Newsletter

Term 6
2025-2026

A Small School on a Big Adventure

Welcome back to Term 6!

We hope you all enjoyed a great half-term break. Huge thanks to you all for your support in sponsorship for the whole school walk. We were so proud of the children's resilience and determination. Thank you also to the parents who joined us for the day.

Term 6 is a busy term with lots of events, particularly for Year 6 as they prepare to go to Secondary School.

On this term's newsletter you can find key dates for the term ahead, celebration news from the end of Term 5, staffing and governor updates, transition information and clubs. Curriculum overviews for each class this term are at the end of the newsletter.

Daily and weekly reminders of events, as well as news or notices, will continue to be sent via Class Dojo. Teaching teams will continue to post on their class pages, and we will also post on the 'school story' page too.

Staffing News:

We are pleased to share that Mrs Dyson is returning to Brook following her parental leave. Mrs Dyson will be supporting Saplings and Young Oaks every Tuesday. Welcome back!

End of Term 5 Celebrations:

Attendance winners for the term: **Saplings!**
House Team winners for the term: **Dragonflies! (Own clothes this Friday)**

Governor News:

We would like to thank Martin Hill and Tim Betts for their dedication and service as governors. Mr Betts has now retired from his role as foundation governor after many years supporting the school. Mr Hill has stepped back as staff governor due to now being a dad. Thank you both for everything.

Ed Kyrke-Smith is our new foundation governor.
Georgia Rivers has been elected as the new staff governor.
Jay Fawcett is continuing as a parent governor.

Welcome to the team!

These are our current governors:

Dom Urand – Chair of Governors, Local Authority governor
Rachael Fagg – Co-vice chair, Foundation governor
Ellen McCabe – Headteacher
Peter Penberthy – Co-opted governor
Chrissie Marchant - Co-opted governor

Vikkie Sharp – Co-opted governor
Ed Kyrke-Smith – Foundation governor
Charlotte Buckingham –Parent governor
Jay Fawcett – Parent governor
Georgia Rivers – Staff governor
Karen Raeburn – Clerk to the governors

Sports Day, Family Picnic and Summer Fair:

We will share more information about this annual event soon, but we are planning another day of fun for all!

Sports Day – This will take place in the morning on our field. Parents, carers and families are invited to attend.

Family Picnic – We invite you to stay for a picnic with your child on the field. School dinners (packed lunch style) will still be available.

Summer Fair – Following afternoon registration in class, you are able to collect your child and enjoy the fair for the afternoon.

If you can't come for the whole day, you are still welcome to attend one or two of the events above.

Music Concert:

Monday 6th July at 2.30pm

Mrs Britton is holding her annual concert in Term 6. This is a lovely event and a chance to hear from our choir, Young Oaks Ukulele players and individual musicians. You do not need tickets, just come along to school and enjoy the concert!

Transition for September:

Current Year and Class →	New Year and Class	Teacher
Year R -Little Acorns	Year 1 - Saplings	Mrs Jones
Year 1 - Saplings	Year 2 - Saplings	Mrs Jones
Year 2 - Saplings	Year 3 – Young Oaks	Miss Rivers
Year 3 – Young Oaks	Year 4 – Young Oaks	Miss Rivers
Year 4 – Young Oaks	Year 5 – Mighty Oaks	Mr Stanley
Year 5 – Mighty Oaks	Year 6 – Mighty Oaks	Mr Stanley

Our new Little Acorns will be taught by Mrs Thompson and Mrs De-Buriatte.

We endeavor to make transitions to new classes, new teachers and new cohort mixes as easy as possible for all children. Throughout the term, children will have four events where they will spend time in their new classroom with their new teacher and cohort mix. For children in Year 5, Year 3 and Year 1, teachers and classrooms do not change but the mix of children does so this is still a good opportunity to prepare for September.

Our new Little Acorns for September will also join us for these transition events.

End of Year Open Afternoon:

On Monday 6th July, after school, teachers will be available in classrooms until 4.30pm. You are very welcome to pop in, talk with the teacher and look through your child's books. You are also able to visit your child's new classroom and meet your child's new teacher.

Term 6 Clubs:

School Clubs must be paid for and booked through Arbor.
This term, clubs will run from week 2 (next week) to week 6 (week beginning 6th July) Clubs **will not** run on the last week of term.

Club	Run by	Day/time	Pupils	Weeks	Cost
Multi-skills	SET – Mr Preston	3.15-4.15 Tuesday	Saplings Young Oaks	5 weeks	£2x5 = £10
Football	SET – Mr Preston	3.15-4.15 Wednesday	Young Oaks Mighty Oaks	5 weeks	£2x5 = £10

Rock Steady continues during the school day.

Diary dates for this term:

TERM 6 – 2025/26			
Week	**Day/Date**	**Event**	**Further information**
1	**Mon 1st June**	***Term 6 begins***	
	1st- 12th June	Year 4 Multiplication Check	
	Thurs 4th June	Environment-led learning – Mighty Oaks	On-site
	Fri 5th June	Own clothes for Winning House Term 5	House TBC
2		***All clubs start this week***	
	8th –12th June	Year 1 Phonics Screening check	
	Thurs 11th June	Class Assembly – Little Acorns	Hall, 9.00am
	Thurs 11th June	Environment-led learning – Young Oaks	Off-site
	Fri 12th June	Mighty Oaks Camp Out	6pm – 9am
3	Mon 15th June	Transition 1 – Storytime with new classes	
	Thurs 18th June	Environment-led learning – Saplings and Little Acorns	Off-site
	Fri 19th June	Environment-led learning – Mighty Oaks	Off-site
4	Mon 22nd June	Transition 2 – Afternoon with new classes, new intake parent welcome meeting	
	Fri 26th June	Sports Day and family picnic	AM
	Fri 26th June	Summer Fair	PM
5	Tues 30th June	Transition 3 – Morning with new classes	
	Thurs 2nd July	Environment-led learning – Young Oaks	On-site
	Fri 3rd July	Election Day - School Captain, School Council, House Leaders - elections	
6	Mon 6th July	Mrs Britton's Music Concert	2.30pm, all parents welcome
	Mon 6th July	Parents' Open Afternoon	3.30-4.30pm
	Tues 7th July	Transition 4 – Morning and lunch with new classes	
	Thurs 9th July	Environment-led learning –Saplings and Little Acorns	On-site
	Fri 10th July	Year 6 trip – Leeds Castle and Go Ape	
7		***No clubs this week***	
	Mon 13th July	Mighty Oaks' Show to parents/carers	4.00pm
	Tues 14th July	Mighty Oaks' Show to parents/carers	1.30pm
	Tues 14th July	Rocksteady Assembly	9.00am, parents of children in Rocksteady invited.
	Wed 15th July	Winning House Party	2.30pm

	Wed 15th July	Year 6 Leavers' Party	5-7pm, all MO invited. Yr6 parents invited.
	Thurs 16th July	Year 6 Leavers' Assembly	9.00am, Yr6 parents invited.
	Thurs 16th July	Year 6 Forest Party	Offsite forest day
	Fri 17th July	End of Term reports issued	
	Fri 17th July	Year 6 Leavers' Service - St Mary's Church	2.00pm. Yr6 parents invited.
	Fri 17th July	***Last day - end of Term 6***	
	Mon 20th July	Staff Development Day 4	
	Tues 21st July	Staff Development Day 5	

Little Acorns

Term 6

English	• **Key Text: Non-fiction books on animals (minibeasts, sea creatures, farm animals, savanna animals and polar animals)** ,"The Snail and the Whale", "Super worm", "The crunching, munching caterpillar", "The lazy ladybird", "Aaaarrgghh Spider!", "Billy's Bucket", "What the Ladybird Heard", "Handa's Surprise", "Giraffes Can't Dance", "Lost and Found" • **Key Skills:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. • Phonics: Beginning on Bug Club Phase 3, Units 8-11, Bug Club Phase 4, Unit 12
Maths	• To 20 and beyond • How many now? • Manipulate, compose and decompose • Sharing and grouping • Visualise, build and map
Understanding the World	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Explore the natural world, making observations of animals and plants and noticing differences between environments and making observations
Expressive Arts and Design	• Make use of props and materials when role playing characters in narratives and stories. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Personal, social and emotional development	• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Show sensitivity to their own and to others' needs.
Physical Development	• Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • *Zigzag Monster Letters – v, w, x, z.* • **Athletics: The Olympics**
R.E.	• **What is special about our world and why?**
Music	• **Slap clap clap** Music in 3-time • Beat **Bow, bow, bow Belinda** Beat • Active listening • Accompaniment
P.S.H.E.	• **Managing self – my wellbeing**
Science, History and Geography specific learning	• Know that animals and humans need food and water • I can name different types of environments (field, forest, beach etc) (Environments) • I know that the past may look different in different countries (Similarity and Difference)

Saplings

Term 6 (odd cycle)

English

- **Key Text:** The Magic Far Away Tree
- **Genres of writing:** Letter to inform, Recount, Narrative
- **Key Skills:** Revision of skills over the year

Maths

- Time
- Mass, capacity and temperature
- Position and direction

Science

Animals including humans

- How do animals change as they get older?
- Do human body parts change with age?
- What do animals need to survive?
- Why should humans exercise?
- Why do we eat different types of food?

History

- **Horses to Horsepower – farming**

What is a day in the life of a modern Kentish farmer like?
What evidence do we have in our local area of how farming has changed over time?
How has ploughing changed over time?
How has the life of a farmer changed in our area?

D&T

- **Textiles: Templates and joining**
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. (joining)
- Design a functional and appealing product for a chosen user and purpose based on simple design criteria. (creative problem-solving)
- Evaluate their ideas throughout and their final products against original design criteria. (improving)

R.E.

- **How should we care for others and the world, and why does it matter?**

In what ways are people who follow a religion inspired to show care for others?
In what ways are people who follow religion inspired to show care for the world?

P.E.

- **Athletics:** Animal Olympics

Multi-skills: Bat and Ball 2

Music

Tanczymy labada

Duration (crotchet, quavers, crotchet rest) • Chords • Progression snapshot 3

P.S.H.E.

- **Economic wellbeing and Transition**
- Understanding what money is and where it comes from; recognising the difference between needs and wants, learning how to keep cash safe; understanding the purpose of banks and building societies; understanding that skills and interests influence job choices.

Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.

Computing

- **Programming A – Robot algorithms**
- To describe a series of instructions as a sequence
- To explain what happens when we change the order of instructions
- To use logical reasoning to predict the outcome of a program
- To explain that programming projects can have code and artwork
- To design an algorithm
- To create and debug a program that I have written

Young Oaks

Term 6 (odd cycle)

English

- **Key Text: The Wild Robot**
- **Genres of writing:** Instruction, Diary, Review. Narrative (losing tale)
- **Key new Skills:** Revision of skills over the year

Maths

- Shape
- Position and direction
- Statistics

Science

- **Animals including humans**
- Why do we have different shaped teeth?
- What can we tell about an animal from looking at its teeth?
- What happens to our food when we eat it?
- Can models help us understand human processes?

Why are food chains important?

History

- **How did Islam rise to become powerful?**
- How was Baghdad able to become a centre for trade?

What evidence is there that Baghdad was a centre for trade?
Did the exchange of knowledge in the house of wisdom count as trade?
What was the legacy of early Islamic civilisation?

Art & Design

- **Sculpture: Barbara Hepworth**
- I can cut, make and combine shapes to create designed forms
- ➢I can show a good understanding of safety when handling sculpting tools
- ➢I can create sculptures from observation and imagination
- ➢I can use pinch, slab, slip and coil techniques when creating sculptures out of clay
- ➢I can consider how the materials used and the setting and space can impact the viewers experience and response to the sculpture

R.E.

- **What can we learn from religions about deciding what is right and wrong?**

In what ways do religions guide people how to live?
How does Christianity teach people to choose between living a good life or a bad one?
Does religion help people decide what is right and wrong?
How have others been guided by their religion?

P.E.

- **Athletics 4**

Dance: Carnival of the animals

Music

- **Favourite song**

Chords • Structure • Ensemble singing and playing • Folk-rock styles • Progression snapshot 3

P.S.H.E.

- **Economic wellbeing and Transition**

Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.
Year 3s consider targets for the following year and Year 4 learn about opportunities and responsibilities that they may face in Y5/6.

Computing

- **Programming A – repetition in shapes**
- To identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To modify a count-controlled loop to produce a given outcome
- To decompose a task into small steps
- To create a program that uses count-controlled loops to produce a given outcome

Languages

- **Shopping for French food**

Mighty Oaks

Term 6 (odd cycle)

English

- **Main text:** Clockwork or All Wound Up

Please Mrs Butler – Allan Ahlberg (Poetry Anthology)

- **Genres of writing:** Essay, Newspaper, Review, Humorous poem
- **Key Skills:** Revisiting skills taught across the year

Maths

- Position and Direction
- Converting units
- Statistics

Science

- **Evolution and Inheritance**
- How do scientists know that living things have changed over time?
- How does variation explain the different features and characteristics of living things?
- How has variation led to evolution?
- Do all living things adapt in the same way?
- How have plants in the local area adapted?

History

- **Social and Political reform**

How did national and international events affect the franchise in Britain?

Who were the suffragettes?

How did life change for working people in the 1800s?

How did public health change in the 1800s?

D&T

Electrics: Complex switches

(inc. a micro: bit programming

Use research to develop a design specification for a functional product that responds automatically to changes in the environment.

Understand and use electrical systems in their products.

Apply their understanding of computing to program, monitor and control their products.

Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

R.E.

- **Review of Judaism and Christianity key facts**

P.E.

- **Athletics 6**

Circuit Training 6

Music

- **Nobody knows (The Lumineers)**

Songwriting • Chords • Writing lyrics on theme of 'leavers'

P.S.H.E.

- **Economic wellbeing and Transition**
- Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.

Pupils consider the opportunities that their new year group brings, and Year 6 pupils also express their worries about the move to secondary school.

Computing

- **Programming A – variables in games**
- To define a 'variable' as something that is changeable
- To explain why a variable is used in a program
- To choose how to improve a game by using variables
- To design a project that builds on a given example
- To use my design to create a project
- To evaluate my projectA

Languages

- **Planning a French holiday**