

Yorke Mead School Newsletter



Friday 8th September 2023

This week at Yorke Mead!

A new year... a new kit!



New school year. New school kit! 🏆📷 This fantastic design and accompanying bag would not have been possible without a generous donation from one of our departing parents and a local company who have also supported this. Now our sports team can really aim high! I hope our children wear the kit with pride and also take good care of it for the future!

Dates for the diary

This week	This Month	Next Month
A quiet Yorke Mead week	Fri 22nd September – Jeans for Genes Day Sat 23rd September – FOYM Welcome Picnic EYFS	Black History Month ADHD Awareness Month Mon 9th October – School nurse to see Year 6 w/b 2nd October – Parent consultation week with SENDCo w/b 9th October – Parent consultation week

Welcome

We are pleased to welcome a number of children to Yorke Mead this year. In addition to the new children who have joined our Nursery and Reception classes, we also welcome:

- Shayaan, Evelyn and Oliver – Year 2 Horse Chestnut
- Harry – Year 2 Cedar
- Archie – Year 3 Sycamore
- Omer – Year 3 Laurel
- Siddhi and Hartley – Year 4 Pine
- Maisey – Year 5 Ash
- Aydina – Year 5 Rowan
- Maleesha – Year 6 Red Oak

I hope everyone who has joined the Yorke Mead family has had a lovely first week (despite the heat) and that your journey with us will be a happy one full of wonderful memories.

to Yorke Mead!

Learning Next Week

Nursery - Acorns Focus: <i>Settling into our new environment. Learning how to use areas of the classroom inside and outside. Sharing favourite stories and songs. Learning 'Stop, Look and Listen'.</i>		Reception - Lime & Willow Focus: <i>Exploring and learning to use all of the inside and outside areas. Listening to lots of class story books. Singing nursery rhymes. Starting phonics and learning sounds s,a,t,p. Think about who helps us in school and making 'helping hands' to display in class. Playing maths games with dice.</i>	
Year 1 – Elder & Silver Birch English: <i>Narrative: predictions, understanding characters</i> Phonics & spelling: <i>- air er /z/ s –es words with two or more digraphs e.g. queen thicker</i> Maths: <i>Numbers to 10, finding patterns</i> Science: <i>making a prediction</i> Topic: <i>How has the way we listen to music changed over time?</i> P4C/Growth Mindset: <i>What does it mean to be responsible?</i>		Year 2 – Cedar & Horse Chestnut English: <i>'The Magic School Bus' - Creating our own character.</i> Phonics & spelling: <i>- su and si making the zh sound/dge making j/y making i/ge making j</i> Maths: <i>Fluency to 20</i> Science: <i>Animals and their offspring</i> Topic: <i>Claude Monet and his style of art.</i> P4C/Growth Mindset: <i>Understanding the rights and responsibilities of being a member in my class and school.</i>	
Year 4 – Maple & Pine English: <i>The Secret of Black Rock, grammar focus in sentences.</i> Phonics & spelling: <i>- 'er' sound made with 'ir', 'ur', 'ear', 'er', 'or'</i> Maths: <i>Place value in 4-digit numbers</i> Science: <i>Classifying vertebrates</i> Topic: <i>Why were the pyramids built?</i> P4C/Growth Mindset: <i>How do our attitudes and actions make a difference to the class team?</i>		Year 5 – Ash & Rowan English: <i>Poetry</i> Phonics & spelling: <i>Homophones and near homophones</i> Maths: <i>Place Value and Rounding</i> Science: <i>How do we know the Sun and Earth are spherical?</i> Topic: <i>Climate Zones/ Being a Christian or Jew in Britain today/ Tone and Proportion</i> P4C/Growth Mindset: <i>Rights and Responsibilities of citizens</i>	
		Year 3 – Laurel & Sycamore English: <i>Identify features of a fable</i> Phonics & spelling: <i>long 'a' sound</i> Maths: <i>Place Value</i> Science: <i>Food groups and nutrients</i> Topic: <i>Online Safety/ comparing religions/ developing observational skills in art</i> P4C/Growth Mindset: <i>How to face new challenges and make responsible choices</i>	
		Year 6 – Red Oak and White Oak English: <i>Ice Trap - diary entries and writing speech</i> Phonics & spelling: <i>high frequency words</i> Maths: <i>Place value</i> Science: <i>The heart and blood vessels</i> Topic: <i>understanding biomes</i> P4C/Growth Mindset: <i>How is our class like a family?</i>	

Are you following the correct year groups on X (formerly known as Twitter)?



Adults in school are 'Tweeting' (not sure what we should call it now!) regularly to share with you some of the activities your children enjoy in school. Many of you may still be following the Twitter pages from last year – remember to also follow your child's current year group. There are also many activities posted on the school feed and the sports feed you may wish to follow.

Here are the handles to help you find the correct pages!

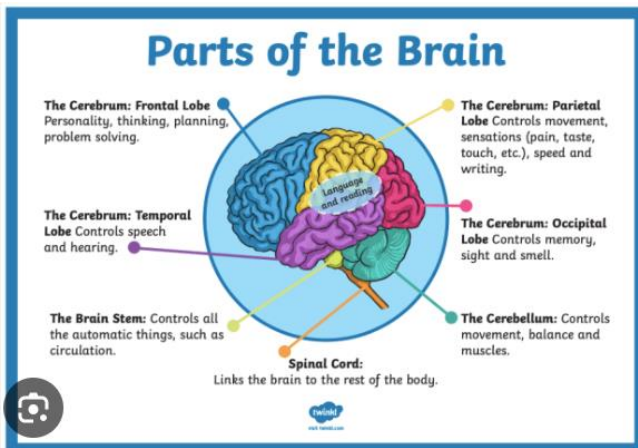
@YorkeMead
@SportYorkeMead
@ecoyorkemead

@NYorkeMead
@RYorkeMead
@1YorkeMead
@2YorkeMead

@3YorkeMead
@4YorkeMead
@5YorkeMead
@6YorkeMead

The Yorke Mead Way

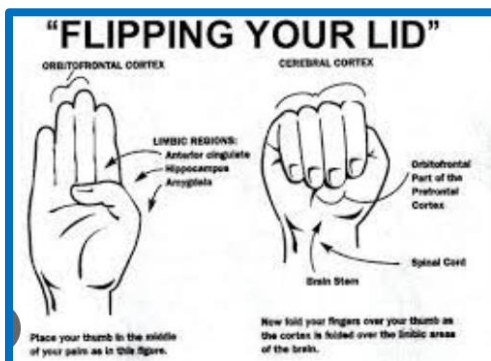
Why do we teach children about their brains?



A key part of the metacognition we focus on with the children is to help them to understand their brains, how they work and the different jobs done by the different parts. Understanding how our brains work and how to keep the brain appropriately ready for learning, without being over stimulated or allowing the feelings part to stop the learning part from working also helps children learn. Just as importantly, if I understand when my brain is 'over' working in some areas e.g. when I feel very anxious, angry or very sad, what I can do to help reset things so that my pre-frontal cortex is back in charge and my mental wellbeing benefits.

Another important learning is to understand what is happening in our brain when we feel angry, sad, anxious etc. If we know how to manage our emotions, we know how

to respond at these times. Understanding our emotions helps us manage these and manage our wellbeing, the children understand that the brain needs to be treated like a muscle ... it gets stronger by working it!



Road Safety and Parking

We had a very upsetting experience this week. A child from school stepped out into the road from behind a parked car and unfortunately was hit. Luckily, the car she was hit by was travelling slowly, and the little girl was not seriously hurt. It was an accident and no-one's fault, however, it was scary and upsetting for everyone involved. We were lucky this time that the injury was not a serious one.

I have written to you many times asking you to ideally walk to school, and if you really **must** drive to park in the streets further away and in a safe manner. I have also spent time 'patrolling' outside and asking parents not to park on double yellow lines and in dangerous places. If one good thing comes from this little girl's accident, let it be that parents take heed and please DO NOT park right outside of the school ... finding a safe place to cross can be incredibly difficult at times!

I have spoken to the children about road safety, and we will revisit this later this term. Please do the same with your children and make it easier for everyone by parking a few streets away, walking the short distance. This will help keep everyone safe and will do you and your children the world of good, as there is no better way to start and end the day than a little walk and fresh air. Thank you.

The start and end of the day!

Please can I take the chance to give parents a gentle reminder of a few things linked to the start and end of the day. Firstly, at the start of the day the adults in the classroom rightly need to focus on the children. Unless you have anything urgent to tell them, please wait until the end of the day to talk to them. They will release the children first and then give you the time you need.

A gentle reminder also to parents to not enter the classroom and to wait until the teacher calls your child. If you call them and the teacher has not seen them leave this leads to panic and worry. I understand that it can be frustrating when you want to dash off; teachers have 30 children to hand over safely to their adults and naturally, that takes time!

School Games Mark

Yorke Mead Achieves Gold again!

We are delighted to announce that Yorke Mead School has achieved the School Games GOLD Mark Award for the 2022/23 academic year.

The School Games Mark is a government-led award scheme facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success.

We are extremely proud of our pupils for their dedication to all aspects of school sport, including those young volunteers, leaders and officials who made our competitions possible. As part of our application, we were asked to fulfil criteria in the areas of participation, competition, workforce and clubs, and we are pleased that the hard work of everyone at our school has been rewarded this year.

We look forward to applying once again in 2024!



Jeans for Genes Day

On Jeans for Genes Day (22nd September) we wear our school uniform top and jeans/denim bottoms with trainers in exchange for a small donation for genetic research. This is an important day for Henry (Y4) and his family who are impacted by a very rare genetic condition. We hope you will all support this important event.

Teaching Spellings



In the past year we have given much thought to the teaching of spelling and, based on research, a key decision we have taken is to spend more time 'teaching' spelling rules and patterns and less time 'testing' these. The reality is that so many children are learning the spellings for the test each week and then simply forgetting these as they move onto the next pattern.

The new approach does not mean that we won't be checking your children's learning in spelling; we will be doing this through formative assessment activities throughout the week.

We will also do a 'formal' spelling test at the end of each half

term (the results of which will be shared with you) so that we can see how well the spelling patterns are being retained and remembered. We will still send home lists of words that match the focus of the spelling pattern and phonics being covered in school each week to help parents in supporting their children's learning so that you can still be involved in the spelling.

The primary curriculum is incredibly full, and we are conscious that we must maximise the time for teaching. Losing the pre-test and spelling test we envisage will give at least another 40 mins a week to spend on teaching spellings – I am sure you all agree that teaching has to be better than testing ... *measuring children in isolation does not make them grow!* It remains extremely important that parents are helping their children at home ... not so they do well on a weekly spelling test; so your children develop into people who can spell well!



There are a number of articles you can read linked to this idea – here is one I found both interesting and a quick, easy read: <https://www.nafp.org.uk/articles/13-does-a-weekley-speling-test-impruve-yur-spelling>

Term Time Holidays and Absences

Rightly, there is pressure on schools to ensure attendance is good. That means attendance levels of around 95-96%. Term time holidays count as unauthorised absences and if a term time holiday was taken last term, this will remain on record and count for the following two terms. Some parents will this week have received notification that they are at risk of a fine as a result of a term time holiday. Please be aware of this and understand that this is aimed at ensuring your children have a positive school attendance. Research shows that good attendance at primary school leads to good attendance at secondary school and better educational outcomes. Sadly, the converse is true too!

Letters sent out this week.

Forest School – Y2 Horse Chestnut and Y3 Sycamore

Miss Keddy – Year 5 Rowan

Invitation to meeting – Year 6

Spelling letter – Key Stage 2

Welcome to the Year Group Letters

Parent Calendar

Lucille Pollard

Head teacher