

Keyworth Primary School Newsletter



Keyworth Primary School

Part of The Gem Federation

www.thegemfederation.co.uk

Address: Faunce Street, London, SE17 3TR

Email: keyworth@gemfed.co.uk

Telephone: 020 7 735 1701

Executive Headteacher: Sarah Beard

Head of School: Ray Capper

Friday 17th May 2024

Term Dates 2023-2024

September 2023						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2023						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2023						
Mo	Tu	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2023						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2024						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2024						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2024						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2024						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2024						
Mo	Tu	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2024						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2024						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2024						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Holidays

INSET Days

Tutorial Day

Bank Holidays

Polling Day

Important dates for your diary

Summer 2 - provisional			
03.06.24 - 14.06.24	Year 4 multiplication check	18.07.24	Workshop for Nursery to Reception parents at 2:45pm
10.06.24 - 14.06.24	Phonics screening week	18.07.24	Reception "stay and play"
18.06.24	Early Years sports day (in school)	19.07.24	Summer Fair
19.06.24 - 20.06.24	Reception "meet and greets"	22.07.24	Year 6 graduation at 9:10am
21.06.24	KS1 and KS2 sports day (Kennington Park)	23.07.24	Awards assembly at 9:10am
28.06.24	Reception parent workshop for parents new to Keyworth (9:30am)	23.07.24	Year 6 BBQ from 3:30pm to 5:30pm
10.07.24	Year 1 "stay and play" at 3:30pm	24.07.24	Class parties
15.07.24	Year 6 production at 5:00pm	25.07.24	Last day of term at 2:00pm
17.07.24	Carnival at 2:30pm		

Celebrations

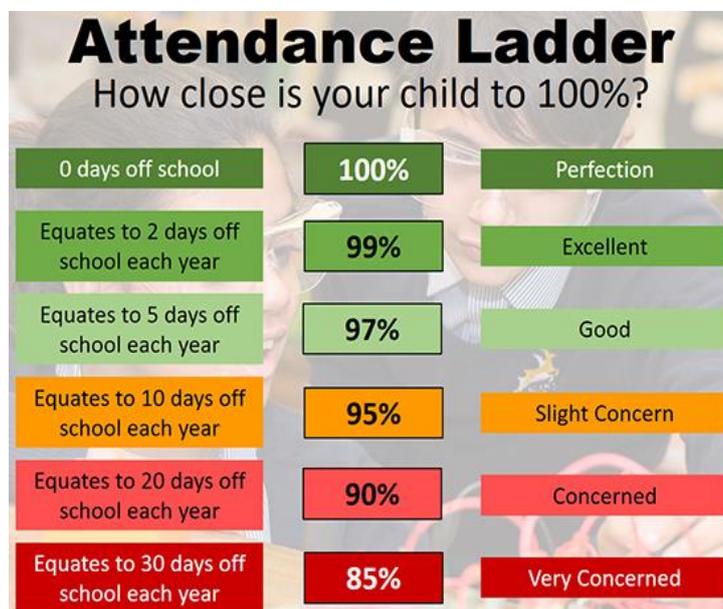
Class	Star of the Week	Writer of the Week	Mathematician of the Week	Reader of the Week	Presenter of the Week
RCJ	Tanzil	Zarah	Ibrahim	Marwan	
1AJ	Ali	Freddie	Nariah	Anna	Abdella
1HE	Muhannad	Ionie	Fatma	Khalid	Lacey
2PH	Ever	Evazi	Georgina	Zak	Sofia
2ER	Elyes	Fatimah B	Syraj	Romel	William

Class	Star of the Week	Writer of the Week	Mathematician of the Week	Presenter of the Week
3MR	Luky	Alayna	Miriam	Amanah
3GC	Nate	Malik	Alan	Nadira
4AB	Jahmorei	Nora	Shakib	Arsema
4EB	Eli	Isabella	Tilly	Tawiah
5BH	Kwame	Annalisa	Cinar	Stephanie
5AA	Samih	Asly	Elijah	Sheray
6MV	6MV	Kiara	Matias	Glenn
6CS	6CS	Keishana	6CS	Albie

This week's gem winners are...	Diamonds
This week's treasure chest winners are...	1HE 4AB

Attendance

Class	Attendance
RCJ	94.58
1AJ	100
1HE	98.13
2PH	99.02
2ER	93.08
3MR	96.77
3GC	96.00
4AB	97.00
4EB	94.74
5BH	95.20
5AA	93.85
6MV	97.08
6CS	99.62
Whole school	96.00
School average (year)	94.77%
National average (year)	93.1%
School target	96%



This week's attendance winners are **1AJ**

Classes with the best attendance this term so far...

1st	2nd	3rd
6MV 96.56%	4AB 95.55%	4EB 95.41%

Latest News

Last day of half-term

Please note that the last day of this half-term is **Friday 24th May**. The children will return to school on **Monday 3rd June**.

Keyworth supporting other schools

As you will be aware, Keyworth has a history of supporting other local school in order to showcase high standards for all. Recently, Keyworth has supported other schools by sharing our year 1 play-based curriculum through visits and presentations, and supported another local school through strategic educational support. In addition, Keyworth has supported the Southwark Local Authority in relation to ensuring schools across Southwark offer the best possible standards for all children.

Well done to all staff at Keyworth for providing the highest of standards each and every day!

Year 4 multiplication check

Children in year 4 will complete a multiplication check **during the weeks of 3rd and 10th June**. This will be completed online with the children being given questions for all times tables up to 12x12. To support your child/ren with this, you should encourage them to use Times Tables Rockstars at home. Additionally, any times tables practice at home would be helpful.

[Times Tables Rockstars](#)

Southwark Council visit

Yesterday, various representatives from Southwark Council visited us to support Keyworth families around a variety of issues including repairs around the home, safety in the local area and environmental issues. We are planning on hosting further sessions later in the academic year.

KS2 SATs

Congratulations to all children in year 6 for having worked extremely hard to complete their KS2 SATs this week - we are extremely proud of every one of them!

Just for fun...

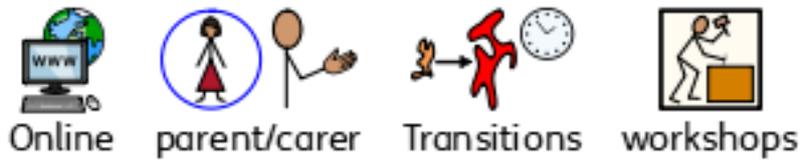
WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

Transitions to Secondary School



Transitions to Secondary School: An opportunity to think about how we can reduce your child's worries and build their independence to support a successful transition to secondary school.

Links to workshops:

Gem Federation P/C Transitions 02/07 1-2pm
Microsoft Teams
[Join the meeting now](#)
Meeting ID: 338 685 137 380
Passcode: BHf6Gw

Southwark Wide P/C Transitions 04/07 1-2pm
Microsoft Teams
[Join the meeting now](#)
Meeting ID: 353 478 954 189
Passcode: no8EdX

Southwark Wide P/C Transitions 04/07 6-7pm
Microsoft Teams
[Click here to join the meeting](#)
Meeting ID: 311 305 559 75
Passcode: aGkrzR

N.B. For the Gem Federation specific workshop, please email: lknight@gemfed.co.uk to confirm your attendance.

Warmer weather

As we move into a period of warmer weather, please note the following:

- All children are encouraged to bring a labelled water bottle to school. There will be opportunities for children to drink and top-up their water bottle throughout the day;
- Children should wear appropriate clothing for the weather. Please ensure all clothing is labelled with your child/ren's name/s as they may choose to delayer;
- Children can bring sunscreen to school but they will need to be able to apply it themselves - staff are not allowed to



apply sunscreen to children. We encourage parents/carers to apply sunscreen prior to children coming to school;

- Staff will reduce the level of physical activity and encourage shade, as necessary;
- Sun hats are strongly encouraged;
- Children should have footwear that is appropriate for school and that is secure. Flip flops/sliders are not allowed for safety reasons;
- Children can wear sunglasses when outside to protect their eyes. However, if partaking in sporting activities where this may be unsafe, then they should not wear them e.g. when playing football.

Understanding the EHCP process - workshop at Keyworth

Join us for an enlightening workshop on **Monday 17th June 2024 at 09.00am** led by Felicie Malla, a representative from the local authority, where we will delve into the intricacies of EHCPs.

Understanding the EHCP Process Workshop

Join us for an enlightening workshop led by Felicie Malla, a representative from the local authority, where we will delve into the intricacies of EHCPs.

	Understanding the EHCP Process: How the panel decides whether to agree to an assessment
	Dispelling Misconceptions: A diagnosis doesn't automatically mean a child requires an EHCP
	Importance of Reasonable Adjustments: Supporting children with additional needs effectively
	School Applications: When and why schools make EHCP applications, including financial thresholds
	Realistic Expectations: Why an EHCP doesn't guarantee 1:1 adult support and its potential drawbacks
	Transition Planning: Applying for EHCPs for secondary transition by Year 5 and available supports
	Alternative Supports: Exploring other avenues to assist SEN children transitioning to secondary
	Challenges and Limitations: Understanding the constraints of EHCPs and how to navigate them
	Application Guidance: Step-by-step process for parents to apply for an EHCP

   **Monday 17th June @ Keyworth**  **9.00**

For more details see information in newsletter above

Mental Health Awareness Week

The week is Mental Health Awareness Week, organised by the Mental Health Foundation. This year, the theme is 'Movement: moving more for our mental health.' We know that movement and exercise can protect and build our mental wellbeing, boost our mood, and help us look after our health. In school the children have been learning about the importance of managing their mental health and how keeping active can support this.

Today, we wore green as green is the international symbol for mental health awareness.

Did you know green was chosen as the colour for mental health awareness to combat bias and discrimination? In the 1800s, the colour green was used to brand people who were labelled "insane". The mental health community decided to continue using the colour green, but with a completely different focus. Green signifies new life, new growth, and new beginnings.



Reception growing and healthy living activities

Children in Reception planted seeds and made smoothies as part of their growing and healthy living topic. They learnt about how seeds change over time with a little water and light, as well as the importance of a nutritious and healthy diet. Thank you to all parents/carers who volunteered their time to support the children.



Family Learning at Southwark Adult Learning Service
2024

Southwark
Council

Things to do this half term!

All things bright and beautiful

Arts & Crafts. Fun with Maths, Cyber bullying,
Storytelling, Paper Flowers, Sewing, Pottery,
Songs, Stay and play and more!

Dates: Tuesday 28th and Wednesday 29th May
2024

1.00pm – 3.30pm

@ Thomas Calton Centre

Alpha Street, London SE15
4NX

Book a place now

call 020 7358 2100

For more information, email
patricia.thomas@southwark.gov.uk



patricia.thomas@southwark.gov.uk

Support for families 2 - Year 6 transition support (message from Lori)

I am writing to inform you about a free 2-week transition programme running from **29th July to 9th August** at Rye Oak Primary School. This programme is primarily aimed at children who may struggle with the transition to secondary school more than their peers. It is specifically designed for students with Special Educational Needs, those with an EHCP, eligible for FSM, or with an allocated FEH or social worker.

The Little Fish Summer programme is completely free, and lunch is provided for all children. It focuses on promoting independence, resilience, and building self-esteem through drama, art, and music. The programme covers topics such as relationships, friendships, and other areas that young people may find challenging when starting a new school.

Parents can register their child for the programme by scanning the QR code on the attached flyer or by logging into the website provided.

Feedback from previous years has been overwhelmingly positive, with some students returning as volunteers after finding the experience very helpful when starting secondary school.

FREE
YEAR 6
LITTLE FISH THEATRE
SUMMER PROGRAMME
FOR SOUTHWARK CHILDREN
29TH JULY - 9TH AUG
2024 (MON-FRI)
AT RYE OAK PRIMARY
SCHOOL

FOR MORE INFORMATION AND TO
BOOK A PLACE FOR YOUR CHILD
EMAIL: INFO@LITTLEFISHTHEATRE.CO.UK

www.bit.ly/3ThFZ8R

"SCAN THE QR CODE"

ART **DRAMA** *Music* **DANCE DANCE**

[Little Fish Theatre registration](#)

Support for families 3 - supporting children after a frightening event (CAMHS)

Sometimes children face a frightening event that they struggle to manage. At the end of this newsletter is some information provided by Southwark CAMHS with advice as to how to support children after a frightening event.

Support for families 4 - transition throughout the summer (message from Lori)

All year groups:

- Meet up with/video chat with friends from school;
- Make a list of things they are looking forward to at school;
- Write a letter/draw a picture to share with your child's teacher;
- Take some photos of your child with favourite things to show the teacher;
- Practice putting on school uniform.

Year 6 only:

- Practice your journey to school (make a map, take pictures along the way);
- Look at pictures/school website to familiarise the child with the new school setting.

Word of the Week

This week's *Word of the Week* is **interrupt**. Please discuss its meaning with your child/ren and encourage them to share what they have learned with their teachers in school to receive gems. Do they know the origin? Can they use the word correctly in a sentence? Can they identify and explain the meaning of alternative forms e.g. **interruption/interruptingly/interrupting**. Can they identify any synonyms or antonyms?

Please find below previous words that we have used in school:

Previous words	defensible, corresponded, exaggerated, recommended, determined, hinder, accommodated, controversy, sacrifice, persuade, awkward, thorough, convenient, suggested, harassed, relevant, definite, category, curious, occurrence, conscious, familiar, mischief, apparent, identity, profession, existence, disastrous
-----------------------	---

I would like to wish you and your family a wonderful weekend!

Ray Capper
Head of School

After the event

Supporting children after a frightening event

This leaflet is designed to help adults to understand how children and young people might react to frightening events, and to give some ideas of what might help. Further copies are available from www.traumaticstress.org.uk

Reactions after a frightening event

Children and young people sometimes witness or are involved in things that they find very scary or stressful such as accidents, violence or terrorist attacks. As they try to understand what happened and "get their heads around it", the following reactions are common:

- Nightmares
- Memories or pictures of the event unexpectedly popping into the mind
- Feeling as if it is actually happening again
- Playing or drawing about the event time and time again
- Not wanting to think or talk about the event
- Avoiding anything that might remind them of the event
- Getting angry or upset more easily
- Not being able to concentrate
- Not being able to sleep
- Being more jumpy and being on the look out for danger
- Becoming more clingy with parents or carers
- Physical complaints such as stomach aches or headaches
- Temporarily losing abilities (e.g. feeding and toileting)
- Problems at school

It's quite normal to be upset, even for quite a while *after* a frightening event; children and young people (and adults) may feel angry, sad, guilty, confused, or any combination of feelings. Some people continue to feel scared, even though the danger has passed. Children and young people worry less if you can help them to see that their reactions are normal and understandable.

Memories of frightening events often start out as pictures and sounds that pop into people's heads when they don't want them to.



The memories may bring with them all the fear and distress that came with the original event.

What can be done to help?

Try and make things as normal as possible

Everyone feels safer when they know what to expect. A frightening event often makes people unsure of what's coming. You can help children and young people feel safer sooner, by sticking to their normal routines as much as possible, and continuing with their normal activities when possible.

Help children and young people to understand what happened

Children and young people need a truthful explanation that makes sense of the main facts, which is appropriate for their age. Even younger children can really benefit from being given a description and explanation of what happened.

Having an understanding of what happened helps in many ways:

- It helps the child to make sense of the upsetting event and to reduce some of the unpleasant feelings such as fear, anger and sadness.
- Talking through the events can help to correct misunderstandings. For example, some children may think that it was their fault; others are confused about important

facts. You can help to avoid this by being clear and open.

- It is helpful for children to be prepared so that they can talk to others about what has happened or answer people's questions, if they want to.
- Thinking things through with your child can also help children to realise that although bad things can happen, they don't happen so often that we need to be scared of them all the time.

Be available to talk with children and young people, as and when they are ready

Sometimes parents and carers try to protect children and young people by avoiding talking about the event. They worry that they will upset them unnecessarily or make things worse. Some people hope that by keeping quiet, children and young people will forget all about the event. In fact, children and people are likely to benefit from talking about what's happened, and they may need adult help to do this.

Talking is usually helpful, but needs to be done carefully and sensitively at the right time for the child or young person. Try and provide opportunities, support and encouragement to help them to talk about it when they are ready to, rather than force them. Some children and young people may want to use dolls or toys, or draw pictures to help them to understand what has happened.



It can be difficult or distressing, but by thinking about, talking about and drawing what happened, you can help children and young people to take more control of the memory and be less afraid of it.

If it's too difficult for you to talk to your child, you could get another adult to help, such as a family member or a trusted teacher. It is helpful if all

adults keep to the same story so that the child or young person is not confused.

Answer questions truthfully

Encourage children and young people to ask questions. Try to answer them simply and honestly. They may need to ask the same question several times, as a way of coming to terms with what has happened. If they ask the questions, they are probably ready to hear the answers.

If someone has died, explain what that means

Often people take time to accept the reality of a death, particularly if it happened in a traumatic way. Younger children might need help to understand that death is permanent, that it happens to everyone, and that it has a cause.

Some children will seem to understand that the person has died, but then keep asking if the person is coming back. So it's important to be patient and take time to explain it in clear language (for example it's clearer to say that "John has died" than to say "John has gone on a journey"). You may need to do this several times.

Look after yourself as well

If you are upset by what has happened, it may be more difficult to talk about the frightening event. You might want to talk to another adult about it or seek more support.

When and where to seek more help

Many children feel upset for a few weeks after a frightening event. They may show this in the ways mentioned earlier. But over time, most become happier and more confident again. Some children will continue to have problems several weeks after the event. If you are worried that a child is very distressed, or continues to be distressed after a month or so, you could seek further help from your GP. They can check your child's health and talk to you about who else could help.

For further help or support, please contact: