



Weaverthorpe CE (VC) Primary School
 Weaverthorpe
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 Head Teacher: Miss J Wilkinson B.Ed. (Hons)



NEWSLETTER

APRIL 2016

Diary Dates from April 2016 to July 2016

2016

April

Thursday 21st
 Thursday 28th
 Friday 29th

Swimming 5 of 10
 Swimming 6 of 10
 Sycamore Class Celebration Worship @ 9am



May

Monday 2nd

Thursday 5th
 Monday 9th – Friday 13th

Tuesday 10th

Thursday 12th

Tuesday 17th

Thursday 19th

Monday 23rd – Friday 27th

Thursday 26th

Friday 27th

MAY DAY
 MAY KS1 SATS
 Swimming 7 of 10
 KS2 SATS WEEK
Archbishop to visit school - PM
 Swimming 8 of 10
 Y5 Taster Day – Norton College
 Swimming 9 of 10
 “Values Week” – Time for Church Worship to be arranged
 Last Swimming for Y1 to Y4
 Last Day

June

Monday 6th

Monday 13th – Friday 17th

School Starts
Phonic Screening – Year 1

July

Friday 1st

Friday 8th

Tuesday 12th

Wednesday 13th

Friday 15th

Friday 22nd

Silver Birch Class Celebration Worship @ 9am
 Reports to Parents
Games and Coffee Morning in Sycamore Class
 Parents' Evening
 Sports Day- PM
 Leavers' Service @ Church 9.30pm
 Last Day

Archbishop of York Visit

As part of his Pilgrimage of Prayer, Witness and Blessing. The Archbishop of York, Dr. John Sentamu, will be visiting school on Tuesday 10th May 2016. If you are able to come along, please come into school at 1pm in either class and join in with the children's activities. Archbishop Sentamu will come into school and talk to the children and adults. We then plan to join him for his walk through the village to Jubilee Farm. After a short rest we will return to school. Please come and join us.

About the Pilgrimage of Prayer, Witness & Blessing

Between Advent 2015 and Trinity 2016 I will be engaging in a Diocesan Pilgrimage of Prayer, Witness and Blessing.

The vision for this Pilgrimage lies in the roots of our Christian Heritage. As I have prayed and waited on God, I have been inspired by the great Northern Saints, such as Aidan, Cuthbert, and Hilda who took to the road to proclaim the Good News of Jesus Christ.

To those of you who will be providing hospitality of sanctuary and refectory, I want to say a huge thank you. As we meet and pray together, I pray that we may be a mutual blessing one to another. But the sanctuary and the refectory are only part of the story. We must also get out on the road! We are a Church on the road in mission ready to make Christ known in word and deed. Come and join me, in prayer and in person, so that together we may be part of God's transforming work in this Diocese.

Between Advent 2015 and Trinity 2016 I will be engaging in a Diocesan Pilgrimage of Prayer, Witness and Blessing. I am therefore writing to invite you to participate in this Pilgrimage, whether through prayer or in person.

The vision for this Pilgrimage lies in the roots of our Christian Heritage. As I have prayed and waited on God, I have been inspired by the great Northern Saints, such as Aidan, Cuthbert, and Hilda who took to the road to proclaim the Good News of Jesus Christ.

As part of his discipline of life Aidan ensured a balance between the sanctuary, the refectory and the road. His discipleship began in the sanctuary with worship. Having met with God in prayer and worship, he met with others in the refectory to be built up through food and fellowship. Having been strengthened in body and spirit he then set out on the road to proclaim the Gospel to all.

If he met with someone on the road he would ask them if they were a Christian. If they said 'yes', he would pray with them and teach them a Psalm. If they said 'no' he would talk with them until they were able to make their own profession of faith.

It is this challenge to leave the safety of the sanctuary and the refectory and set out on the road that lies behind this Pilgrimage. It is a sign that our first call is to be a Church on the road in mission, because we are joining in with a God who is already on the road seeking out those whom He loves and bringing them home.

I am also seeking a balance in what happens 'on the road'. This is to be a Pilgrimage of Prayer, Witness and Blessing.

A Pilgrimage of Prayer - As I walk, I will be taking time to listen to God for His will for us as a Diocese. I will be using the surroundings as an inspiration to intercede for all who live in this fantastic part of God's kingdom. As I meet with people and talk about their hopes and dreams, their fears and disappointments, I will also pray with them, knowing that each time we cry out to God, He hears and responds.

A Pilgrimage of Witness - I will be taking every opportunity, like Aidan, to talk to all those with whom I meet about the love of God made visible in Jesus Christ. I long for the people I meet to be refreshed in faith and hope in Christ, possibly for the first time.

A Pilgrimage of Blessing - As I walk I will be keeping watch for those places where God's Kingdom is breaking in and seeking to bless them. This will in turn inspire further intercession that we may see more of the power of God making a difference amongst us.

To those of you who will be providing hospitality of sanctuary and refectory, I want to say a huge thank you. As we meet and pray together, I pray that we may be a mutual blessing on to another.

But the sanctuary and the refectory are only part of the story. We must also get out on the road! We are a Church on the road in mission ready to make Christ known in word and deed. Come and join me so that together we may be part of God's transforming work in this Diocese.

See you on the road!
With every blessing,

Archbishop Sentamu

Our Church School

St Andrew's Church, Weaverthorpe

The collective worship themes this term are Respect and Trinity

2016

Sunday 22nd May 2016 – Trinity Sunday

Friday 22nd July 2016 – Leavers' Service at Church - 9.30am



Letters and Information sent home

Please remember to check your children's bags regularly for letters and information sent home during the week.



New Menu

The new menu started on 11th April. Please find a copy of the Menu on the school notice board and on the school website.

All children were given a paper copy before the Easter Holidays. If you need another, please come and ask Mrs Mitchell in the office.



Newsletter Dates

- 6th May 2016
- 10th June 2016
- 1st July 2016
- 16th September 2016
- 7th October 2016
- 4th November 2016
- 2nd December 2016



Friends of Weaverthorpe School

Friends of Weaverthorpe School would like to say a big thank you to everybody who supported the Easter Egg Hunt and Spring Fair. The event was a huge success, raising just over £340, which doubled our taking from the same event last year. Special thanks go to the Bluebell Inn and Trotters Farm Shop for their extremely generous donations of all the Easter Eggs for the hunt and all the meat for the barbecue.

Upcoming fundraising events - Jumble sale. Saturday 14th May at the village hall. If anyone is available to help please speak to a member of 'Friends'. Thank you.

Friends are still collecting stamps. If you have any please bring them into the office and they will collect them from there.
Thank you

Parking

Please do not use the staff car park unless you have spoken to me first. We (and the neighbours) need access for staff, delivery vehicles and a school taxi and at all times. This includes dropping of/picking up in the morning, lunchtime and afternoon. We often have delivery and post before school and during lunchtime. I have noticed that it can be quite chaotic at home time.

Thank you



Friends of Weaverthorpe School

Did you know that whenever you buy anything online - from your weekly shop to your annual holiday - you could be raising a free donation for Friends of Weaverthorpe School? There are nearly 3,000 retailers including Amazon, John Lewis, Aviva, thetrainline and Sainsbury's, who will donate a percentage of the amount you spend to Friends of Weaverthorpe School to say thank you for shopping with them.
It's really simple, and doesn't cost you anything.

All you have to do is:

1. Go to

<http://www.easyfundraising.org.uk/causes/friendsofweaverthorpeschool>

2. Sign up for free

3. Get shopping - your donations will be collected by easyfundraising and automatically sent to Friends of Weaverthorpe School. It couldn't be easier!

There are no catches or hidden charges and Friends of Weaverthorpe School will be really grateful for your donations.

Thank you for your support.



Weaverthorpe Weebles

We return on the 18th April, 9.15am – 11.15am with a belated Easter Hunt
Other dates

25th April – Music and bubbles

2nd May - Bank Holiday

9th May – Trip (TBC)

16th May – Outdoor play

23rd May – Music and bubbles

See you there! All welcome

Help!

Has anyone got an old tent they would be happy to donate to school – for using at lunchtime as a den/play area.

Any size tent taken.

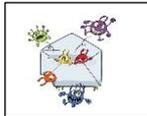
Thank you

**Spring Term Value Award Winners**

Well done to Jack for winning the Endurance cup, Jacob the Friendship cup and Rose B for winning the Thankfulness cup last term.

**Attachments**

- Sherburn Doctor's Surgery Letter
- Parent Forum letters

**After School Clubs this term**

Monday – Football
Tuesday – Netball
Wednesday – Ju Jitsu
Friday – Dance

All clubs start straight after school for 1 hour.

**Lunchtime Clubs**

Tuesday – ICT
Thursday – Craft Club
Friday – Games and Construction

**School Council**

The School Council are in the process of planning the next healthy school day.

**School Governors**

Chair of Governor/Community
Vice Chair/Community
Foundation Governors

LA Governor
Parent Governors

Staff Governor
Headteacher

Mr Femi Shellard
Mrs Jill Wilson
Mrs Trish Lake
Rev Andy Bowden
Vacancy
Mrs Lucy Bannister
Mr Nick Carnes
Miss Gemma Turner
Miss Janette Wilkinson

These are our Governors, if you have any worries you can contact any of the above or a Parent Governor who are usually on the playground at the beginning of each school day.

Cherry Tree Class
Topic work for this Term
The School theme is 'Inventive Invaders'.

The children are beginning their learning framed within the theme 'Beasts'. Some children in the class have expressed an interest in dinosaurs, this is where the theme will start. In relation to Communication and Language the teaching and learning will focus on descriptive language and alliteration. There will be plenty of 'hands on' activities that offer descriptive language opportunities to introduce new vocabulary, including a dinosaur swamp. The class will also be learning a dinosaur stomp and stamp dance, combining alliterative and physical skills!

Literacy sessions will concentrate on defining a non-fiction book, as the children learn how to search for information.

The Numeracy focus is shape, space and measure. To begin with the children will be set the task to find out how many of their feet fit into an average Tyrannosaurs Rex's foot. They will be practising their measuring skills by finding objects that are the same size as a banana (the average size of a T-Rex's tooth) and then checking by measuring these.

The planned creative experiences emphasise working on a small and large scale. The children will be using cotton buds and art straws to make dinosaur skeletons, as well as a very large skeleton constructed from cardboard tubes.

Towards the end of term, as the Reception children become influenced by their science session on an afternoon in Sycamore class, the expectation is that the children will show an increased interest in mini-beasts.

Can you help?

Cherry Tree class are in need of empty tissue boxes- to make dinosaur feet! The children will also need quite a few cardboard tubes to make a giant skeleton. Any donations of these would be greatly appreciated.

Sycamore Class

I can't believe that we are starting the summer term – where is the time going? Each morning we will continue to concentrate on Literacy and Mathematics.

In literacy we will be looking at:

- Recount
- Story writing, especially fairy tales
- Poetry
- Information writing

Written language differs from oral language in that the purpose for writing is generally to communicate over time and/ or distance and the genre and forms vary according to that purpose and the intended audience. As a result we make different grammatical choices according to whether we are talking or writing. Children need to develop an understanding of these differences in order to learn to write successfully. Often this complex process is fragmented into a series of separate skills. Children's writing develops best when they are engaged in authentic written language tasks for a variety of purposes that are clear to them. In KS1 children are moving from 'What shall I write about?' towards 'Why am I writing? (purpose) Who am I writing for?' (audience). Children need to see the value of writing. They should learn to communicate meaning through enjoyable writing activities. They should be given opportunities to express themselves in writing, both creatively and factually, using both traditional and digital resources. They should be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting that is legible.

The classroom provides a print-rich environment which reflects the needs and interests of the children. Time needs to be given to the different stages of the writing process to enable children to take risks, share their writing and talk about any problems they have encountered. In KS1 children are still coming to terms with the complex task of writing. Therefore, they may fail to pay attention to previous learning while focussing on a specific aspect of writing, e.g. using repetitive sentence starters, such as 'then', while concentrating on adjectives. Through careful scaffolding the children are lead to assimilate their increasing range of skills.

By the end of Key Stage 1, children need to be able to:

- talk about what they are going to write,
- orally structure their ideas, sometimes recording their plans,
- express thoughts and ideas coherently in their writing, demonstrating increasing structure and sequence,
- use punctuation, word order and word choice to create meaningful sentences,
- use a range of extended vocabulary to convey their ideas,

Sycamore Class

- use conventional spellings with increasing confidence,
- produce handwriting which is legible, accurately formed and consistent in size,
- recognise the importance of presentation when sharing their writing with an audience,
- understand the relationship between audience and purpose,
- use the structure and features of specific genre/forms,
- demonstrate an evolving awareness of the use of paragraphs,
- make improvements to their writing based on agreed criteria.

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

In maths we will be particularly looking at:

- telling the time
- written methods for addition and subtraction
- multiplication
- division
- fractions

I am really looking forward to working with the children again this term; they are a real joy.

Sycamore Class
The School theme is 'Inventive Invaders'

In Science this term the children are learning about habitats. To begin with the class will be exploring their local habitat. This will build upon previous learning in relation to Science, History and Geography, as we explore how our local environment has been shaped by nature, people and events. A focus on what habitats are relevant to our area of North Yorkshire will then begin. The children will learn about animals and plants that live in coastal and woodland areas. In particular, they will learn about ecosystems and food chains. The children will begin to learn about dependency, what happens when something in a habitat is taken away or when it is invaded by something new. The children will then study other wider world habitats, such as the desert, applying what they have learnt to less familiar environments. As we head towards the end of term, the children will conduct a study on a micro-ecosystem, examining and exploring a small area where insects live within the school grounds.

Religious Education this term concentrates on sacred spaces. The children will be learning about religious buildings from three faiths; Christianity, Islam and Judaism. Within this the children will be having a virtual tour of a synagogue and a mosque. The class will also be visiting Saint Andrews Church to examine this building in greater depth and detail. At the centre of this learning is the understanding that all faiths; have a central place to gather with others, use symbolism, have special artefacts and show respect for these in a variety of ways. There is also an emphasis on the meaning behind the features of these sacred spaces.

Silver Birch Class

This term our theme is “Inventive Invaders” and we will be studying the Vikings through sagas and stories. In Science we will be studying plants and evolution. We will be using the garden on Tuesday afternoons weather permitting. (Please can your child/children bring wellies if they have them.) I have included the National Curriculum Programme of Study for Science so that you can see it in more depth.

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Silver Birch Class

- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Literacy this term will include poetry, historical stories and persuasive writing based on stories that raise issues.

The paired reading, from 9am to 9:15 am each morning except Fridays, has been very successful. If you are able to give up your time to read and discuss books with a child at any of these times I would love to hear from you. If you would like to help us with our gardening and science on Tuesday afternoons please let me know.

Silver Birch Class

Homework

Spellings are given each fortnight and I encourage the children to practice “little and often”. Using a dictionary to find the meaning of new words is a valuable skill which they can practice at home. They should know and understand the rule or pattern for each set of words and be able to use the words in context; this is the reason for writing sentences.

By the end of Year 4 children should have quick recall of all multiplication tables up to 12 x 12 so it is important to practice these and their other Key Instant Recall Facts.

I encourage the children to read at home and have their diary signed at least 3 times a week. This is an opportunity for them to talk about their books and learn new vocabulary, as well as developing fluency and expression. It is also a valuable link between me/school and you!

Let's have a great summer term!
Mrs Beresford