



# Somerdale Educate Together Primary School

'Learn Together to Live Together'  
Newsletter (Term 3 Week 1)  
7<sup>th</sup> January 2022

Value of the Month for  
January:

**Perseverance**

Dear Families,

I hope you are well and have had a relaxing Christmas break. It has been wonderful to see the children return to school last week, rested and full of excitement for Term 3. We know there might be challenges ahead of us in the coming weeks, but we are determined to make this the best term yet!

### **Exciting News!**

We can announce that Somerdale Educate Together will be working alongside Aisha Thomas during this academic year to explore 'why representation matters' and to develop a collaborative anti-racist strategy. Families, children and staff will all play a part in the development of the strategy. More news to follow....



[Aisha Thomas: Why Representation Really Matters | TED Talk](#)

### **Curriculum Update:**

Year group specific information can be located on the class newsletters and topic overviews saved in the class Google Drives.

### **Pupil Premium**

The school's Pupil Premium plan can be viewed on the school website. Chris Thomas-Unsworth is the Pupil Premium lead for the school and responsible for the impact of the Pupil Premium grant. Caprice Fox will be working in school on a Wednesday to provide focused interventions. Details of children receiving interventions with Caprice will be sent to families.

### **Term 3 Enquiry Questions:**

|            |   |
|------------|---|
| Pre-School | What can you see through your telescope?  |
| Reception  | Why do we go on journeys?                 |
| Year 1     | I wonder what makes a person significant? |
| Year 2     | How has travel changed since Brunel?      |
| Year 3     | I am a Pharaoh, how would I rule?         |
| Year 4     | What did the Romans ever do for us?       |
| Year 5     | Who were the Vikings?                     |

## Writing

The following texts will be used to support and inspire writing across the school in Term 3:

|            |  |
|------------|--|
| Pre-School | The Three Little Pigs and Shark in the Park, by Nick Sharratt  |
| Reception  | Handa's Surprise- Eileen Browne<br>We're going on a Bear Hunt- Michael Rosen                           |
| Year 1     | Bold Women in Black History -Vashti Harrison   |
| Year 2     | The Way Back Home – Oliver Jeffers<br>I am Neil Arm Strong – Brad Meltzer                              |
| Year 3     | The Happy Prince by Jane Ray<br>Tadeo Jones - a short animated film directed by Enrique Gato           |
| Year 4     | The Boy Who Biked the World – Alistair Humphreys<br>Roman Diary: The Journal of Iliona – Richard Platt |
| Year 5     | The Nowhere Emporium- Ross Mackenzie   |

## Reading Assessment

In Term 3 we are introducing a new method for assessing children's reading levels. The school will be using the PM Benchmarking Assessment method. All children's reading will be assessed over the next three weeks. Please note that it is theoretically possible that children may move down a reading level for a short period of time. Please do not be alarmed if this does happen. The new assessment method provides a more detailed breakdown of the barriers preventing children from progressing. This feedback will enable us to provide more focus intervention when required.

## Reading Interventions

Boosting Reading @Primary (formally known as Better Reading Partners) intervention programme will be introduced in Key Stage 1 and 2 in Term 3. The intervention consists of a 10-week programme which involves children working with an adult for 3 x 15 minutes sessions per week. Families will be written to if their child is involved in the intervention.

## Home Reading Expectations

Reading allows us to be transported from our own world to another. It is an essential skill which underpins learning in every subject. To support us with this process we would like children to read at least 3 times a week. This needs to be recorded in the children's reading record which is required in school every day.

## Physical Education

Please can children come wearing the correct sports clothing on their PE day(s).

|           | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------|-----------|--------|--------|--------|--------|--------|
| Monday    |           |        |        |        |        |        |
| Tuesday   |           |        |        |        |        |        |
| Wednesday |           |        |        |        |        |        |
| Thursday  |           |        |        |        |        |        |
| Friday    |           |        |        |        |        |        |

## Term 3 Planner

| Week | Rights Focus  | Global Goal Link   | Event(s)                       |
|------|---|--|--------------------------------|
| 2    | Article 29 – Education should help you use and develop your talents and abilities |   | Perseverance                   |
| 3    | Article 7 & 8 - Right to nationality and identity                                 |   | Martin Luther King Junior Day  |
| 4    | Article 28 – Right to good quality education                                      |   | International Day of Education |
| 5    | LGBT History Months   |   | NSPCC Number Day               |
| 6    |   |   | Safer Internet Day             |
| 7    | Article 3- All adults should do what is best for you                              |  |                                |

### **Child Absence**

Should your child be unwell, please ensure that you let us know by 9am so that we can complete our registers. You can e-mail [info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk) or call 0117 3790888 and leave a message. Please remember to inform the office by 9am of each subsequent day of absence until they are well enough to return to school.

### **Positive Covid-19 Cases - Reporting Procedures**

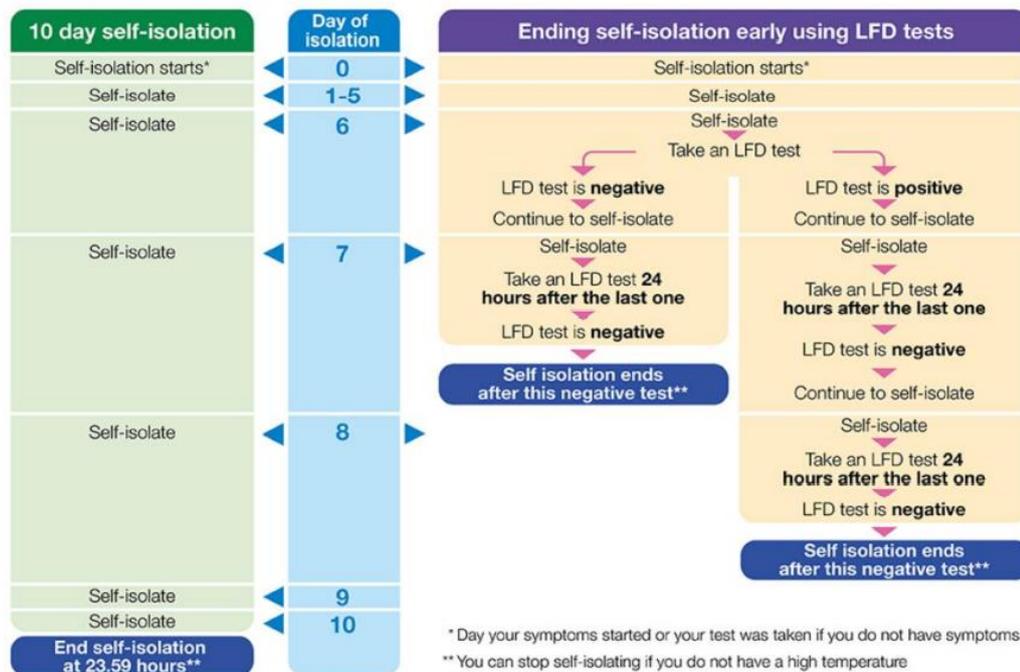
As from the 11<sup>th</sup> January please inform the school immediately if your child has a positive LFT or PCR test. Whilst the guidance in the Covid-19 Risk Assessment and Outbreak Management Plan does not require classes to isolate, the school requires this information to assess the contingency procedures across the school.

### **When to stop self-isolating**

You can stop self-isolating after 7 days if you do a rapid lateral flow test on days 6 and 7 of your self-isolation period and:

- both tests are negative
- you did both tests at least 24 hours apart
- you do not have a high temperature

## Examples of when to end self-isolation if you have had COVID-19 symptoms or have received a positive COVID-19 test result



Please refer to the link below for the most up-to-date guidance from the Department of Education. Coronavirus (COVID-19): guidance and support - GOV.UK (<https://www.gov.uk/coronavirus>)

### Children who need to isolate

For children who are isolating, but are feeling well in themselves, you will find information about remote learning in the weekly overviews which each class teacher uploads by Sunday every week on the Google Drive class folders. You can find links to all the class folders on our website under the 'Our Classes' tab. Please upload learning onto your child's Seesaw account, or Tapestry if in the EYFS.