



Dear Parents and Carers, We hope that you and your families are all safe and well and looking forward to the Easter break. It has been lovely to see a bit of sun and give us some much-needed positivity. As you will be aware, Covid is still very much part of life with many teachers and pupils being unable to attend school. We can only hope that with the warmer weather the cases will decline and begin to have less of an impact here in school.

It has been lovely to see parents coming into school for parent's evenings. We realise how long it has been since there has been an opportunity to do this and although virtual meetings are very convenient there is no substitute for seeing your child's class teacher and their books in person. We hope that it was reassuring to see all the hard work that your child has been doing and talk about their progress.

Next term we will bring back whole school assemblies, which is something we have very much missed. This will be an opportunity to celebrate children's fantastic work and behaviour. We are also introducing Hot Chocolate Friday, for a pupil from each class, each week, with the Headteachers or senior staff to celebrate individual success. We hope that you all enjoy a wonderful Easter, **Laura Cutts & Sarah Heaney**

#### School Values : The theme this term is Environment!



This term we have continued with our theme of environment and have been looking at how we can better understand climate change at a global, national and our impact on the environment and the consequences of this. We have looked at how the use of non-renewable energy sources contributes to global warming and the potentially catastrophic effects of the earth heating up by 1.5 degrees. By making better choices we have looked at how we can use less power, recycle more and make more energy efficient decisions. This week we have been looking at what our carbon foot print is and how we can reduce this by making more environmentally friendly decisions. We have looked out how even every search on google and every text sent all contributes to the CO2 emissions. We have considered ways in which we can cut down our own carbon emissions such as walking to school more, eating less meat re-using items rather than replacing them. Each class has used an app to help them identify choices that are better for the environment and reduce their carbon footprint. One step at a time we hope that we can teach children a growing sense of responsibility to the environment we live in.



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#### REWILDING OF THE FOREST SCHOOL!

This term we have started the re-wilding process in forest school. Each class has a different responsibility for a certain area and we hope that our plans will encourage more wildlife. Year 3 are working on bird-houses, feeders and animal homes. We will also have miniature ponds made from tyres along with some new bug hotels. The remaining classes will be planting wildflowers, flowers and vegetables so that we can encourage a variety of creatures and create more diverse habitats. Watch this space!



#### School News ...

We will be saying goodbye and thank you to Mrs Chatfield (SENCO) at the end of April. We will be saying a big hello to Karyn Taylor who will be our new behaviour lead in school. We will also be welcoming back Miss Taylor who will be working with a variety of classes across the school.

# Wellbeing

Here are some suggestions for you and your families to try over the Easter break, we thoroughly endorse spending time in nature as a powerful tool to support good mental health and wellbeing. We will be trying to do this with our own families!

The Easter holiday is a good time to reinforce positivity with your child. We all have many strengths, sometimes they can be easy to forget. By repeating positive affirmations, it can help children (and adults) believe these things are true!

## 5 Tips For Getting Kids to Unplug & Go Outside!

<h3>Be an Outdoor Role Model</h3>  <p>Let children see you get your hands dirty! Let them see you playing outside, moving your body, and engaging with nature. Demonstrate to young people that you value the natural world over the virtual one.</p>	<h3>Prescribe a Daily Dose of Nature</h3> <p>"Do" is more powerful than "don't"! Many families have rules that put limits on screen time. Try making a rule that sets a minimum for green time. Help your kids get a dose of "Vitamin N" everyday.</p> 	<h3>Start a Vintage Social Network</h3>  <p>The original social networks did not exist on a screen. Instead, they were found in parks, playgrounds, vacant lots, fields, and forests. Bring friendship and social life back into the natural world by starting a family nature club!</p>
<h3>Give Permission to Play</h3> <p>A child's world is dominated by rules. That is one reason the virtual world is so appealing...a world where you can do anything. Tell kids they are allowed to get dirty, climb, run, and touch. Nature should be a "hands on" experience.</p> 	<h3>Use Technology as a Tool</h3>  <p>Technology does not have to be the enemy. Rather, it can empower kids to connect more deeply to the natural world. Try this: when you return from exploring nature, use technology to identify plants or animals! The screen is not the source of the fun but instead boosts a child's sense of wonder!</p>	<h3>Ready to learn more?</h3>  <p>Visit <a href="http://naturekidsinstitute.org">naturekidsinstitute.org</a> See you outside!</p>

- I AM BRAVE
- I AM KIND
- I AM STRONG
- I AM SMART
- I AM HELPFUL
- I AM HONEST
- I NEVER GIVE UP
- I AM GRATEFUL
- I AM LOVED
- I AM ENOUGH
- I AM HAPPY



**School Music Soundtrack!**  
This term we have been focusing on **Storm Interlude by Benjamin Britten**, as a tool to discuss the changing weather patterns due to global warming.



Next term we will be looking at Vivaldi 4 seasons as a way to celebrate the seasons and the countryside.



Holiday Activities and Food Programme Kent  
Helping families to flourish

## Fun & food in the school holidays



Families of children aged 4 to 16 years, who are eligible for benefits-related free school meals, can access these opportunities in the Easter, Summer and Christmas holidays for free.

## Nutritious food and enriching activities

The Holiday Activities and Food (HAF) Programme in Kent provides healthy, nutritious food and exciting, enriching activities for children and young people during the school holidays.

The HAF Programme aims to support the physical and mental health and wellbeing of children and young people in Kent, encouraging them to engage in interactive and fun activities and provide them with access to nutritious food.

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This programme is funded by the Department for Education (DfE) to provide support for eligible families in Kent to access these holiday activities for free.

Find out more about the programme and see if you are eligible.

[tinyurl.com/HAFKent](http://tinyurl.com/HAFKent)

Please see attached a flyer about local offer available to all our families promoting nutritious healthy food activities.

# Weekly Good Work

## Year 3



In Elm we have painted bird houses, bird feeders and butterfly feeders to help re-wild the Forest School.



**Ash Class Army Formations  
on Roman Day!**



Rebecca from Plum class

Ivy created an amazing poster about deforestation.



Pietro from Palm class Year 4 has produced a brilliant summer poem for his independent write.

Thursday 31st March 2022  
IW

The third season has come  
Her eyes are sprouting flowers  
Her lips are ruby red like the sun setting  
Her hair is a glowing green palm tree.

The third season has come  
The red and black butterfly soars from flower to flower  
The gray otter glows from his den into the river  
The buzzing bees fly over the soggy grass

The third season has come  
The <sup>shiny</sup> sun rises as people stroll at the sandy beaches  
Bark horns go off in the ocean  
Seagulls squeak loudly at shore



Itzamna  
He was the god of fire who created the earth. He was the ruler of heaven as well as day and night. The Mayan believed that he gave them the calendar and writing. It is thought that his name means "lizard house".



Kukulcan  
Name means "feathered serpent." He was the primary god of the Itza people in the later part of Mayan civilisation. He was god of everything.



Bolon Tzocob  
Mayan mythology said that he could cause a great flood to come when the Mayan angered the gods. His name means "one leg". Sk God of storms, wind and fire.



Chaac  
Chaac was the god of rain and lightning. He had a lightning axe that he used to strike the clouds and produce rain and storms.

Sienna - a fantastic poem about a river using brilliant vocabulary and imagery.

The River

The River's a kite soaring through the sky,  
Through hills and caves what an adventure he goes  
The beauty of every place, sadness when he says goodbye  
Tumbling and twisting around.

The River's a captain,  
Who sails to every place he dreams  
He never stops, he can go for days  
He zooms as fast as light, well that's what it seems.

The River's a gymnast,  
Performing at every place he goes  
Pirouetting through every part of the song  
A beat-a-gist.

Amelia wrote a lot of information about the Maya Gods, and Emily has completed her own research about Maya daily life.

Did the Maya have school?

There was no proper school, although there was a special class of priest whose jobs were to teach noble children whilst poorer kids learnt everything from their parents.

What were Maya ~~sets~~ clothes made of?

They'd use things like cotton, hemp and other fibers. The Maya also needed to use dye and weaving to make them.

What did the Maya use to make their houses?

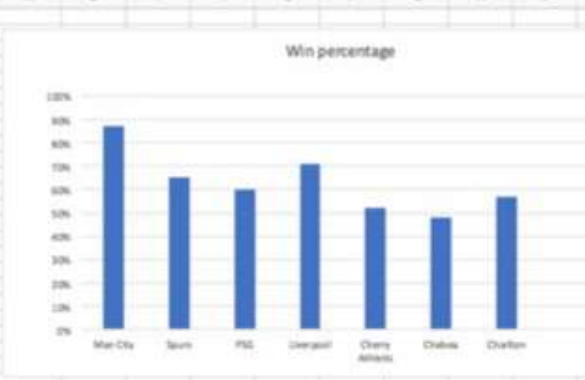
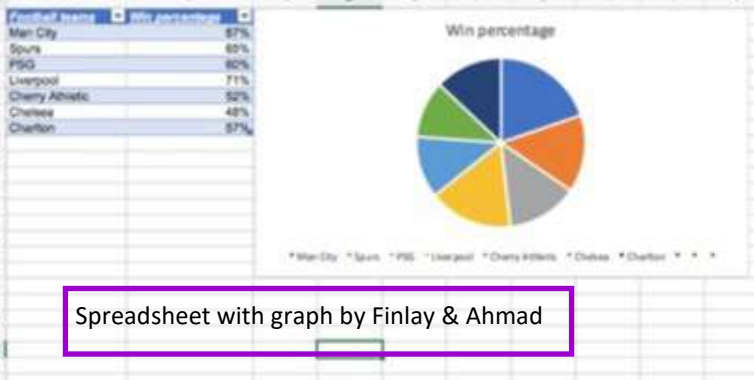
The most common materials used for the walls were stone and mud, with thatched rooves on top.

Did they wear shoes?

Sometimes they wouldn't due to the warm weather, but they sometimes wore sandals made of materials like leather, plant fibers and fabric.



Cedar class have really been enjoying their art-work inspired by Lourdes Villagomez. They have been experimenting with colours and creating pieces using layered cardboard with a Mexican theme linked to our work on the Mayas.



Spreadsheet with graph by Finlay & Ahmad

Wednesday 30th March 2022  
 LO: To write effective sentences for poems

The Vile Volcano  
 The ~~volcano~~ <sup>deep</sup> ~~is~~ <sup>is</sup> as ~~if~~ <sup>if</sup> a ~~head~~ <sup>dead</sup> coming out bloody  
 It moves like ~~a~~ <sup>an</sup> ~~evil~~ <sup>evil</sup> ~~and~~ <sup>and</sup> ~~grabs~~ <sup>grabs</sup> ~~and~~ <sup>and</sup> ~~it~~ <sup>it</sup> ~~kills~~ <sup>kills</sup>

The volcano is a ~~scary~~ <sup>scary</sup> ~~thing~~ <sup>thing</sup> screaming loud and clear  
 Screaking to the world ~~that~~ <sup>that</sup> ~~no~~ <sup>no</sup> ~~one~~ <sup>one</sup> can hear

The volcano is a ~~ferocious~~ <sup>ferocious</sup> ~~thing~~ <sup>thing</sup> ~~destroying~~ <sup>destroying</sup> all in its path  
 With a ~~strong~~ <sup>strong</sup> roar of ~~light~~ <sup>light</sup> and ~~smoke~~ <sup>smoke</sup> leaving a trail of destruction behind it

The volcano is ~~like~~ <sup>like</sup> our burning Sun, ~~scorching~~ <sup>scorching</sup> and ~~scaring~~ <sup>scaring</sup>  
 Do not venture too close or ~~it~~ <sup>it</sup> ~~will~~ <sup>will</sup> burn you and that's ~~trusting~~ <sup>trusting</sup>

The volcano is a ~~thing~~ <sup>thing</sup> its lava is like ~~sun~~ <sup>sun</sup> ~~which~~ <sup>which</sup> is ~~that~~ <sup>that</sup> ~~same~~ <sup>same</sup> ~~hot~~ <sup>hot</sup>  
 Sparkling bright its beautiful colours are such an amazing sight

The volcano is a ~~ragging~~ <sup>ragging</sup> ~~lion~~ <sup>lion</sup> roaring in ~~its~~ <sup>its</sup> ~~skin~~ <sup>skin</sup>  
 Sludgy ~~smoking~~ <sup>smoking</sup> through the ~~land~~ <sup>land</sup> ~~among~~ <sup>among</sup> ~~rocks~~ <sup>rocks</sup> and ~~strong~~ <sup>strong</sup> sand

The volcano is a ~~kind~~ <sup>kind</sup> ~~monster~~ <sup>monster</sup> engulfing all in its ~~way~~ <sup>way</sup>  
 Roaring, ~~shouting~~ <sup>shouting</sup>, ~~hissing~~ <sup>hissing</sup>, ~~snatching~~ <sup>snatching</sup>, ~~everything~~ <sup>everything</sup> like a ~~whispering~~ <sup>whispering</sup> snake

The volcano is a ~~horrible~~ <sup>horrible</sup> ~~thing~~ <sup>thing</sup> a ~~terrible~~ <sup>terrible</sup> ~~thing~~ <sup>thing</sup> ~~of~~ <sup>of</sup> ~~the~~ <sup>the</sup> ~~world's~~ <sup>world's</sup> ~~scariest~~ <sup>scariest</sup>  
 Raging ~~with~~ <sup>with</sup> a ~~mighty~~ <sup>mighty</sup> ~~crash~~ <sup>crash</sup> lava ~~flows~~ <sup>flows</sup> out ~~burning~~ <sup>burning</sup>

The volcano is a ~~shaking~~ <sup>shaking</sup> ~~booby~~ <sup>booby</sup>, a ~~booby~~ <sup>booby</sup> ~~having~~ <sup>having</sup> a ~~stomach~~ <sup>stomach</sup>  
 With ~~bars~~ <sup>bars</sup> of ~~lava~~ <sup>lava</sup> and ~~crushed~~ <sup>crushed</sup> ~~rocks~~ <sup>rocks</sup> its ~~fire~~ <sup>fire</sup> ~~is~~ <sup>is</sup> ~~impossible~~ <sup>impossible</sup> to ~~survive~~ <sup>survive</sup>

The volcano is a ~~bulldozer~~ <sup>bulldozer</sup>, a ~~working~~ <sup>working</sup> ~~steel~~ <sup>steel</sup> ~~crane~~ <sup>crane</sup>  
 Its ~~legs~~ <sup>legs</sup> ~~is~~ <sup>is</sup> ~~as~~ <sup>as</sup> ~~strong~~ <sup>strong</sup> as a ~~barbarian~~ <sup>barbarian</sup> and its ~~roar~~ <sup>roar</sup> ~~is~~ <sup>is</sup> ~~as~~ <sup>as</sup> ~~strong~~ <sup>strong</sup> as an ~~elephant~~ <sup>elephant</sup>

Wednesday 29th March 2022  
 LO: to write effective sentences

The volcano's a mini Sun illuminating the sky  
 Warning people not to go by

The volcano's an angry lion yapping and roaring  
 It launches its attack on people nearby

The volcano's a canon shooting out lava out as  
 Going as quick as a flash  
 It also throws ~~out~~ <sup>out</sup> streams of plasma  
 Down the volcano to ~~kill~~ <sup>kill</sup> its next victim

The volcano's a wave of death  
 Snatch Snatch Snatching souls out of innocent ~~people~~ <sup>people</sup>  
 As they can't leap out of his way

The volcano's an explosion, a bomb  
 Screaming down the ground  
 Falling, falling and finally...  
 BOOM!

The volcano's a fully-grown T-rex, a giant  
 Showing off his destruction and ~~death~~ <sup>death</sup> ~~snatching~~ <sup>snatching</sup>  
 As it's taller than the tallest building  
 Your family and friends may die  
 Or maybe even you

If you're not careful

Wednesday 30th March 2022  
 LO: write a poem

The Volcano:  
 The volcano is a crooked crook, sly  
 and sneaky <sup>always</sup> snatching innocent <sup>weaponless</sup> peoples  
 lives, bodies and souls.

The volcano is a baby giant, stomping  
 on defenceless people and  
 crying every day with its death-tears  
 and with one drop...you die <sup>turn to dust</sup>

The volcano is a fire-breathing  
 dragon, angry and mad, smoke  
 pours out off its nostrils, like a  
 chimney smoking.

The volcano is a bomb, waiting to  
 boom go, quick to the underground, tick,  
 tick, tick and then BOOM!

In year 6 we have been  
 writing metaphor poems.  
 These excellent examples  
 are about a volcano.

