

NEWLYN SCHOOL

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Dear Parents and Carers,

Welcome back to the Summer Term

I don't know about you, but it feels like this academic year is flying by and your children are growing up so fast! I feel like we have settled into a fantastic rhythm of learning and this term has some wonderful learning experiences planned in.

I've have completed an overview of our curriculum (separate document) for this term which I hope you find of use, it is also held in the Porthia class section on the school website. I've included some extra detail here, because I couldn't fit it all in the overview and I want you to know as much as possible!

Our local topic this half-term ties in well with our English focus of Myths and Legends and I'm in the process of organising a trip to St Michael's Mount. I'll keep you posted and as soon as I get a date confirmed I'll let you know.

Parental Support

You are all aware of how important reading is for your children.

Children are expected to read for at least 10 minutes every day and for this to be recorded in their reading records/diary. I am really thankful to the parents who have spoken to me about challenges they have had - whether it be, their child wants to write in their reading diary - that's fine, parents can just initial to say their child has read, to a lost reading diary and post-it notes written until their diary has been recovered. Any worries you have, no matter how great or small, we can work through them.

Reading tips:

It is beneficial if your child can talk and discuss their reading book with you and I have attached a helpful reading checklist. There has been some excellent reading progress this year, I know this will help your children in the future.

Homework, spellings and times tables.

Spellings: There will be a spelling check each week. We've called them checks rather than tests because some children have expressed that they find this less daunting. Spellings will be sent home in the reading diaries for children to practise. We will go through new spellings on a

Monday and they'll be checked against them following **Monday**. Children can access spellings through spelling shed. If you would like to know more strategies around learning spellings please let me know. Towards the end of each half-term, I will send home spellings in sentences, we call these dictations as they are read out for the children to write down. They give an opportunity for your child to remember and use the spelling patterns they have used.

Times-tables

99 Club, children bring home their 99 club sheets, this is for them to practise, correct errors, learn from them and then they can see if they can beat their score the next week.

Please continue using Times Table Rock Stars, 15 minutes - 20 minutes a day will help your child develop their skills. If you have any problems logging on, please let me know. A top tip - let your child work out the answer, if someone else answers the question, the algorithm is tricked and will ask more challenging questions that the child might not be able to answer.

I have also attached the times tables; perhaps these could be put on the fridge or on your child's bedroom wall.

By the end of this academic year 2's are expected to know multiplication and division facts for the 2, 5 and 10 multiplication tables. Year 3's need to know these and the 3, 4 and 8 multiplications. There is a website called Topmarks, this is a fantastic site to help with timetables.

Keep working on number bonds, e.g. what is added to 16 to make 20?

If children know that $6 + 4 = 10$, they can apply this knowledge to answer the question. $16 + 4 = 20$.

Mental arithmetic is really important and we find the more children practise the more fluent children become.

PE kit: Please ensure that your child has a full Newlyn School PE kit in school - it should be labelled with their name. PE kit should be kept in school all week; it can go home to be washed at the weekend, ready to come back to school for Monday. We'll be have PE on Thursday afternoons. This term they will be focusing on fielding, cricket/rounders and after half term, there is more of a focus on athletics - running/throwing/jumping.

PSHE: PSHE is a really important part of our week, we make use of this time in our class for responsible conversations and it is a chance to discuss how to be respectful through the school at all times. To start with this term we look at Relationships, covering Family roles and responsibilities; friendship; keeping myself safe online; being a global citizen 1 and 2; celebrating my web of relationships. After half-term children look at how they are growing up under the title of Changing Me. Year groups are split for this specific focus as it is more age appropriate.

Year 2) Life cycles in nature, growing from young to old, the changing me, boys' and girls' bodies, assertiveness, and looking ahead a chance to plan for the next academic year.

Year 3) How babies grow; babies; outside body changes; inside body changes; family stereotypes; looking ahead, again a chance to discuss moving up to year 4.

If you would like to look further at our curriculum coverage for this subject, please let me know.

During computing, I will also be emphasising the importance of staying safe online. We'll be thinking about our digital footprint - our image and identity online, online relationships - how to keep safe online and how online reputations are important - be it their own or someone else's.

We also have accessed violin lessons on a Monday morning through the Cornwall Music Hub. We have a violin teacher teaching the children - how exciting. It should certainly wake us up on a Monday morning!

Finally, I am always available to discuss your questions or queries; please feel free to write me a note in the reading diary, email me: csquires@newlyn.tpacademytrust.org or catch me on the playground after school. If needed I can arrange to have a phone conversation to discuss queries further or we can organise a meeting face to face.

Sometimes newsletters don't make it home, please could you send the slip back (below) so that I know you have received and read this information.

Many thanks,
Mrs Squires

To Mrs Squires,

Child's name: _____, I confirm that I have read and received the Porthia Class Spring term newsletter.

Signed: _____ Parent

Reading with your child at home

Reading at home with your child

- We want all children to experience success: We aim to choose texts with children as much as possible and we aim to introduce children to a variety of text-types and authors.
- Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.
- Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines).
- Expectation: ideally 20 minutes per day - at least 10 minutes a day
- Try to build this into your daily routine.
- Have a quiet, comfortable space where your child (and you) can read.
- Read with your child and read in front of your child.
- Remember, both reading and hearing texts read aloud are important.

Top tips - before, during and after reading:

Remember; try to avoid a pressurised environment around reading. The most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

Before reading: If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

During reading: Encourage children to track the words with their finger or use a reading ruler.

- Help the children to decode (read) the words and ask them about the meaning of more challenging words.
- Ask children about the content of what they have read - who, what, where, when, why, how?

Retrieval: Engage in comprehension monitoring - does your child understand what they have read?

- Can they understand the causal link between desires, motives, actions, goals and consequences?
- The answers to retrieval questions are in the text.
- Children need to skim and scan for key words using their finger.

Inference: Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open).

- Relies on own understanding of world / experiences and on understanding of language.

Prediction: What might children predict?

Examples:

- Do you think Rachel is likely to go swimming again?
- Will Rachel listen to her grandmother in the future?
- Do you think Rachel and George will remain friends? Why? How do you know?

0 X 1 = 0
1 X 1 = 1
2 X 1 = 2
3 X 1 = 3
4 X 1 = 4
5 X 1 = 5
6 X 1 = 6
7 X 1 = 7
8 X 1 = 8
9 X 1 = 9
10 X 1 = 10
11 X 1 = 11
12 X 1 = 12

0 X 2 = 0
1 X 2 = 2
2 X 2 = 4
3 X 2 = 6
4 X 2 = 8
5 X 2 = 10
6 X 2 = 12
7 X 2 = 14
8 X 2 = 16
9 X 2 = 18
10 X 2 = 20
11 X 2 = 22
12 X 2 = 24

0 X 3 = 0
1 X 3 = 3
2 X 3 = 6
3 X 3 = 9
4 X 3 = 12
5 X 3 = 15
6 X 3 = 18
7 X 3 = 21
8 X 3 = 24
9 X 3 = 27
10 X 3 = 30
11 X 3 = 33
12 X 3 = 36

0 X 4 = 0
1 X 4 = 4
2 X 4 = 8
3 X 4 = 12
4 X 4 = 16
5 X 4 = 20
6 X 4 = 24
7 X 4 = 28
8 X 4 = 32
9 X 4 = 36
10 X 4 = 40
11 X 4 = 44
12 X 4 = 48

0 X 5 = 0
1 X 5 = 5
2 X 5 = 10
3 X 5 = 15
4 X 5 = 20
5 X 5 = 25
6 X 5 = 30
7 X 5 = 35
8 X 5 = 40
9 X 5 = 45
10 X 5 = 50
11 X 5 = 55
12 X 5 = 60

0 X 6 = 0
1 X 6 = 6
2 X 6 = 12
3 X 6 = 18
4 X 6 = 24
5 X 6 = 30
6 X 6 = 36
7 X 6 = 42
8 X 6 = 48
9 X 6 = 54
10 X 6 = 60
11 X 6 = 66
12 X 6 = 72

0 X 7 = 0
1 X 7 = 7
2 X 7 = 14
3 X 7 = 21
4 X 7 = 28
5 X 7 = 35
6 X 7 = 42
7 X 7 = 49
8 X 7 = 56
9 X 7 = 63
10 X 7 = 70
11 X 7 = 77
12 X 7 = 84

0 X 8 = 0
1 X 8 = 8
2 X 8 = 16
3 X 8 = 24
4 X 8 = 32
5 X 8 = 40
6 X 8 = 48
7 X 8 = 56
8 X 8 = 64
9 X 8 = 72
10 X 8 = 80
11 X 8 = 88
12 X 8 = 96

0 X 9 = 0
1 X 9 = 9
2 X 9 = 18
3 X 9 = 27
4 X 9 = 36
5 X 9 = 45
6 X 9 = 54
7 X 9 = 63
8 X 9 = 72
9 X 9 = 81
10 X 9 = 90
11 X 9 = 99
12 X 9 = 108

0 X 10 = 0
1 X 10 = 10
2 X 10 = 20
3 X 10 = 30
4 X 10 = 40
5 X 10 = 50
6 X 10 = 60
7 X 10 = 70
8 X 10 = 80
9 X 10 = 90
10 X 10 = 100
11 X 10 = 110
12 X 10 = 120

0 X 11 = 0
1 X 11 = 11
2 X 11 = 22
3 X 11 = 33
4 X 11 = 44
5 X 11 = 55
6 X 11 = 66
7 X 11 = 77
8 X 11 = 88
9 X 11 = 99
10 X 11 = 110
11 X 11 = 121
12 X 11 = 132

0 X 12 = 0
1 X 12 = 12
2 X 12 = 24
3 X 12 = 36
4 X 12 = 48
5 X 12 = 60
6 X 12 = 72
7 X 12 = 84
8 X 12 = 96
9 X 12 = 108
10 X 12 = 120
11 X 12 = 132
12 X 12 = 144

Times Table Square

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |