

# Springfield Newsletter

Aim High and Achieve Excellence, Together



Springfield  
Primary School

www.springfieldsch.org



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Springfield Primary School - Sunbury-on-Thames

12<sup>th</sup> February 2021  
Term 2, Issue 7

## A note from the Headteacher

Dear Parents and Carers,

Pupils have ended the half-term on a high with some incredible learning. Well-done to all **children currently learning at home**. Parents you have done an excellent job of supporting them and it has been wonderful to see what they have achieved, under very challenging circumstances. In school, this week **Year 5 pupils have been making volcanoes**, in **EYFS, Nursery and Reception classes** have been learning all about **Chinese culture** and in **Year 1 pupils** have been working so hard in phonics.



In readiness for next half-term and beyond, we have made a number of **internal staff appointments**. **Mr Gough** has been appointed as an Assistant Headteacher assuming his role from Easter, with responsibility for maths and assessment. **Miss Seagrove** has joined our Safeguarding Team, as Safeguarding Assistant. **Mr Ashbridge** will remain with us next year as a 1:2:1 TA and Forest School Assistant. **Mrs Firth**, with **Mr Asbridge** and **Mr Davies** will train as our new Forest School teachers.



Next half-term begins on a note of great excitement as we have our first **Outdoor Learning Week**. All children, from the Nursery to Year 6 will be undertaking the **Woodland Trust's Green Tree** project, looking at wildlife habits in The Burrow. Thank-you to Mr Davies and Mrs Parsons for the preparations that have taken place in readiness for this.

The second week back after half-term is **Book Week**. On 4th March is **World Book Day**. Children enjoy dressing up as a character, but we understand the costs which come with this for parents. If you have a **costume** which your child may have grown out of and are happy to **donate these to school**, we will place these out on a table at the front of the school from **1st March** for any parents to help themselves to. Knowing that this week will look a little different from previous ones, there are a **range of activities planned** which will mean that all children, be they in school or at home, can get involved. Thank-you to Miss Birt for the thought and care exercised in planning what will be a fantastic week!



With the expectation that we will hear more from the week beginning 22nd February about how **pupils may return to school from 8th March**, we appreciate that children may have **outgrown their school uniform**. If this is the case and you are happy to **donate items to school**, we will have a **uniform stand** out from **1st March at the front of school**, for parents to help themselves to any items, without any need for payment.

I hope that you can enjoy a restful half-term break.

Mrs Caroline Gibbins  
Headteacher

## Dates for your diary

**15<sup>th</sup> to 19<sup>th</sup> February**  
Half-term

**Monday 22<sup>nd</sup> February**  
This was an Inset day but school will still be open for those children currently accessing it and remote learning will be provided

**23<sup>rd</sup> to 26<sup>th</sup> February**  
Outdoor Learning week

**1<sup>st</sup> to 5<sup>th</sup> March –**  
Book Week

**Thursday 4<sup>th</sup> March –**  
World Book Day

**School Dinners**  
Please see the new menu for the week commencing 22<sup>nd</sup> February 2021 attached

If your child is in school and is having school dinner, please ensure these are booked in advance on-line via SCOPay by no later than Friday of the preceding week.

**Lockdown lunches**  
Change4life have created a menu with some budget meals for parents to make at home:  
<https://www.nhs.uk/change4life/recipes/lunch/cheap-lockdown-lunch-ideas>

## Reading at Springfield

Asking your child questions about a story they have read is essential to aid their understanding. Here are some higher-level comprehension questions you could ask your child when you listen to them read. If your child is a fluent reader and reads independently, it is still important to ask them questions as they read, for example, at the end of a chapter.

1. Give an example of someone you know who is like one of the characters in the story.
2. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
3. Has anything in your life happened that is similar to the things that happened in the story?
4. What events in the story could not happen in real life?
5. Construct an illustration that shows the main characters in the story in a real life situation.
6. Find words or phrases in the story you do not currently use and write a short story using these words or phrases.
7. Explain what part of the story was the most exciting to read and why.
8. Explain what part of the story was the funniest or the saddest and why.
9. Compare and/or contrast the facts in this story to facts in another story.
10. Examine and analyse the main character(s)' feelings at the beginning, middle, and end of the story.
11. Classify and/or categorize these feelings as the same or different.
12. Write a critique of the story, and highlight the main facts or main idea of the story.

## Maths at Springfield – Key Stage 1

Number lines can be used throughout a child's time at primary school, starting in Reception; ordering numbers is an important skill and children may be given a blank number line and asked to put a variety of numbers in order on it.

Number lines are often used in **Key Stage 1** for demonstrating **addition and subtraction**. Children may be given a number line marked 0 - 10 or 0 - 20:



A child might be given the following question:  $7 + 2 =$

They will be shown how to put their finger on the 7 and then count on 2 until they get to 9. This makes the idea of a number increasing very visual for them.

For this question:  $9 - 4 =$

Children will be asked to put their finger on the 9 and then jump back 4 until they get to 5.

Children start learning to **count in 2s, 5s and 10s** in Year 1, which then forms a basis for learning their 2, 5 and 10 times tables in Year 2. A number line can be very helpful for this, whereby they mark on jumps to show how to move from one number to the next.

## Support for Families

Please find attached to this newsletter the Surrey Welfare Rights Unit winter newsletter with some information that families may find useful. Also attached is a PowerPoint containing a video clip from the Schools Alliance for Excellence with some guidance on supporting the emotional wellbeing of your families during lockdown.

In line with government guidelines, e-vouchers have been sent to all families on Free School Meals through Wonde. Upon return to school after half term, more information will be shared on sending evouchers through Edenred.

## Remote Learning at Springfield

It was great to see many of our children join the live sessions this week. Please be aware that when your child is logging onto a Google Meet, they need to use their own school Google account, or they may not be able to attend these sessions. For all Google Meet sessions can you please ensure when your child logs in they have their microphone off to start the session. Any child who does not use these live sessions appropriately will be ejected from the session. All the staff involved are looking forward to hopefully seeing your child during these sessions.

Below are the times for the week commencing 22<sup>nd</sup> February. Please note that due to the Inset Day on Monday 22<sup>nd</sup> February, sessions that would normally take place on a Monday have been rescheduled for an alternative day in the week as indicated in red:

**Badger** - Wednesday 10am  
**Fox** - Tuesday 10am  
**Sparrow** – Thursday 1.30pm  
**Nightingale** - Friday - 10am  
**Mole** - Wednesday 1.45pm  
**Woodpecker** – **Friday 1.45pm**  
**Bat** – **Wednesday 12.30pm**  
**Stoat** - Thursday 11.30am  
**Otter** - Wednesday 10am  
**Buzzard** - Tuesday 10:15am  
**Osprey** – **Friday 1.45pm**  
**Eagle** - Wednesday 1:30pm  
**Falcon** - Thursday 1pm

SLT will offer assemblies at 2:30pm on the following days:

**Year 5 and 6** - **Tuesday**  
**Year 3 and 4** - Wednesday  
**Year 1 and 2** - Thursday  
**Year R and N** - Friday

## Sports News

Please see the Kids marathon overall leader board for Week 4:



Rank	Name	Time
1	8:01 - Alex - Year 2	
2	8:31 - Emma - Year 2	
3	8:36 - Alex - Year 2	
4	9:05 - James - Year 3	
5	9:16 - Lucas - Year 3	
6	9:20 - Noah - Year 3	
7	9:25 - James - Year 2	
8	9:42 - James - Year 2	
9	10:10 - William - Year 4	
10	10:30 - Alex - Year 2	

## Phonics lessons

The live phonics lessons for children will take place on:

### Wednesday 24<sup>th</sup> February:

10:00-10:45 set 1 phonics

11:00-11:45 set 3 phonics

Teachers will put the meeting code on the Google Classroom to the children this is relevant for. Children will need their pencil and paper with lines.

If you feel your child would benefit from these sessions and you have not been able to access the code, please contact the school office and speak to your child's class teacher.

## Remote Learning

There has been some amazing remote learning this week. Arnie, (Y3) made a fabulous model of a cobra and shared his research about it. Chloe, (Y3) wrote a poem about the subway, Lucas, (Y3) wrote a poem about school and Pesandu, (Y2) wrote a letter to an alien. Year 1 children have been very busy too, with Janvika making a paper plate fish, William, making a paper snake, Sophie followed instructions on how to make a sandwich and Charlotte and Jack both made houses from the Great Fire of London. Well done to all the children!



My school



Lucas

I love school, we work here  
The teachers help you so there is nothing to fear  
The dinner ladies bring us lunch,  
And I hope you get there on time or you will have brunch  
Sometimes we have school trips and on the school trip we go to the zoo,  
The monkeys especially like to see you.  
The teachers give us an English book,  
No cheating in the test and do not look  
In maths we do multiplication,  
And on the holidays we have vacation.



Down in the subway  
Grass is greener is so green,  
You can even hug out with your noses.  
Miss Miss Miss as I run,  
The lines will not be false.

Grass is greener is so bright,  
There is no need for extra lights,  
Ready, steady, green and green,  
Any color that you need.

Grass is greener is just one,  
Running will be as one,  
Down in the subway with my car,  
I am just one man.

By Chloe O'Donnell



Pesandu (Y2) Letter to an alien  
Tuesday 9th February 2021  
Dear Bob,  
My name is Pesandu and I'm studying in Springfield Primary School in Year 2. I don't know if you're still right, I'm happy to let you get ready for your new job.  
I think you are very fortunate, because you get the coolest job in the universe. You don't have to be there or take the bus and you don't go on a school bus to take enough things, just food and water. You will definitely need a vacuum cleaner, a bin with plenty of bin bags and hand sanitizers. You need to have a space hat.  
Do you think that I help you enough? If you have any more questions, you can write back to me.  
Good luck for your new job on the moon.  
Thank you,  
Pesandu  
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## Lead Learner and Super Citizen

This week's Lead Learners working remotely were celebrated today, the focus being 'working really hard on their home learning':

Fox	- Arya	Bat	- Poppy
Badger	- Yasmin	Stoat	- Evangeline
Sparrow	- Ryan	Otter	- Bethany
Nightingale	- Harper	Buzzard	- Thom
Woodpecker	- Pesandu	Osprey	- Ellie
Mole	- Adya	Eagle	- Sofia
		Falcon	- Zavannah

This week's Lead Learners working in school were celebrated today, the focus being 'being engaged in their learning':

Fox	- Keith	Bat	- Honey
Badger	- Laila	Stoat	- Ethan
Sparrow	- Tommy	Otter	- Leah
Nightingale	- Neel	Buzzard	- Joey
Woodpecker	- Cade	Osprey	- Freddie
Mole	- Annalise	Eagle	- Joshua
		Falcon	- Jared

Nursery King & Queen are:

Hedgehog – Harvey and Lilly      Squirrels – Lyle-Ray and Cleo      Owls- Stanley and Elif

**TT Rockstars** – Buzzard class are winners this week. Our top 3 TT Rockstars with the most improved in accuracy are Archie (Y4), Jack (Y3) and Lily (Y4).

**Numbots** – Woodpecker class are at the top of this week's leader board. Our top 3 Numbots Stars with the most correct answers are Jack (Y1), Leo (Y2) and Emily (Y2). Evelyn (Y2) achieved her Glass level, Luke (Y2) his Tungsten level and IreOluwa his Carbon Fibre and Titanium levels. Well done all!

## Pastoral

### Support for fussy and reluctant eaters

This week we have spoken to a number of parents who have noticed their child's eating habits change during the lockdown period. We would like to share some ideas and strategies this week, in the hope that mealtimes do not become an issue or friction point for our families during an already tricky time:

- Put together a weekly meal plan with input from your child(ren), that can be put up in your house so they know what they will be eating over the coming week. Shop carefully for what you need to avoid any last-minute changes.
- Think about mealtimes in your house - when and how are your children eating? Where possible, aim to eat as a family at least once a day. Is it too noisy, too quiet? If your children tend to eat alone, is their fussiness a way of seeking your attention?
- Look at the portion sizes you are serving - are they too big? This can be overwhelming, particularly for younger children.
- Some children prefer 3 smaller meals with two snack times - one mid-morning and one mid-afternoon, as opposed to three full meals with pudding.
- Do not force your child to eat or to remain at the table until they have cleared their plate. Remove the food without saying anything, however frustrating it may be.
- Look at the times you are serving meals - do not leave mealtimes until your child is too tired (or too hungry) to eat properly.
- Try to involve your child in preparing the meal. Even small children can help to wash vegetables and set the table for example.
- If necessary, think about distraction techniques to avoid your child feeling pressured at mealtimes. This could include using talk prompts such as "would you rather" questions or a gratitude jar, having the T.V. or radio on in the background, or even doing puzzles whilst eating.
- Try to ensure each meal includes the 4 main food groups: fruit and vegetables, starchy carbohydrates, dairy or dairy alternatives and proteins. This will help ensure your child gets the nutrients they need.
- Ensure your child has plenty of access to low-sugar drinks throughout the day to avoid them becoming dehydrated or constipated.
- Introduce a reward chart for trying new foods.
- Be patient with slow eaters.
- Consider offering your child food in different ways - for example, they may not enjoy cooked carrots but may enjoy raw carrots - particularly if served with a dip such as hummus or mild salsa.

Being fussy or particular about food can be a sign of anxiety in children, so you may find it useful to visit our wellbeing google classroom and utilise some of the free ideas and resources there. If you have significant concerns about your child's eating or they appear to be losing weight, you should always seek advice from your GP.

## Thank You to the P.T.A.

The P.T.A. generously gave each class £50 to spend on something they would like as part of a Christmas gift. All items have now been delivered and classes are enjoying using some of the items that have been bought with this money. Some of the many things bought by the classes have included: a Giant Jenga, board games, art equipment and even a fish tank! We would like to say a big thank you for these gifts, and children look forward to sharing it with the rest of their class when they return.

