



St Catherine's C of E School

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St Catherine's Newsletter - Autumn 3

"At St Catherine's Church of England School, we strive to educate our children to realise their aspirations and to contribute positively to society guided by our Christian principles."



Confirmed Diary Dates:

Autumn 2nd Half Term: Monday 2nd November – Friday 18th December

Spring 1st Half Term: Tuesday 5th January -Friday 12th February

Spring Half Term Holiday: Monday 15th February – Friday 19th February

Spring 2nd Half Term: Monday 22nd February – Thursday 1st April

Easter Holiday: Friday 2nd April – Friday 16th April

Summer 1st Half Term: Monday 19th April

Children in Need

Many thanks for your kind donations to Children in Need. This year we raised **£262.75** – a fantastic effort that will be of great use to so many worthwhile projects.



Values in Action Awards

These are our Values in Action Role Models:

Reception:-Ethan-courage:-Jodie-courage:-
Ailla-Fairness
Class1:-Eliza-friendship:-Poppy-fairness:-
Hartlynn-friendship.
Class2:-Jacqueline-compassion:-Nora-service:-
Molly-compassion.
Class3:-Mateus-generosity:-Lacey-courage:-
Bill-truthfulness.
Class4:-Freddie.H-respect:-Holleigh-service:-
Mika-thankfulness.
Class5:-Cerys-compassion:-Jacob.M-courage:-
Kubus-compassion.
Class6:-Millie.B-responsibility:-Daria-respect:-
Georgia-respect.

Learners of the Week Awards

These are our star learners:

Reception:-David-resilience:-Ailla-Zac-Reggie-
Darcie-responsibility:-Harry-resilience.
Class1:Micky-resilience:-Hattie-all powers:-
Holly-resilience.
Class2:-Porsche-reflectiveness:-Arni-
responsibility:-Samantha-resilience.
Class3:-Theo-resilience:-Harper-reflectiveness:-
Phoebe-resilience.
Class4:-Owen-reflectiveness:-Feb-resilience:-
Finlee-reflectiveness.
Class5:-Libby-responsibility:-Alfie-
responsibility:-Honey-resilience.
Class6:-Milli.T-resilience:-Ethan.K-
responsibility:-Summer-resilience.

Times Tables Rock Stars – Annual Battle of the Classes!

Last week, classes Two to Six were engaged in the annual competition to see who could collect the most Rock Star points, and a fierce battle it proved to be!

But in the end, after a close fought competition the winners were.....

YEAR FIVE!!!

Highest point earners were:

Alfie B (Y5) Jacob C (Y5) and Daniel (Y5).

Well done everyone – a fantastic effort!

Children were playing during school time but also helped their class to a high score by playing at home in their own time – great dedication St Catherine’s children!

As well as being a lot of fun, this activity is enormously beneficial in encouraging and developing vital multiplication and division skills, that will



really support children's progression in maths as they move through the school.

At the end of Year Four, the children will be expected to take a times table test on line, incorporating all tables up to 12x, so you can see the expectation is very high! Being confident with all the times tables (random and rapid recall) is thus a really high priority and a great way that you can support your child's education at home.

Curriculum Focus - Early Years Vocabulary

There has been a huge amount of research in recent years around the role of vocabulary and the impact this has on an individual's life chances, with some very serious and shocking conclusions and implications. The following information sets out the long-term disadvantages of a poor vocabulary and the vital importance of exposure to language in the early years. It also makes helpful suggestions as to how you can support your child and ensure they have a secure foundation on which to build their language and communication capability as they grow and develop their word skills.



(Early Childhood Vocabulary from "Reading Horizons")

The development of early childhood vocabulary is an important foundation for language development and early reading skills.

Babies begin to communicate by vocalizing sounds and cooing, imitating speech using many different sounds (babbling), and then using simple words such as "cup" and "go". And always they are listening - to the voices of their parents and siblings, to music, to the sounds made by their toys.

This may not seem important, yet research shows that early childhood vocabulary is essential to language development, and later reading, spelling, and writing skills.

Although vocabulary instruction doesn't generally occur until children enter school, what they learn at home can determine the success of their future vocabulary development.

For children who are surrounded by meaningful language and stimulating vocabulary, the cumulative result is staggering.

Children who are exposed to a vocabulary-rich environment in childhood begin Reception having heard approximately 45 million words while a child from a vocabulary-limited home will have heard only 13 million words. This is known as the 30 million word gap.

A poorer vocabulary at age 5 can make it much harder for children to achieve success with reading, writing and other academic subjects. Evidence shows that negative effects can even extend into adulthood, with individuals more likely to have problems with employment and mental health.

(Taken from “vocabulary Learning in the Early Years” by the I Can help service)

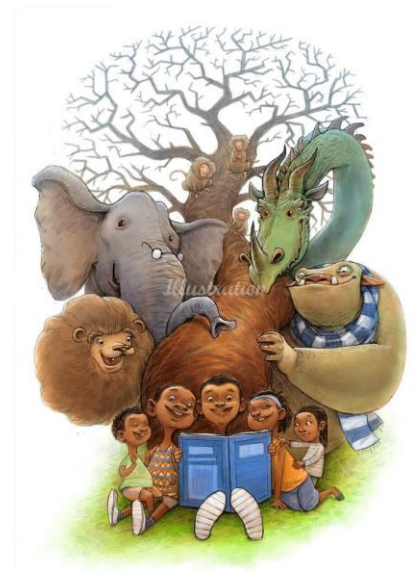
Strategies to help your child develop a confident, rich vocabulary:

By two years old, we expect children to say 50 words and understand between 200 and 500. By three years old they’ll be able to use about 300 words. By the time a child reaches five years old they’ll know and use as many as 2,500 words. Children’s vocabulary develops rapidly and we expect them to understand lots more words than they say (but this does change as they get older).

There are lots of different things you can do to help children’s vocabulary development. Here’s just a few:

- *Having a child’s attention is important for word learning. Saying an object’s name while helping a child to look at it helps them to learn and remember names for objects that they haven’t seen before.*

- *Encourage children to use new words by giving them choices. So, rather than saying “would you like a snack?” ask them “do you want raisins or cucumber?” You can do this when you’re joining in*



with play during any activity e.g. 'shall we splash the water or pour it?' 'Do you want the big bucket or the small bucket?'

• *Repetition is really important. Children need to hear new words lots of times before they learn it properly, so keep saying the word you want them to learn!*

- *There are different types of words and children need to learn them all. So, they need a good vocabulary of doing words (like walking, swimming, eating, pushing) describing words (like big, heavy, red) and words that can be used to name things (like dinosaur, shark, juice).*
- *Have a word of the day to learn and use creatively!*
- *Play shops. Children can come into your shop and pretend to buy something. If there's something they don't know the name of, you can give them choices "do you want the comb or the glasses?"*
- *Play hide and seek or have treasure hunts to help learn position words..."I'll give you a clue, it's under the cushion". Remember to show them too, if it's a new word.*
- *Sharing story books and singing nursery rhymes are powerful ways to introduce new words and extend vocabulary.*

There are a multitude of ways to introduce and enjoy vocabulary with your children and having an environment where you talk through every aspect of your day and have fun using new and creative words will have a hugely positive impact on your child's academic progress throughout their school life. As they say on the adverts: "It's good to talk!"

Organisational Reminders

Times:

Reception/Year 3/Year 6 – start at 8:45am and leave at 3:05pm

Year 1 and Year 4 – start at 8:50am and leave at 3:10pm



Year 2 and Year 5 – start at 8:55am and leave at 3:15pm
Nursery – start at 9:00am and leave at 3:00pm

Please **try to arrive at you allotted time**. If you are early, can we ask that you do not come up to the gates until your time so that parents and children for earlier slots can get through. Please join the END of the line of parents and listen out for your class being called in.

Please remain on the inside of the path, next to the wall, so that other parents and children may pass you safely if they need to.

Only **ONE parent** should enter the school site to drop and collect.

Please remember that any children being dropped off for Breakfast Club or brought to the Reception area because they are late **MUST** be accompanied by an adult until a member of staff has brought them into the building. This is for very good safety reasons, as we would have no way of knowing if children left unattended had safely arrived or not.

Please keep the car park clear at all times for exiting parents - I'm afraid children cannot play or congregate here. This includes our year 6s, who if walking should be exiting the site as soon as released.

Please remember the **'rule of 6'** - this includes all children and families even on the school run.

Please try **to observe the social distancing rules** and respect others' space when queuing. We have provided labels along the pathways to help you achieve this.

We understand that having to follow rules about movement and entering/leaving the school can be frustrating at times, but it is essential we maintain strict observance if we are to continue to protect everyone's safety, to the very best of our ability, through the Covid pandemic.

Many thanks for your continued support and understanding.

Remembrance Day Reflections

Year Four marked Remembrance Day this year with thoughtful poems inspired by the poppies we bought.

Poppies in my Life

By Finlee

Poppies are my soul here

Poppies remind you of me

I am among the graves.



Poppies in the Fields

By Roseanna

*Poppies in the night
Poppies looking at the stars
Poppies in the light
Remember me how I was.*



The Time of Remembrance

By Freya

*Rest in peace who suffered
As we lie dead we see you
We sacrificed our lives.*

As the stars Shine Bright

By Eleanor

*I can see heaven's light
Lying restless day and night
As the stars shine bright.*

As ever, we thank you for all your continued help and support that enables us, through all challenges, to continue to work together to achieve the very best we all can for all our children. Stay safe and well everyone.

***Ms Pippa Warner* – Head of School**

