

# Moulsham Infant School

Motivate, Inspire, Succeed

March newsletter— 26th March



Wishing everyone a lovely holiday and Happy Easter.



## Important dates

**13th April**– NON PUPIL DAY

**14th April**– Children return to school

**16 April**– Dental Team to see EYFS

**17th April**– Science day

**27th April**– Eden Oasis visiting EYFS

**1st May**– Sycamore class assembly and open morning

**4th May**– BANK HOLIDAY

**8th May**– Hawthorn class assembly and open morning

**15th May**– Chestnut assembly and open morning

This half term, only being 5 weeks has flown by. The children have, as always, been very busy and continue to work hard. Our EYFS classes have all done their first class assemblies and what a treat these have been. Thank you to all the parents/carer who were able to come and be part of these days. Of course a huge well done to the children and staff for all their hard work.

Year 1 had an amazing day with History off the page learning about life in a castle. They were fully immersed in the day and several times children over heard saying 'it was the best day ever'. Many thanks to the parents who kindly volunteered to help on the day—events like this can only happen when we have parental support.

Year 2 took part in their Aviation Day, having the opportunity to question a pilot about his job and then put their creative and scientific skills to the test when creating a flying object.

After the Easter break we have more events to look forward to including for EYFS a visit from Eden Oasis—we are not aware of which amazing creatures they will be bringing this time. We will also be having eggs delivered that we will be watching and waiting for them to hatch. Year 1 classes will be visiting Oaklands museum to learn about the history of our local area. Year 1s will also have their class assemblies and open mornings.

We hope you all have a restful Easter break and look forward to welcoming the children back to school on Tuesday 14th April—Monday 13th is a non pupil day.

## SCHOOL DINNERS

When we return after the holiday we will be **week 3** of the menu. Please ensure your child brings a packed lunch if they have not ordered a hot meal. Please inform the office if there are any changes to your child's choices.



Please remember to name all your children's clothes – then we can return them.

THIS SCHOOL IS  
**NUT FREE**



THANK YOU

This includes food products with nuts in them, such as Nutella and cereal bars.

Please ensure there are no nut products brought into school.

## REMINDER

Snack brought in from home, should be fruit or vegetables. Fruit strings and similar fruit based items like these are not acceptable and the children will be asked to take them home and given a snack from school.

Thank you for your co-operation with this.



### Social Media groups

Whilst these groups are a useful way for parents to share reminders, and social matters. Please ensure that any concerns regarding your child's education are discussed directly with the school (via the school office or directly with your child's teacher / Headteacher) as per our complaints policy.

Thank you for your co-operation.



### Mobile phones

Please adhere to our policy in school that when visiting school for open mornings / afternoon and event days **mobile phones must not be used / in sight whilst in the school building**. You will be challenged by staff if you are seen to be using your phone in school. The only exception to this is that during a class assembly / school production we allow you to take photos / videos. As always stated at these events we ask you not to post anything that has other children in them.

Thank you.



### Backpacks

Reminder—backpacks **should not** be brought into school. We do not have the facilities to store backpacks safely in the classrooms or cloakrooms. Children should bring their reading book and reading diary into school in a book bag—these are then stored in trays in the classroom and PE bags are hung on the children's pegs. Both book bags / reading folders and PE bags are available to buy in the school office.

Thank you.

### Achievements Board

As you will hopefully know we have an achievements board in the corridor by the hall.

If your child receives a certificate for an activity they do out of school please encourage them to bring it in so we can take their photo and added to the board.

We feel it is very important to recognise and celebrate all children's achievements.

### Message from SMILE-

There is currently no SMILE class rep for Year 2 Hazel class. The role involves forwarding posters and specific important messages from SMILE to the Hazel class WhatsApp group. Its an easy and vital role, if you are able to help please email SMILE at: [smilepta2021@outlook.com](mailto:smilepta2021@outlook.com). Thank you so much, Team SMILE.

### Request for spare clothes

If your child borrows clothes from our spare clothes stock in school, please can you wash and return them as soon as possible.

We are running short of supplies—especially underwear and tights so any donations that are no longer used / fitting please pass to the office to replenish our stocks.

Many thanks

## Attendance — February



This winners of the best class attendance are as follows:-

EYFS - Oak —98.8%

Year 1 - Hawthorn — 96.2%

Year 2 – Holly —97.6%

[Well done to these 3 classes.](#)

## Attendance — information



Our whole school attendance is currently **95.5%.**

This is above the current national average of 94.9% and the current local average of 94.7%.

This is excellent. Thank you to all our families who are supporting us in this target from our last OFSTED inspection

### School Attendance

As you may be aware school attendance is a national priority for all schools across the country. It is also one of our school's areas for development from our most recent Ofsted inspection. Tracking attendance and absence has always been a priority at MIS. You may be aware that part of the system we have in place is communicating with parents about children's attendance and any concerns we have about this. The golden percentage for attendance has always been 95%. Therefore when we carry out half termly monitoring, we contact parents to keep them updated. If you do not receive a letter you know your child's attendance is not a concern.

[When do we contact parents with regards to attendance?](#)

**Attendance of 95%** or above will not receive any communication as this is the desired percentage.

**Attendance between 93-94.9%** are identified as being a group to be aware of and monitor. No letter is sent.

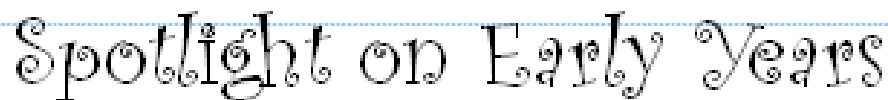
**Attendance between 90 - 92.9%** - a letter from the class teacher is sent out to inform the parents that their child's attendance is at a level that is of concern and is at risk of becoming persistent.

**Attendance below 90%** is classified as persistent absenteeism. Therefore this will trigger a more formal letter from the school office. These letters that are sent out follow a template that we are required to use.

#### [Some frequently asked questions](#)

*My child has been in school everyday this half term but I have still been sent a letter - this is because the percentage is across the academic year so if attendance was low at the start of the academic year it will take time to increase over the course of the year.*

*Are authorised absences still counted as an absence? - yes, authorised absences are still an absence as the child is not in school. Therefore medical appointments are counted within absences.*

The title "Spotlight on Early Years" is written in a decorative, cursive font. It is flanked by two spotlights, one on the left and one on the right, both pointing towards the center. The spotlights have yellow beams of light. The entire title and spotlights are set against a light blue background with a dotted border.

# Spotlight on Early Years

## **Year group update**

Best wishes,

We kicked off the start of this term by learning about Chinese New Year and had lots of fun creating lanterns, drums, and dragons. We enjoyed learning about the Animal Race and why the years are named after particular animals. Next, we read Mr. Wolf's Pancakes and discussed kindness and being helpful. We cooked pancakes in class and wrote shopping lists and recipes. When we read Jack and the Beanstalk, we discussed right and wrong, retold the story and learned about how plants grow. As the end of term approaches, we will begin planting some seeds outdoors.

During this term, each Reception class also had an assembly. I am sure that you will join me in congratulating the children on their successes. It is particularly noticeable how much more independent they are since September and how they have grown in confidence.

*Mrs Keogh*

### **What are we learning next?**

#### **Mathematics**

Cardinality, ordinality and counting.

Subitising in increasingly complex arrangements. Considering when to subitise and when to count. Composition of numbers. Using double dice frame and tens frame. Comparing numbers and understanding the magnitude of numbers.

Begin to understand measures of time e.g. minute, hour, day, week, month, year.

Begin to read 'o'clock' time.

#### **Literacy**

Anticipate (where appropriate) key events in stories.

Write a short sequence of sentences.

Form letters neatly and of a uniform size.

Continue to learn how to read and spell

Phase 4 words.

### **What we can do at home to help.**

#### **Mathematics**

Practice counting and ordering numbers to 20.

Practice all of the different ways of splitting a number to 10 into two amounts.

Watch Numberblocks.

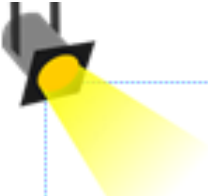
Play dice games using doubles.

#### **Literacy**

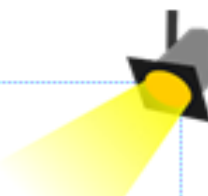
Complete Phonics homework which is posted on the school website each week.

Read with your child, practising blending sounds.

Practise writing words and short phrases, forming letters correctly, leaving spaces between words and including capital letters and full stops.



# Spotlight on Year One



## Year group update

It has been lovely to see how engaged year 1 children have been across all areas of the curriculum. One of the biggest highlights this term was our brilliant visit from **History Off The Page**, where the children spent the day immersed in castle life. They took part in a variety of medieval-themed craft activities, learning about the different roles and responsibilities of people who lived in and around castles. The day ended with a joyful and lively **banquet**, complete with **jesters, entertainment, and even a little jousting!** The children were completely captivated and have been talking about it ever since. In **Science**, we have been learning about plants and what they need to grow. To bring this learning to life, each class has planted **poppies, nasturtiums, and a selection of other flowers**. The excitement of checking our pots each morning has been wonderful to see, and we are hopeful that our careful watering and attention will result in some beautifully green-fingered successes! Our **Maths** learning has focused on **measures**, with the children exploring how to compare and measure **volume, mass, and length** using practical equipment. They have enjoyed hands-on activities such as pouring, weighing and comparing objects. You can support this learning at home by encouraging your child to talk about everyday measuring moments—pouring drinks, weighing ingredients or comparing the lengths of household items. In **Design and Technology**, we have been investigating ways to record the weather. The children designed and constructed their own **wind vanes**, which have been especially useful given the particularly windy weather we've experienced lately! They were proud to test their creations outdoors and see them turning in the breeze. **PE** has been another highlight, with the children enthusiastically developing their **tennis skills**. From practising basic racket control to working with partners, they have shown great determination—who knows, we may have some future Wimbledon stars among us! In **English**, our focus has been on non-fiction writing. The children have worked hard to produce clear **non-chronological reports** and well-sequenced **instructions**, building their confidence and independence in structuring information.

## What are we learning next?

Next term, we are excited to begin our new topic, **Our Amazing World**, which will take the children on a journey to explore the incredible variety of life on Earth. In **English**, we will begin by reading *Planet Awesome*, a vibrant text that introduces children to fascinating facts about our planet. This will lead into a selection of **animal-themed stories**, giving the children opportunities to develop their comprehension, vocabulary and creative writing skills as they explore how different authors describe the natural world. Across the curriculum, we will be learning about two important figures who have helped shape our understanding of animals: **Charles Darwin** and **Sir David Attenborough**. Through child-friendly research, pictures and short video clips, the children will discover how Darwin studied animals and their adaptations, and how Attenborough has spent a lifetime sharing the wonders of wildlife with the world. In **Science**, the children will continue to learn about **animals**, including identifying different groups and understanding what they need to survive. They will take part in sorting activities, observations and discussions that help them appreciate the diversity of animal life. Our **Computing** lessons will further develop digital skills, with a continued focus on using technology safely and responsibly. In **PE**, the children will stay active by exploring a range of **athletics activities**, building stamina, strength and coordination. Meanwhile, in **Art**, we'll be experimenting with materials to create imaginative **paper sculptures** inspired by nature.

## What we can do at home to help.

There are lots of simple and fun ways you can support your child's learning at home next half term. Regular phonics practice—such as spotting **graphemes, tricky words** and even **alien words** in books, signs or labels—will help build their confidence and fluency. Encouraging your child to talk through their ideas before writing, and helping them plan what they want to say, will also deepen their understanding. In maths, practising **number bonds to ten** (and using these to build confidence with bonds to twenty) will strengthen their understanding of the part-whole model and support their number line work. It is also really helpful to use **maths vocabulary in everyday situations**, such as measuring ingredients when cooking or comparing objects at home.

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# Spotlight on Year Two

## Year group update

Year 2 have had a busy Spring Term. In English, following on from our leaflets about Amelia Earhart, we had a fantastic 'Aviation Day'. We were lucky enough to have a visit from Pilot Captain Paul who told us all about how he trained to be a pilot and his journey to becoming a captain. The rest of the day was spent experiment with how things fly, creating flying objects and then flying them on the playground. It was a great day! Following this, in our English lessons we have rewritten the traditional tale of The Magic Porridge Pot and created some incredible descriptive writing about a migrating bird's journey to South Africa.

In maths we have been learning about measurement—investigating and learning about length, mass and capacity. As always we are so impressed with how hard the children are working in their maths lessons.

### What are we learning next?

In maths we are continuing to revise previously taught strategies such as addition, subtraction and multiplication. We are moving on to learn about fractions and time.

It is always helpful to children if they can consistently be exposed to everyday maths skills of time and money. In school children learn to tell the time using an analogue clock, starting with o'clock and half past. With money, we learn about the different coins and notes, and how to give change.

We will continue to send home a reading book and a library 'treasure' book every week. We read every day in school. We are starting to learn more about comprehension and answering written questions about what we have read.

We are continuing to practise using our phonics knowledge and we are learning new spelling rules. Within our English, we are continuing to embed sentence structure, spelling and handwriting.

### What we can do at home to help.

Please continue to use the Hit the Button website to practise maths skills including times tables. [Hit the Button - Quick fire maths practise for 6-11 year olds](#)

It would be very helpful if you could please try to show your child how to read an analogue clock—starting with o'clock and half past. Even just exposing them to hearing you say what the time is at different parts of the day will help them to start to understand this quite tricky concept. Please also try to expose them to how money works, and if possible, the value of different coins and notes.

Please continue to hear your child read regularly. Also, please read stories to your child as we know listening to stories is beneficial to their reading development. Asking questions about what you or they have read helps develop their comprehension skills.

Please encourage your child to write whenever possible. We have worked a lot on improving our writing by adding adjectives to describe, and writing longer sentences. Notes, lists, cards etc are all a good way of practising handwriting and spelling. We have been working

***We have been absolutely overwhelmed by the response to the design an Easter egg competition. The entries made by the children have had a tremendous amount of effort put in, and the result has been some outstanding and beautiful designs. Regardless of if your child won a prize, they should all take an enormous amount of pride in the work that they have created. It was a very difficult decision to pick winners as all the entries were exceptional.***

***Well done! SMILE***



# Our Winners!

**Holly**



**Oak**



**Chestnut**



**Hazel**



**Sycamore**



**Tulip**



**Robin**





***And all our other beautiful entries - well done everyone!***

