Newsletter

Term 1
2026-2027

A Small School on a Big Adventure

Welcome back to the new academic year!

We hope you all enjoyed a wonderful summer. It was lovely to see all the children again this week and hear about their summer adventures. We are looking forward to welcoming our new Little Acorns class, who begin on Monday. We would also like to warmly welcome new children and families to Brook.

On this term's newsletter you can find key dates for the term ahead, as well as an overview of dates for the academic year.

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.

Parent and carer handbook:

This has been updated for this year and sent out to you along with this newsletter. Please do take a few minutes to have a read as it has lots of information.

Uniform:

Many children have come back to school looking so smart!

We have a flexible and affordable approach to uniforms; however, we have already seen some children wearing items which are not part of our uniform policy. From Monday, we will send emails to you if your child has come to school in an item which is not correct for school.

As a reminder, here is our uniform list:

Brook Primary School's uniform:

- *Navy blue sweatshirt/sweat cardigan/jumper (school logo is optional)*
- *White school shirt – polo or formal*
- *School tie – Blue and Silver diagonal striped (optional)*
- *Grey/Black school trousers or shorts*
- *Grey/Black school skirts or dresses*
- *Black Shoes – these can be plain black trainers or sensible, flat ankle boots due to the rural location of our school.*
- *Socks in school colours – black, grey, white or navy*

Other optional items

- *Pale blue and white check school summer dress or playsuit*
- *Baseball caps with the school logo*
- *Navy fleece with embroidered school logo*

PE Uniform – worn to school on PE days

- *White, navy or blue polo shirt*
- *Plain navy, black or grey shorts, joggers, tracksuit bottom or leggings*
- *Plimsolls and/or trainers*
- *Plain navy hoody, tracksuit top or logo fleece*
- *Earrings must be removed before coming to school on PE days or covered with tape before arriving at school*

- *Long hair must be tied back*

Outdoor Learning Uniform

- *Long, comfortable trousers*
- *Long sleeved top*
- *Layers for different weathers*
- *Waterproof coat*
- *Wellies or walking shoes/boots*
- *Hat, scarf, gloves*
- *Sunhat and suncream*

Items which are <u>not allowed</u>

- *Hoody tops, unless it's a PE day*
- *Logo items, other than the Brook logo*
- *Trainers with colours or patterns*
- *Jewellery, other than a sensible watch (not 'smart') and small stud earrings*
- *Nail varnish, false nails, make-up*
- *Hair accessories must be minimal and in school colours (white, black, grey or navy)*
- *Long hair worn down*

Attendance:

Our whole school attendance percentage for last year was 91.3%, which is very low. The national average is currently 94.6%.

Understanding your child's attendance percentage can be confusing! Usually, with percentages, we would consider 90% a good amount (such as in tests), but with attendance, 90% is considered poor attendance.

Over a school year, 90% attendance is equivalent to 100 hours of school missed, which is 20 days.

As a school, we have a duty to report on attendance to the Department for Education as well as attend regular meetings with attendance leaders from Kent County Council.

We must do all we can to support all children in attending school regularly and, if your child's percentage is 90% or below, work with you to raise it.

Regular attendance is important for different reasons:

Education – most lessons in class build on learning from the previous day. If your child was absent, they will not be able to build on their learning. If they are absent often, this then builds up and gaps in learning are formed.

Friendships – When children are absent often, this can affect friendships with others. Children find others to play with, and your child may come bac to school feeling left out.

Well-being – Regular and consistent routines support well-being for many children. When routines are inconsistent, this can lead to greater school anxiety and can become a cycle.

Communication:

If you have a query or question related to your child's learning, support, behaviour or well-being, your first point of call is your class team (Teachers and TAs). You can email your class team directly using these email addresses:

Mightyoaks@brook-ashford.kent.sch.uk
Youngoaks@brook-ashford.kent.sch.uk
Saplings@brook-ashford.kent.sch.uk
Littleacorns@brook-ashford.kent.sch.uk

We **do not** use the messaging facility on Class Dojo so please do not send us messages on there.

Diary dates for this term:

TERM 1			
Week	**Day/Date**	**Event**	**Further information**
1	Tues 1st Sept	Staff Development Day 1	
	Wed 2nd Sept	***Term 1 begins***	
	3rd and 4th Sept	New Little Acorns Home Visits	
2	Mon 7th Sept	New Little Acorns begin	
	Thurs 10th Sept	Environment-led learning – Yr5 and non-Kent Test children	On-site
	Thurs 10th Sept	Kent Test	Some Year 6 pupils only
3	Thurs 17th Sept	Phonics and reading parent workshop	Hall, 2.45pm, YrR parents
	Thurs 17th Sept	Environment-led learning – Young Oaks	Off-site
4	Mon 21st Sept	NHS Flu Immunisations	
	Thurs 24th Sept	Environment-led learning – Saplings	Off-site
5	Wed 30th Sept	Environment-led learning – Mighty Oaks	Off-site
6	Wed 7th Oct	Environment-led learning – Young Oaks	On-site
	Thurs 8th Oct	Environment-led learning – Saplings	On-site
	Thurs 8th Oct	Class Assembly – Mighty Oaks	Hall, 9am, all welcome
	Fri 9th Oct	Mental Health Day – wear yellow	
7	Fri 16th Oct	BRILLIANT BROOK ADVENTURE AWARD 1	
8	19th – 21st Oct	Parent Meeting Appointments	
	Mon 19th Oct	Sharing the Learning – Little Acorns	2.45pm, classroom, all welcome
	Tues 20th Oct	Sharing the Learning – Saplings	2.45pm, classroom, all welcome
	Wed 21st Oct	Sharing the Learning – Young Oaks	2.45pm, classroom, all welcome
	Thurs 22nd Oct	Sharing the Learning – Mighty Oaks	2.45pm, classroom, all welcome
	Thurs 22nd Oct	Individual School Photos	
	Fri 23rd Oct	Harvest Festival – St. Mary's Church	Church, 9.30am, all welcome
	Fri 23rd Oct	***End of Term 1***	

2026-2027 KEY DATES FOR PARENTS AND CARERS

Every effort will be made to keep these dates in place but please be aware, changes may occur.

TERM	Day/Date	Event
1	**Wed 2nd Sept**	**Term 1 begins**
	Thurs 10th Sept	Year 6 Kent Test
	Thurs 15th Oct	Class Assembly – Mighty Oaks. 900am. Parents and carers welcome.
	19th – 22nd Oct	Sharing the Learning events. 2.45pm. Parents and carers welcome.
	19th – 21st Oct	Parent Meeting Appointments
	Fri 23rd Oct	Harvest Festival in Church. 9.30am. Parents and carers welcome.
	Fri 23rd Oct	**End of Term 1**
2	**Tues 3rd Nov**	**Term 2 begins**
	Mon 14th Dec	Whole School Nativity. 2.00pm. Parents and carers welcome.
	Tues 15th Dec	Whole School Nativity. 2.00pm. Parents and carers welcome.
	Wed 16th Dec	Whole School Panto Trip
	Fri 18th Dec	Christmas Service in Church. 9.30am. Parents and carers welcome.
	Fri 18th Dec	Christmas Fair. 2.00pm. Parents and carers welcome.
	Fri 18th Dec	**End of Term 2**
3	**Tues 5th Jan**	**Term 3 begins**
	Thurs 4th February	Class Assembly – Young Oaks. 900am. Parents and carers welcome.
	8th – 11th Feb	Sharing the Learning events. 2.45pm. Parents and carers welcome.
	8th – 10th Feb	Parent Meeting Appointments
	Fri 12th Feb	**End of Term 3**
4	**Mon 22nd Feb**	**Term 4 begins**
	Thurs 18th March	Class Assembly – Saplings. 900am. Parents and carers welcome.
	Thurs 25th March	Easter Service in Church. 9.30am. Parents and carers welcome.
	Thurs 25th March	Easter Egg Hunt
	Thurs 25th March	**End of Term 4**
5	**Mon 12th April**	**Term 5 begins**
	10th – 13th May	Year 6 SATs
	Fri 14th May	Whole School Walk
	Thurs 27th May	Sports Day, family picnic, Summer Fair. Parents and carers welcome.
	Thurs 27th May	**End of Term 5**
6	**Mon 7th June**	**Term 6 begins**
	Fri 18th June	Mighty Oaks Camp Out
	Fri 25th June	*Back up date: Sports Day, family picnic, Summer Fair*
	5th – 8th July	Sharing the Learning events. 2.45pm. Parents and carers welcome.
	5th – 7th July	Parent Meeting Appointments
	Thurs 8th July	Class Assembly – Little Acorns. 900am. Parents and carers welcome.
	Wed 14th July 4pm Thurs 15th July 2pm	Mighty Oaks' Show. Parents and carers welcome.
	Fri 16th July	Year 6 Leavers' Party. 5.00pm.
	Mon 19th July	Year 6 Leavers' Assembly. 900am. Parents and carers welcome.
	Tues 20th July	Year 6 Leavers' Service in Church. 2.00pm. Parents and carers welcome.
	Tues 20th July	**End of Term 6**

Little Acorns

Term 1

English

- **Key Text:** "Come to school too, Blue Kangaroo!", "Marvellous Me", "The Same But Different Too","The Family Book", "Who's in my family? All about our families", "The Great Pet Sale" "Kind", "Meesha Makes Friends","Funny Bones", "I will not ever never eat a tomato"
- **Key Skills:** Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props, Write some or all of their name. Write some letters accurately.
- **Phonics:** Bug Club Phase 1, Bug Club Phase 2, Units 1-5

Maths

- Match, sort and compare
- Talk about measure and patterns
- It's me 1,2,3
- Shapes with 4 sides

Understanding the World

- Begin to make sense of their own life story and family's history.
- Talk about members of their immediate family and community. Name and describe people who are familiar to them.
- Explore the natural world around them. Describe what they see, hear and feel whilst outside. Use all their senses in hands on exploration of natural materials

Expressive Arts and Design

- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings. Explore colour and colour mixing. Make imaginative and complex 'small worlds' with blocks and construction kits.

Personal, social and emotional development

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Become more outgoing with unfamiliar people and show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas.

Physical Development

- Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene. Begin to understand the importance of healthy eating and dental hygiene
- Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.

R.E.

- **Which stories are special and why?**
- **Harvest**
- talk about some religious stories using new vocabulary
- recognise some religious words, e.g. About God, holy books or places of worship
- identify some of their own feelings in the stories they hear
- identify a sacred text e.g. Bible, Qur'an
- talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do
- hold conversations about what Jesus teaches about saying 'thankyou', and why it is good to thank and be thanked
- know some similarities and differences between religious communities in Britain.

Music

- **I've got a grumpy face**

Timbre • Beat • Pitch contour

The sorcerer's apprentice

Musical storytelling • Louder/quieter • Faster/slower • Higher/lower • Timbre

P.S.H.E.

Self-regulation – my feelings

Science, History and Geography specific learning

- Know that there are many different species of plants
- Know that there are many different species of animals
- I can describe the features of my classroom and school (Space)
- I can talk about things in the past and know that these are historic (Chronological Knowledge)

Saplings

Term 1 (even cycle)

English

- **Key Text:** Pattan's Pumpkin
- **Genres of writing:** Diary, Factfile, Narrative
- **Key Skills:** Capital letters for names and for the personal pronoun I, tense (past, present), Joining words and joining clauses using *and,* Sequencing sentences

Maths

- **Place Value**
- **Addition and Subtraction**

Science

- **Plants**
- What plants do we know and where can we find them?
- What part of a plant is under the ground?
- Can we use a flower to name a plant?
- Are all tree trunks the same?
- What are the leaves like on different trees?

Geography

- **Our Locality - How is life in Cape Town different to life in Ashford?**

Where is Cape Town?
How does Cape Town compare to Ashford?
What is lifelike for people living in Cape Town and how is it similar to life in Ashford?
What impact are humans having on the environment in Cape Town and Ashford?

Art&Design

- **Drawing: L.S. Lowry**

Who is Lowry?
Use pencil to draw lines and create some tone
What different techniques did the artist use?
Use mixed collage materials to create texture.
How does the different artwork compare?
Design my own piece of artwork, using skills and techniques from the artist.
Create my own sculpture using the artist's work as inspiration.

R.E.

- **Who is a Muslim and what do they believe? Part 1**
- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
- Re-tell a story about the life of the Prophet Muhammad (A2).
- Recognise some objects used by Muslims and suggest why they are important (A2).
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)

P.E.

- **Gymnastics:** Traditional Tales
- **Circuit Training 1**

Music

- **Menu song**
- Active listening (movement) • Beat •

P.S.H.E.

- **Family and Relationships**

Computing

- **Data and Information – Grouping data**
- To label objects
- To identify that objects can be counted
- To describe objects in different ways
- To count objects with the same properties
- To compare groups of objects
- To answer questions about groups of objects

Young Oaks

Term 1 (even cycle)

English

- **Key Text:** Gregory Cool
- **Genres of writing:**Descriptive writing, Letter to Inform, Diary, Narrative
- **Key new Skills:**Use of the forms a or an according to whether the next word begins with a consonant or a vowel , Expressing time, place and cause using conjunctions , Introduction to paragraphs as a way to group related material, Form for letter writing

Maths

- **Place Value**
- **Addition and Subtraction**

Science

- **Light**
- Can we see without light?
- How does light behave when it is reflected?
- Can we change how shadows are formed?
- How can we protect our eyes from the sun?
- Do shadows stay the same all day?

Geography

- **Our Locality – How does the coast benefit Kent?**
- What is special about the coast?
- How are the ports at Dover and Folkestone used for trade?
- Why are the cliffs in Dover white?
- How does Dover compare to other coasts and harbour?

Art&Design

- **Drawing: Da Vinci and Rembrandt**
- Who were Da Vinci and Rembrandt?
- *Show line, tone and texture using different pencils.*
- What techniques did each artist use?
- *Show light and shadow using stippling and blending*
- How does the different artwork compare?
- *Design my own piece of artwork, using skills and techniques from the artist.*
- *Create my own print using the artist's work as inspiration.*

R.E.

- **What does it mean to be a Christian in Britain today?**
- Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings (A1).
- Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).
- Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes(B2).
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

P.E.

- **Gymnastics:** Movement 3
- **Circuit Training 3**.

Music

- **I've been to Harlem**

Pitch shape • Ostinato • Round • Pentatonic •

P.S.H.E.

- **Family and Relationships**

Computing

- **Data and Information – branching databases**
- To create questions with yes/no answers
- To identify the attributes needed to collect data about an object
- To create a branching database
- To explain why it is helpful for a database to be well structured
- To plan the structure of a branching database
- To independently create an identification tool

Languages

- **This is me**

Mighty Oaks
Term1 (even cycle)

English
- **Skellig (Tale of fear)**
- **Registration – Allan Ahlberg And The reader of this poem – Roger McGough**
- Factfile, Letter to persuade, Diary, Narrative (Tale of fear)
- Indicating degrees of possibility using adverbs, Layout devices , Linking ideas across paragraphs using adverbials of time , Punctuation of bullet points

Maths
- **Place value, Addition and Subtraction, Multiplication and Division**

Science
- **Living things and their habitats 1**
- Are there any differences
- between the lifecycles of mammals, amphibians, insects and birds?
- How can we behave like naturalists?
- What is sexual reproduction in plants?
- Can plants reproduce without seeds?
- Do all animals reproduce in the same way?

Geography
- **Our World - How do trade and settlements differ across Europe?**
- How are settlements different across Europe?
- Where in the world is there the largest economy?
- What does economy mean for a country?

Art&Design
- **Drawing and Painting: Turner and Constable**
- Who were Turner and Constable?
- *Create movement and shadows with pencils*
- What different techniques did the artists use?
- *Use watercolour techniques*
- *Design my own piece of artwork, using skills and techniques from the artist.*
- *Create my own collage or mosaic using the artist's work as inspiration.*

R.E.
- **What would Jesus do? *(Can we live by the values of Jesus in 21stCentury?)***
- Outline Jesus' teaching on how his followers should live
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live
- Explain the impact Jesus' example and teachings might have on Christians today
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today

P.E.
- Gymnastics: Movement 5
- Games: Invasion 5

Music
- **What shall we do with the drunken sailor?**
- Sea shanties

P.S.H.E.
- **Family and Relationships**

Computing
- **Data and Information –** flat-file databases
- To use a form to record information
- To compare paper and computer-based databases
- To outline how you can answer questions by grouping and then sorting data
- To explain that tools can be used to select specific data
- To explain that computer programs can be used to compare data visually
- To use a real-world database to answer questions

Languages
- **French transport**