the long run, backfire on you.



Thinking About Their Thinking

Sir David Attenborough celebrated the efforts of young people who have 'woken up the world to the threat of climate change'. He joined the social media platform (and become the fastest person to have one million followers) to reach out to young people to support his message of protecting the natural world. At home, could you watch any of Sir David Attenborough's documentaries? You could discuss why David Attenborough at the age of 94 years old, joined Instagram. You could talk about the things you could do to protect the environment.



Enrichment

This month is Black History Month and as part of this month New Horizons children will have the opportunity to learn about Black history and celebrate diverse cultures. We have purchased many different books and resources to help educate the children. As an inclusive school, we know how important this learning is as we want to promote diversity and inclusivity of everyone here at New Horizons. This week, children across the school will have done lessons on diversity, racism and Black History of Britain. Next week, each year group will be focusing on a theme linked to Black history and culture. On Seesaw, your child's teacher has sent out information about what your child's year group will be learning about and ideas for how you can further that learning at home. Any work about Black History Month that you complete at home can be uploaded to your child's Seesaw account.

Here are some ideas:

Create an information poster

Write a speech about the importance of Black History Month

Fact file about a famous person

Retelling the story of a black inventor

Artwork (you could even join in to the Black History Month Art Competition TSAT are hosting which we informed you of last week: www.tsatrust.org.uk)

Here are some books that may help aid your discussions at home:

<https://www.todayparent.com/family/books/16-great-black-history-month-books-for-kids/#gallery/black-history-month-books/slide-2>



Thinking Inclusively

We are proud that these children have demonstrated excellent Habits of Mind and as such have been rewarded the Golden Tie or have their work presented in Achievement Alley. These children have used a Growth Mind-set, worked hard and have achieved excellence in effort and achievement – well done!

TEAM POINTS		
This week the 'Holcombe Cup' has been awarded to Fort.		
Attendance Ace	Spruce, Apple and Damson with 100% and Juniper with 98.8%	
Punctuality Penny	Birch, Hawthorn and Cypress with 0 lates.	
Golden Tie	<p>Beech – Jenson for striving for accuracy in his learning.</p> <p>Hazel – Tanya for being a great role model and thinking and communicating with clarity and precision.</p> <p>Maple – Harry M for remaining open to continuous learning.</p> <p>Birch – Teni for remaining open to continuous learning.</p> <p>Pine – Ivy-Gwen for persistence in all areas of her learning.</p> <p>Spruce – Joshua for remaining open to continuous learning.</p> <p>Apple – Stafone for responding with wonderment and awe.</p> <p>Cherry – Diggory for showing fantastic focus and effort in all of his learning.</p> <p>Damson – Ruby B for showing persistence with challenges in her learning.</p>	<p>Conifer – Divine for persisting with some tricky Maths learning this week.</p> <p>Hawthorn – Amelia for fantastic focus and contribution to every lesson.</p> <p>Poplar – Rylan for managing impulsivity within the classroom.</p> <p>Juniper – Harry for remodelling and striving for accuracy.</p> <p>Laburnum – Henry T for persisting in all learning and contributing to class discussions.</p> <p>Sycamore – Samuel L for showing persistence in his learning and also demonstrating creativity and stretching his learning through his work at home.</p> <p>Aspen – Harvey for managing his impulsivity.</p> <p>Cypress – Kairan for always showing all the habits of mind and being a role model.</p> <p>Elder – Miley for striving for accuracy and being a positive and kind member of the class.</p>
Achievement Alley	<p>Beech – Georgina for striving for accuracy in Maths.</p> <p>Hazel – Imogen for persisting in Maths.</p> <p>Maple – Leon for persisting in his inclusively work.</p> <p>Birch – Jessica for striving for accuracy.</p> <p>Pine – Zack for striving for accuracy in Maths.</p> <p>Spruce – Freddy F for creating and innovating in his Artwork.</p> <p>Apple – Jacobi for a fantastic flow map in Thinking Inclusively for Black History Month.</p> <p>Cherry – Esmae for excellent use of subtraction and addition using column method when subtracting and adding a 3-digit number with a 1-digit number.</p> <p>Damson – Elsie-Mae for accurately using scientific vocabulary in her flow map about shadows.</p>	<p>Conifer – Finley for fantastic use of the text to retrieve answers in Guided Reading.</p> <p>Hawthorn – Jovan for excellent effort identifying content domains in Guided Reading.</p> <p>Poplar – Ali for a detailed write up for our experiment in Science, using key vocabulary.</p> <p>Juniper –</p> <p>Laburnum – Daisy for her contributions to our black history month learning and using her green thinking hat when writing her own version of Martin Luther King's speech.</p> <p>Sycamore – Varvara for working creatively to write a diary entry in not only English but also Russian for her English lesson.</p> <p>Aspen – Jenae for use of flow map and fantastic content.</p> <p>Cypress – Narges for using her green and white hat to create an Anti-Racism poster.</p> <p>Elder – Jasmine O for using her habits to create her P4C poster.</p>

Attendance Matters!

