

WATERSIDE PRIMARY SCHOOL NEWSLETTER**WHOLE SCHOOL ATTENDANCE— 93.9%**

Friday 19th January, 2024

Dear Parents and carers,



It's probably too late, but.....'HAPPY NEW YEAR!'

It's certainly been a busy start to the term. We have had the pleasure of welcoming four new families to the school and have already opened the door to a wide range of visitors, including our school governors, a local author and Treehouse Theatre Company.

This is a short term, but as always we are jam-packed with different activities and events. Most of these are now listed on the final page of this newsletter, but keep an eye out for any additions which will arrive via ParentMail.

January can be a very difficult month for families and children, with the excitement of Christmas over and the cold, dark days impacting on us both financially, practically and emotionally. We completely understand this and are always available for parents to come and talk to. We may not always have an immediate solution, but are always happy to talk and see what we can do together to improve a situation.

Have a good weekend and we will look forward to seeing everyone next week!

Kind regards,

Emma Moakes
Headteacher

IMPORTANT DAY TO DAY INFORMATION



Parent Forum

A couple of members from Parent Forum met with Miss Jacobs last week to talk about the communication of curriculum expectations. This was an invaluable insight into how the parent body view what we are already doing and how people best access information and that which is pertinent to them.



Early Learning Goals		
Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged by back and forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Understanding the World Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and in learning. People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Personal, Social and Emotional Development Self Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several steps or actions. Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to other's needs. 	Physical Development Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, climbing, hopping, skipping and dancing. Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to draw accurately and care when drawing.
Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> Skilfully use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Show their opinions, explaining the choices they have used. Make use of props and materials when role playing characters in materials and stories. Being Imaginative and Expressive <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and adults. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and perform appropriately by in more in time with music. 	Mathematics Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Substitute missing quantities without counting up to 5. Automatically recall without reference to rhymes, counting or other aids number bonds up to 5 including subtraction facts and some number bonds to 10 including double facts. Measurement <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within number up to 10 including even and odd, double facts and how quantities can be distributed equally. 	Literacy Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and non-fiction using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Spelling <ul style="list-style-type: none"> Set a sound for each letter in the alphabet and at least 10 digraphs. Read words consistently with their phonics knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Writing <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

English	Attainment	Attitude to Learning
Reading: They are able to use their knowledge of a range of different words to help with reading aloud. They know that some words sound different to how they are spelt. They are able to read and discuss a widening range of fiction and non-fiction books and can make comparisons with and between books. In addition, they are able to perform poems and play scripts. During discussions, they are able to ask relevant questions and can identify and summarise the main ideas in a text. They can make inferences relating to a characters feeling based on their actions. They know how language, structure and presentation all contribute to meaning and can identify relevant organisational features of non-fiction texts. They can present and debate on topics they have read, justifying their views. Next steps: <ul style="list-style-type: none"> To read a wider range of texts for enjoyment and pleasure. To compare and contrast what they have read. 	Below ARE At ARE Exceeding	***
Writing: They are able to spell a range of tricky words relevant to Year 5 including some words that include silent letters. They are able to add prefixes and suffixes using the rules learnt in class. They are able to confidently use a dictionary and thesaurus to find words and can make choices about the type of handwriting they use dependent on the task. When writing they can plan carefully, logically sequencing paragraphs and a range of organisational and presentational features. They are able to assess their own and others' writing with suggestions for improvements. They can use punctuation for effect and always use the same tense throughout a piece of writing. They can use relative clauses and modal verbs and can convert nouns and adjectives. To develop cohesion they can use devices such as adverbials of time, place and number. Punctuation consists of brackets, dashes or commas to indicate parenthesis. Commas are used to clarify meaning. Next steps: <ul style="list-style-type: none"> To develop independence in editing and developing vocabulary. To develop independence in editing and exploring a wider range of sentence structures. 	Below ARE At ARE Exceeding	****

These images show some of the ways that curriculum expectations are currently communicated—but we agreed they become wordy and are not always digested.

Suggestions for development—which we are already working on include;

- Using school Facebook page
- Making these expectations available on class areas of the new website—with regular signposting to parents through Facebook or ParentMail
- Continue to use parent sharing events
- Use children to talk about what learning looks like through videos which could be shared on class blogs.

A big thank you to the parents who attended the session and those who made their apologies and sent feedback. It makes it much easier to manage the school day and arrange a venue knowing who will be present.

I will be in touch with information about the next meeting shortly.

KEY INSTANT RECALL FACTS	
STAGE: 3	SPRING: 1
<p>I know the sums and differences of all pairs of multiples of 10 or 100 and what to add to any two-digit number to make 100.</p> <p>By the end of this half term, children should know the following facts and other similar facts. The aim is for them to recall these facts instantly.</p>	
10 + 9 = 100 20 + 80 = 100 30 + 70 = 100 40 + 60 = 100 50 + 50 = 100 60 + 40 = 100 70 + 30 = 100 80 + 20 = 100 90 + 10 = 100	71 + 29 = 100 39 + 61 = 100 45 + 55 = 100 17 + 83 = 100 92 + 8 = 100 53 + 47 = 100 28 + 72 = 100 64 + 36 = 100 88 + 12 = 100
<p>They should also be able to answer missing number questions for the multiples of 100, e.g. 100 + () = 700 or 1100, () = 500 and addition doubles for multiples of 10 to 100 e.g. 90 + 90</p>	
<p>Top Tips The secret to success is practising little and often. Use time wisely. Can you practise these 100s while walking to school or during a car journey? You don't need to practise them all at once perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher. Use what you already know – Encourage your child to find the connection between number bonds to 20 and number bonds of multiples of 10 to 100. True story – In this game, the parent says, "Ping" and the child replies, "Pong". Then the parent says a two-digit number and the child says what you would add to it to make 100. Practice online – Go to www.concemaths.com and see how many questions you can answer in just 90 seconds.</p>	



Notice of school to be used as a polling station forcing school closure to most children

Historically, we have had an on-going dialogue with NFDC who request the use of the school as a polling station for both local and national elections. As a school we **do not support** the use of our building and fully understand the impact on our children and families.

We have met with NFDC to express our concerns, governors have written and shared their views and those of parents, but we have once again received a request for the school to be used on Thursday 2nd May. The school is used because of it's accessibility, but also because of a lack of other venues within the demarcated area of voters. Other venues have also been explored, but we have been informed that the school building is the only appropriate building.

“Waterside School (polling district HK1) - The Scout Hut on Shore Road has been assessed for its suitability as an alternative to the school and has been identified as the only potential alternative venue within the polling district area. However, the Scout Hut does not allow for good pedestrian access with an absence of pavements along the road and a poorly surfaced walkway from the Langdown estate. Parking along the road has also been cited as a potential issue. The school still provides the only viable polling place for this polling district and is being designated as such by the Returning Officer.

Having been informed that there is no other option but for the school to be used we have had to consider the safeguarding of our children and therefore the school will be shut to all but Year 6 pupils. Safeguarding risks include voters parking on site, but also needing access to the hall and toilets which are in the centre of the school building, preventing safe travel around the school, a place for lunch and a secured play area.

We have made the decision to open to Year 6 because they have their statutory tests the week beginning 13th May and this is a valuable and critical revision period. Details of how Year 6 will be safeguarded will be sent out to parents nearer the time.

Can I advise any parents who feel strongly about the closure to contact **Debbie Everett**, Electoral Services Manager at New Forest District Council directly.

A rich and engaging curriculum

Author visit

On Tuesday we had a visit from local author Lucy Cooley. Lucy is herself a teacher and has written a book called '**The girl in the red skirt**'.

Lucy talked to the children about what inspired her to become a writer, where she gets her ideas and how she puts her books together. Lucy also illustrates the books she writes and she shared how this is a skill she has had to learn and practice. Lucy talked about the need to be resilient when learning something new or creating something and the children asked some excellent questions in response. Lucy's visit is part of our whole school push to promote a love of books and reading across the school. I would like to take this opportunity to thank those parents who volunteer to hear readers in school and those who read with their child regularly at home. This is so important and impactful as regards your child's progress, but also their attitude to reading.

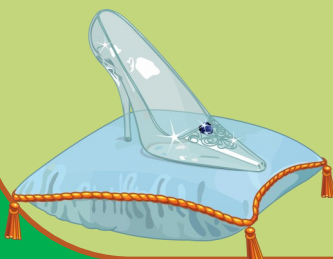


Panto

On Wednesday afternoon Treehouse Theatre company visited the school with their version of Cinderella which earlier this academic year, our children helped them to adapt.

Children from across the school were invited to join in with the performance and it was an afternoon full of fun and laughter. I hope the children enjoyed it and that they came home able to talk about what they had seen.

The experience of seeing live theatre brings stories alive and we like to provide opportunities for children to experience this. Next week Year 6 will be walking to Applemore College to see their production of The Addams family.



Reading Ambassadors

Miss Jacobs is thrilled to announce Waterside's new team of reading ambassadors who will work alongside Miss Jacobs to raise the profile of reading for pleasure in school. Over 10% of the school applied with some great applications, which meant not everybody was successful on this occasion—but may well join the team at a later date!

The successful candidates were;

Louisa **Y2**

Jake **Y6**

Keira, Douglas, Issy, Jasper **Y5**

Lacey , Lottie , Esmee, Amber, Ella A, Penny, Maisie **Y4**



Parent sharing events this term

The response to our parent sharing events last term was overwhelming positive and therefore teachers are in the process of planning events for the term ahead. We fully appreciate that not everyone will be able to attend due to work commitments, but hope that they provide a useful insight into what happens in school and to what your child is learning. I know the children love having you in and having an opportunity to celebrate the work they have done and the achievements that have made. Dates for upcoming events can be found on the final page of this letter and additionally teachers will make contact via Parentmail.

Internet Safety Day

As parents will be aware from previous communications, we are highly concerned about the impact of social media and unsupervised use of the internet. As a school we have prioritised putting systems and procedures in place to support children, but also a curriculum which teaches them to keep themselves safe online. During the week beginning Monday 5th February, we have plans to ramp up the curriculum and input for children, shining a spotlight on some of the risks, but more importantly building on children's skills and the knowledge they need to access the internet safely. Support and advice for parents will also be part of the week. For some initial information, please follow this link: <https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers>



Diary Dates (new dates in bold)

Useful contacts:

Emma Moakes (Headteacher)

E.MOAKES@waterside.hants.sch.uk

Kira Jacobs (Deputy Headteacher)

K.Jacobs@waterside.hants.sch.uk

Lesley Ralls-Baird (SEN/Inclusion lead)

L.BAIRD@waterside.hants.sch.uk

School office manned 8am—4pm

023 80842143

There is an answerphone for any messages left out of hours.

26.1 Year 6 to Applemore

25.1 Coffee, Cake and Chatter (9.15am)

2.2 School nurse Year R

6.2 Jump Start Jonny visit—CANCELLED new date tbc

6.2. PTA Disco

7.2 Year 3 parents to singing (9am)

7.2 Year 1 parent sharing event (2pm)

7.2 Year 5 parent sharing event (2.30pm)

9.2 Year 6 Circus skills day and parent sharing (2pm tbc)

9.2 Break for half term

19.2 Back to school

20.2 Year R parent sharing event (9.15am)

22.2/23.2 Calshot visit for Year 4

26.2—Inset Day—school closed

14.3 Year 4 parent sharing event

21.3 Year 4 parent sharing event

21.3 Year 3 parent sharing lunch (12 noon)

22.3 Year 3 parent sharing lunch (12 noon)

28.3 Break up for Easter holidays

15.4 Back to school

2.5 School closed for polling

13.5 SATS WEEK for Year 6 begins

13.5—17.5 Bikeability Year 5

28.6—Inset day—school closed

1.7—Inset day—school closed

