



Dear Parents and Guardians,

Welcome to the April edition of our Froebel House Newsletter.

Although the struggles of COVID- 19 are still very much with us, it's been brilliant to have had a sustained period of learning with minimum disruption for a full term. As a result, we have seen the children continue to make excellent progress on their learning continuum. They have been brilliant and I'm pleased with the standards attained and the progress levels to date.

I would like to thank the community as a whole for continuing to exhibit and reinforce the values that bind us each and every day. One of the biggest advantages of small class sizes, a small community and **the lack of social media , especially Tik Tok and its relative ills** , is that our values and high expectations are lived daily through our Mission Statement without compromise and as a direct result, we are able to protect and nurture the most valuable part of any person's life, their childhood.

I appreciate the continuous positive feedback surrounding the way we nurture high standards and expectations,

positive and disciplined behaviour and our zero tolerance of disruptive and distracting behaviour.

As a lifelong learner, I appreciate the values attributed to co-curricular activities but also, having worn a number of educational hats over a thirty year career, know that academic rigour, without distraction, throughout each school day, is the fundamental key to academic success further down the line and ultimately, to a successful career.

I would like to wish all members of the Froebel community a wonderful Easter holiday. For those of you travelling, please travel safely and I look forward to seeing everybody back and refreshed on Tuesday, 26th April.

Best Wishes,

Mr Roberts
Headteacher

IF I ACCEPT YOU AS YOU ARE, I WILL MAKE YOU
WORSE; HOWEVER IF I TREAT YOU AS THOUGH
YOU ARE WHAT YOU ARE CAPABLE OF BECOMING,
I HELP YOU BECOME THAT.

- JOHANN WOLFGANG VON GOETHE

Worthy of Praise

WHAT IS WORTHY OF PRAISE?

Worthy of Praise is an opportunity for the school to recognise students who have made a noteworthy contribution to the school, each week, during our Monday morning assembly. Each teacher, when discussing the class and their merit cards, selects a student whom they believe deserves to be recognised school-wide for their efforts.

A 'Worthy of Praise' candidate has met one or more of the following criteria:

- Demonstrating a genuine caring and responsible attitude towards others
- Demonstrating and practising an improved positive attitude to learning throughout the week
- Working independently to improve their academic performance through effort and perseverance, having struggled to do so in the past
- Modelling the behavioural expectations of the school throughout the school
- Demonstrating good manners, polite behaviour and genuine acts of kindness towards other members of the class and school community

I would like to congratulate the following students for being singled out for 'Worthy of Praise' from January to March:

Reception: Nehemiah Mathew, Bairavi Sivaneswaran, Francesca Murphy, Ryan Duffill, Meka Onuchukwu, Juanita Ofosu, Simeon Opare-Sakyi, Tinashe Gumbo, David Hart, Juanita Ofosu

Year 1: Asiya Akhtar, Grace Murphy, Sabreen Solaiman, William Dickinson, Andrew Woodall, Aten Morgan-Douthwaite, Mason Chan, Simone Masamha, Isaac Michaels, Arthur Smith, Iyioluwa Falana

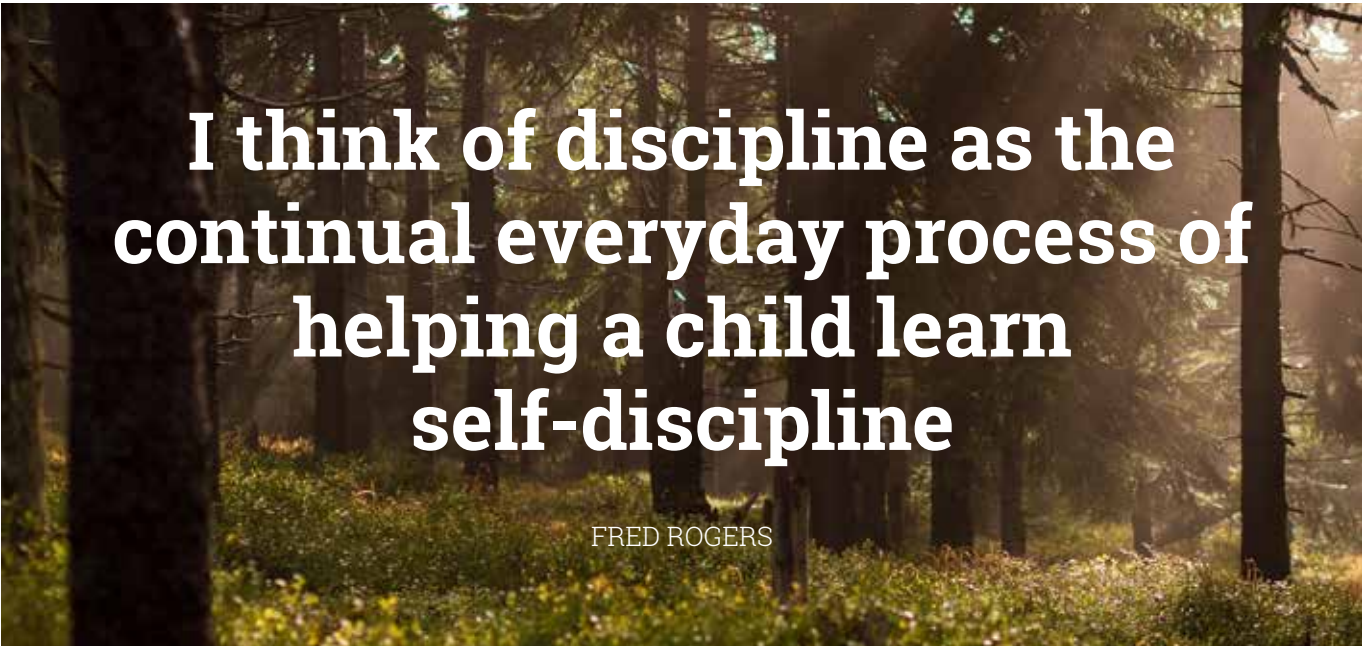
Year 2: Denzel Nwakunor, Naa Ayeley Thompson, Asher Sibanda, Rex Ren, Ayobami Williams, Maro Arab, Nasira Bhamji, Ismail Ahmad, Adanna Onuchukwu, Albert Watson

Year 3: Jayden Ofosu, Miguel Musakanya, Thomas Tabiner, Zuriel Thompson, Michael Jose, Ruba Akoud, Jasper Herzberg, Oakley Hewitson, Millie Lewis, Yaseen Bhamji, Florence Ledger, Terence Cheng, Jasper Herzberg, Fraser Osgerby, Damian Alabi, Shraavan Jeyaseelan, Aarav Ponnurugan

Year 4: Eden Michaels, Georgina Andrews, Myron Bortier, Yaqoob Bhamji, Amy Roberts, Tanjodh Singh, Raimah Husain, Ameera Bhamji, Erica Robins, Dubem Onuchukwu, Eva Adu Agyei

Year 5: Chloe Willis, Scarlett Lane, Dara Makinde, Martin Jose, Mitchell Igbinovia, Angel Sibanda, Sarah Omole, Henry Osgerby, Kevin Chen, Skye Farrow

Year 6: Hannah Chazuka, Tristan Boakye, Annie Pang, Joshua Long, David Nwakunor, Eva Roberts, Casper Gilbert, Sophie Fitzsimons, Muhammad M'Benga, Lotanna Ezeike



I think of discipline as the
continual everyday process of
helping a child learn
self-discipline

FRED ROGERS



Year Two writing about the trip to Withernsea Lighthouse

"I was feeling excited to see the lighthouse."

Rex

"On a windy Tuesday morning, we went to Withernsea lighthouse. I saw shops and houses- the houses looked very nice."

Ayobami

"On my way to the lighthouse, I heard a lorry in the coach. I also saw some apple blossom trees and one buttercup and the library and the hospital."

Nasira

"Today was a foggy day and me and the class were going to a lighthouse. We went on the coach and I was excited and maybe a bit nervous."

Ellie

"It was bright on the bus. The bus was parked on the road. The bus had a great view. I was excited on the bus."

Ava

"I enjoyed the journey on the bus or coach."

Albert

"We were split up into two groups to go up the lighthouse and to go to the garden. I went with the people who went into the garden."

Ali

"When we climbed up the lighthouse, I was scared but I was brave and I got on the steep stairs and went to the top."

Rayan



"When I was going up, it was ok but coming down, my hands felt so cold like I was holding snow."

Thandi

"When I went to the lighthouse with Mrs Day, Tony and Lindsay – it was very fun when we were going into the lantern room. When we came down, we came backwards."

Abigail



"When I looked down, it was very high and the people were very small. The stairs were very steep and the other set of stairs were a spiral staircase."

Verity

"When I looked at the spiral steps, I thought- Wow, 144 steps!"

Naa-Ayeley

"My legs were as tired as an athlete but it was worth it when I got to see the view from the window. I tried to see the view from the telescope but the hole was so small that I couldn't see the view."

Maro

"Soon we finished the spiral staircase and there was steep staircase. We went up it very carefully. It was so exciting, interesting and beautiful! The view was amazing, I could see so far."

Annette

"I felt really scared and terrified. I heard 11 steps. I saw downstairs. I was thinking I was going to fall."

Asher

Later: "We saw animals. It was calm. I was very calm."

"When we were in the lighthouse garden, I found animals like squirrels, hedgehogs and rabbits."

Ismail

"We went into the garden and it smelt like fresh grass. We had paper and pencils and had to find creatures and it was fun and made me happy. I saw some birds and he told me there was a grass snake and a deer."

Walter

"When we were having lunch, I was feeling like I wanted to go back to the top again."

Adanna

"I was the last to finish my lunch then I went outside to play and put my lunch box on the bench. Mrs Peters blew the whistle and we stood in a line and went to the bus."

Denzel



"I went outside to play then we had to return to the bus. We passed by the sea. It was amazing. I will remember that day."

Tamuda

"When we returned back, we saw the castle and I felt very sleepy and it was really good."

Malachi

Why is it so important and what constitutes a healthy packed lunch?

At Froebel, unlike many other schools, we don't have a kitchen that serves hot food and as a result, it provides parents with a fantastic opportunity to ensure their children eat a nutritionally well-balanced diet each and everyday. I often peruse the students lunch boxes to ensure students are eating a healthy lunch and, in many cases, it is evident that the intention is to ensure the children are. However, one element that still concerns me is the amount of sugar consumed at lunchtime and I still see chocolate spread sandwiches, crisps and snacks as a mainstay.

It's important to note that packed lunches can contribute to almost a third of a child's weekly food intake and therefore need to be balanced, nutritious and above all, healthy

Schools are an influential setting and can contribute significantly to improving the health and well-being of pupils. We all know that good nutrition in childhood can help to prevent a variety of health problems, both in the short term and later in life. There is increasing concern that many children are consuming too much fat, sugar and salt and too little fibre, fruit and vegetables. I know how easy it is to fill a packed lunch box with what a child wants

as opposed to what they nutritionally need and if children are allowed, their packed lunches will reflect nothing but sugar. It's important to realise that too much sugar during childhood can lead to **unhealthy cravings as children grow older**. In excess, sugar can lead to obesity, which puts a child at risk for developing high blood pressure, elevated cholesterol levels and type 2 diabetes (where the body's response to insulin is not regulated).



Aim

To ensure that packed lunches reflect the schools efforts to promote a healthy learning environment and in doing so supporting learning.

The short-term effects of unhealthy packed lunches and food intake can include poor growth, tooth decay, obesity, anaemia, constipation, poor concentration and behavioural problems which may have an impact on a child's learning. The longer-term effects of a poor diet in childhood can be an increased risk of stroke, cancer, heart disease and diabetes in adulthood.

To help parents with the daily bind I have included some easily absorbed pointers to keep in mind when trying to get the healthy options in the box to replace those that are not!

MAKE GOOD FOOD FUN:

- Cut bits of salad into shapes, to make it a fun eating experience, think star-shaped tomato slices or spiralized carrots.
- Focus on bright colours in the lunch-box – blueberries, raspberries, and red tomatoes – to make the lunchbox look vibrant.

INVOLVING YOUR CHILDREN:

- A great way to ensure that your healthy lunchbox is a success is to get your child involved in preparing, packing and choosing the items that go into the lunch box.
- If they've helped to make their healthy sweet treat, grow the tomatoes in the salad or cut their sandwiches into star shapes – they'll more excited and feel a little more invested when it comes to their healthy lunchtime.
- Involving your children now is teaching them the value of a healthy diet which hopefully they will carry with them throughout the rest of their life.

HOW TO SNACK SWAP:

- Try and choose healthy options – so instead of crisps choose sliced carrots. Sweets can also be swapped for raisins or dry mango. Homemade fruity flapjacks are also a great option as they're healthy but are still a treat.
- Drinks – any drinks provided in lunch boxes should only include either plain water, milk (semi-skimmed), unsweetened fresh fruit juice, diluted fresh fruit juice, fruit or dairy based smoothies.

DITCH THE QUICK ENERGY OPTIONS:

- Swap the refined carbohydrates in their sandwiches for slower release options such as whole-meal or seeded bread.
- Very sugary snacks can often give your child short bursts of energy, which leave them hyper, but then eventually cause the lows that leave them deflated and lethargic by home time. Instead try choosing savoury or low-sugar snacks for more constant energy levels. I often know who has had a lot of sugar at lunchtime because they tend to crash in the afternoon and its not very pretty! I know when my own children have had too much sugar at a party (or when I share my chocolate buttons which quite frankly is not very often) they are as high as kites for an hour or so afterwards before the dreaded tear festival begins.
- If your child really can't give up sweets, rather than going for very sugary snacks, choose healthier sweet treats that also contains nuts to lower the GI of the treat and give a more sustained energy release. Could this be the secret to stress-free bedtimes?
- Swap fruit juices for water – not only will these juices upset your child's dentist, but the concentrated sugar they contain will also cause the energy highs and lows that you want to avoid.
- Encourage them to eat sugar-free, salt-free nut butters, such as peanut butter or cashew butter. You can also try cinnamon apple crisps or vegetable crisps.

Some useful links for Packed Lunch ideas:

<https://www.strong4life.com/en/feeding-and-nutrition/mealtimes/10-tasty-packed-lunch-ideas-for-school-aged-kids>

<https://www.bbcgoodfood.com/howto/guide/school-packed-lunch-inspiration>

<https://celebratingsweets.com/healthy-lunch-ideas-for-adults-and-kids/>

<https://www.publichealth.hscni.net/sites/default/files/Healthier%20Lunch%20Boxes.pdf>

<https://www.taste.com.au/quick-easy/galleries/30-easy-ideas-school-lunch-boxes/vs42w74b>

<https://www.bbcgoodfood.com/recipes/collection/school-lunch-recipes>

<https://www.thekitchn.com/thinking-outside-the-lunch-box-10-sandwich-free-kids-lunch-ideas-222906>

<https://www.yummytoddlerfood.com/no-cook-school-lunch-ideas/>

Go Ape 2022

As we start to come out of the restrictions placed upon us over the last two years it was with great excitement that the Key Stage 2 children were able to attend Go Ape this week and in doing so, have a brilliant time to boot!

The day presented the children with the opportunity to push their personal boundaries as well as be part of a group of people facing similar challenges together and they took on the challenges with aplomb, as we would expect working together and supporting each other in the process.

I think it only polite to mention that the Froebel children were described as the best behaved and politest school to attend the course to date.





**GO
APE**





**GO
APE**



Position and Direction

Shape B is translated (-3,-4) on the coordinate axes. Draw and label the coordinate position of shape B'.

Good Work

Position and Direction

This parallelogram has been drawn on coordinate axes. Identify the coordinates of the missing vertices.

Good Work

$(-1, -4) \times$ $(-4, -1) \times$ $(-1, -1) \checkmark$ $(1, -4) \checkmark$

14/05/22 TYM P133 Reflections 2
Target: to reflect a shape on the first quadrant of the y-ordinate axis

A) ①

B) ①

②

③

By David Nwakunor

09/03/22
Co-ordinate 2
Target: to draw shapes on the full co-ordinate grid.

Warmup
A = (3, 3) B = (9, 6)
1. (on the grid)
2. (on the grid)

3. (on the grid)
4. (on the grid)

5. Square ✓
Rhombus ✓
Parallelogram ✓

6. AB = (7, 2) ✓ CD = (0, 2) ✓
BC = (1, 1) ✓ AD = (3, 1) ✓

7. (0, 1) ✓
(0, -1) ✓ (1, 1)

11/12

Good Work

10/03/22
Translation 1
Target: to draw and translate shapes

a) (2, 1) ✓ b) (2, 8) ✓ c) (0, 6) ✓ d) (7, 2) ✓
(1, 1) ✓ (6, 7) ✓ (2, 6) ✓ (0, 3) ✓
(3, 1) ✓ (2, 7) ✓ (2, 5) ✓ (5, 2) ✓

By Annie Pang

0.55, 1.25 ✓

D. 1.10, 1.12, 1.11, 1.13 0.011, 0.110

1.0, 1.01 ✓

2E.

6.8	7.7	6.1	8.4	6.3	6.6
-2.5	-2.7	-2.0	15.9	-5.3	-5.7
4.3	1.0	3.2	2.9	1.0	0.9

F.

7.4	4.4	1.2	1.5	1.6	1.7
-6.4	-0.8	-0.5	-0.9	-0.8	-0.9
0.7	3.5	0.7	0.6	0.8	0.8

G.

4.35	6.57	5.45	7.73	4.64	5.77
-2.35	-2.48	-5.38	-6.76	-7.68	-0.69
1.00	4.09	0.07	0.97	0.96	5.08

H.

3.62	6.27	4.53	5.04	3.03	6.04
-0.54	-0.28	-0.49	-2.94	-2.85	-4.87
3.08	5.99	4.04	2.10	0.18	1.17

Good Work Good Work

14.0 0.22 T/Meg 62-67 Percentages

B.

Fractions	Decimals	Percentages
1/10	0.1	10%
1/2	0.5	50%
3/25	0.32	32%
9/10	0.9	90%
9/50	0.18	18%
1/4	0.25	25%
2/100 = 1/50	0.02	2%
4/10	0.4	40%
7/5 = 140/100 ✓	1.4 = 0.14 ✓	140% = 14% ✓
3/4	0.75	75%
6/100	0.06	6%
11/25	0.44	44%
1/100	0.01	1%
99/100	0.99	99%

2. 50% ✓ 3. 95% ✓ 4. 80% 5. 29%

6. 100% ✓ 7. 75% ✓ 8. 54% 9. 36%

10. 60% ✓ 35/50 (Good Work) 36/50 (Good Work)

C.

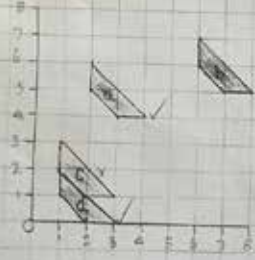
a. 0.7 ✓ b. 70% 2a. 0.8 x b. 80%

3a. 0.87 ✓ b. 87% 4a. 0.15 b. 15%

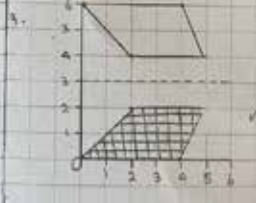
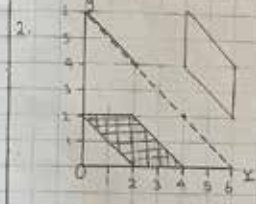
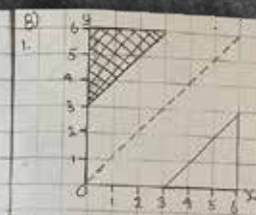
By Daisy Gadd

2. a) (2,5) / (3,9) / b) (8,5) / (6,6) / (2,6) / (4,4) / (7,5) / (6,7) /

c) (2,1) x (1,2) x d) (2,0) / (1,2) / (3,1) x (1,3) x (1,1) / (3,0) /



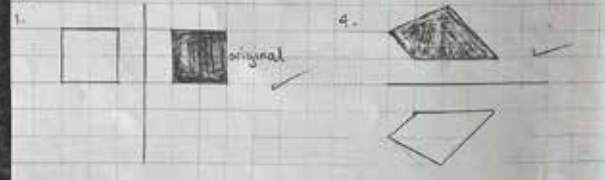
3J 3L Good Work



Good Work

1.4/0.3/2.2 Reflections 1

Target: to reflect a shape on the first quadrant of the co-ordinate grid.



By Annie Pang

THE CITY NEWS

Vessel has escaped

The City is in panic as the vessel is loose.

Last night, the vessel was going to get burnt alive, in St Ephram’s Square by the Inquisitors. During the fireworks, the boy escaped and left the City in panic.

The Inquisitors were vexed as soon as the abnormal specimen escaped from its own killing. A large search led by Hargrath is taking place to look for the assumed vessel; the young girl, Ellie Lancaster, who freed the vessel, has supposedly taken part in the escape of this unnatural oddity, although there is no true evidence for this dreadful crime.

Unprecedented panic has spread throughout the City as there have been too many fires with victims claiming they ‘saw’ the vessel in their homes, leaving many homeless and afraid.

The Inquisitors have not yet confirmed where exactly the vessel is hiding, however, there have been vessel sightings in the dead of night. The strange boy will be found and burned alive as soon as he is found, and then there will be excitement and great celebrations.

Only just a few days ago, the dreaded

vessel escaped its own killing and has been walking among us, leaving our local residents in panic. A few of them have commented on the situation.

A local florist, Veronica, who was watching the attempted execution commented:

“As soon as I saw that creature crawl out of that whale, I knew he was trouble!”

A worried mother of two commented:

“The last time I saw the Enemy manifest it was terrible. I don’t want my children to see that too.”

Lastly, the youngest Whale Lord, Mill, commented:

“When I saw that vessel escape, I knew it was too late.”

For now, everyone is safe but only until the Enemy manifests. Hargrath is still on the search for the whale boy and everyone is in fear, however our saviours, the Inquisitors, will locate the vessel soon. They advise that all areas around the City, including the hunting and farming islands, will be searched thoroughly.

Reported by Hannah



Oddity from whale escapes

The cage the vessel escaped from.

The oddity that burst out of a whale, a week ago, escaped his own death in front of over one thousand people’s eyes!

This specimen of a teenager escaped during the fireworks and smoke to mark the celebration of the vessel’s death. Everyone in the Inquisitorial keep was baffled by this daring illusion. After further investigation, it was deduced that he must have had an accomplice.

Although it may come as a surprise to our readers, the number one suspect is Ellie Lancaster, the top harpoon-gun supplier to the Island. The mighty Inquisitors have been sent to guard her house.

A local citizen who was awaiting the vessel’s execution that fateful night is very worried:

“I was extremely scared for my children as I remember the last time the vessel manifested. I was rushed to the docks by my mother and father.”

This article has had an exclusive interview with the mighty Inquisitor Hargrath. Inquisitor

Hargrath, our best and most powerful Inquisitor, was vexed by the illusion performed by the vessel on that extremely eventful Monday night:

“I will never stop unless something forces me to! I am the mighty Inquisitor Hargrath and I will defeat the vessel again! That abnormal human should die!”

Anna (surname unknown) reports that in the cathedral, where the manifestation of the vessel took place twenty-three years ago, there were waves rising and falling, controlled by the movement of a boy’s hand. Anna called the boy ‘Seth’.

The Inquisitors know the exact location of the vessel and are planning to take him into custody. The specimen’s fate is now sealed once and for all.

We will update you as soon as we have more news. We will let you know in our

Young boy arrested

A young boy has been captured and the authorities have attempted to kill him.

The young boy, who was cut out of a whale last week on a roof, has now been arrested by the Inquisitors and taken to St Ephram’s Square.

Despite all of the evidence that has been given by a pre-teen named Ellie Lancaster to defend the fugitive, this specimen of a boy was said to be guilty. Many are concerned about this individual being the vessel.

This whale boy was arrested and taken to St Ephram’s Square by Inquisitors to meet his fate to be burned alive whilst locked inside of an unbreakable, steel cage.

The Vessel’ was recently described as ‘crying inside of the cage!’ He was identified and confirmed as the Vessel. There was a major celebration for ‘The vessel’s’ death at St Ephram’s Square.

During the event, I interviewed some Inquisitors and locals. Hargrath, who is the leader of the town, is determined to kill the vessel:

“We did it again, hopefully for the final time. This ‘Seth’ can be the one to be obliterated once and for all!”

Jesse, who is the deputy head of the town, will always obey his master - Hargrath:

“Well, now we’ve got Seth, we can kill him and we don’t have to go on the run for him. It’s just back to normal life.”

People seem happy from what I have heard. Ellie Lancaster, who is a friend of the vessel, is very scared about the situation:

“Don’t kill him, he is innocent. Please!”

Nevertheless, I have stated everything I can.

Following the solved investigation, inquisitors have confirmed that they have got everything under control.

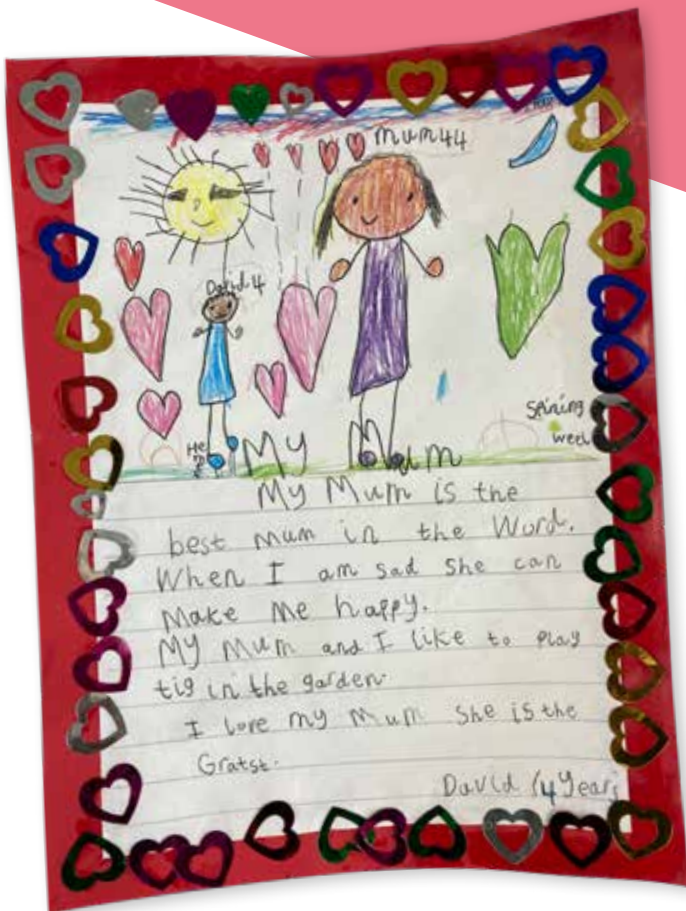
It is officially confirmed that Seth will die in his cage. We will get back to you with the latest news as soon as possible.

Reported by Casper

Writing

My Mum by Reception

My Mum
by Demi



My Mum
by David

My Mum
by Juanita



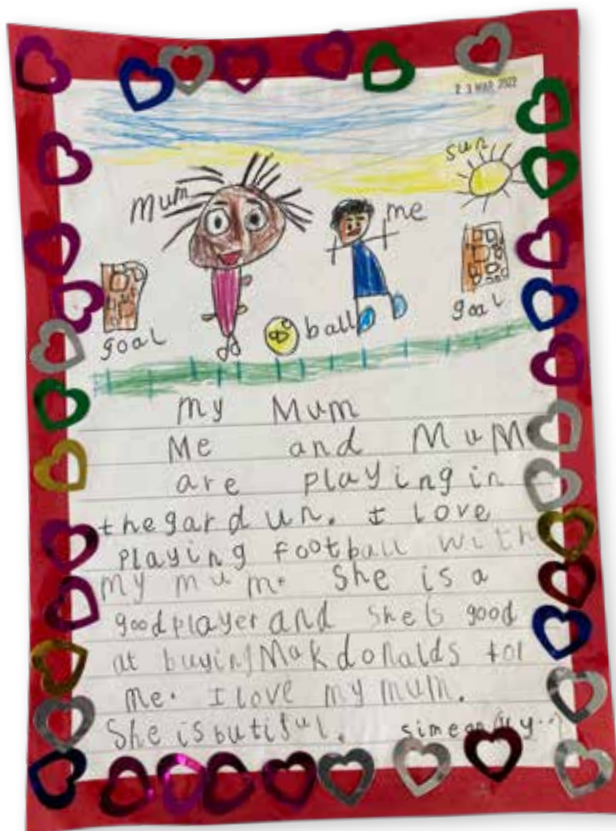


My Mum
by Ryan

by Reception

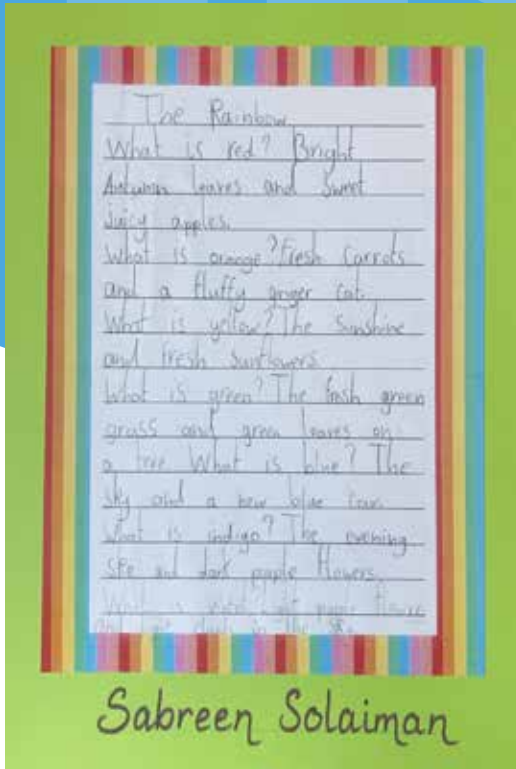


My Mum
by Francesca

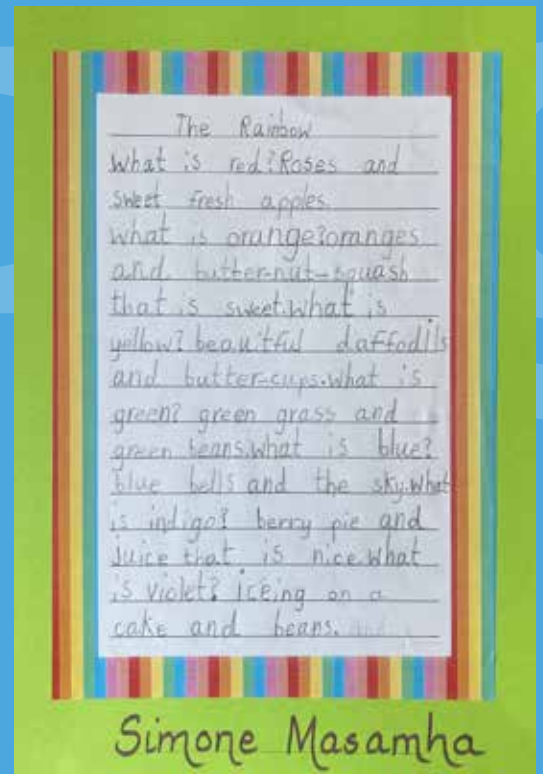


My Mum
by Simeon

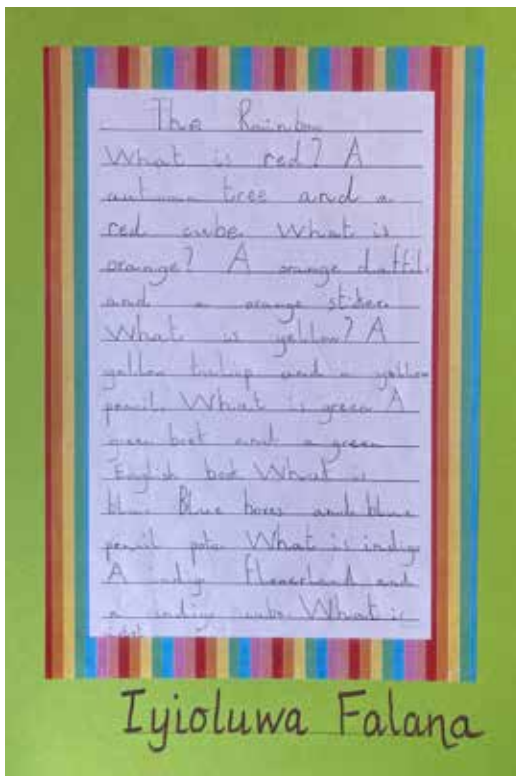
The Rainbow by Year 11



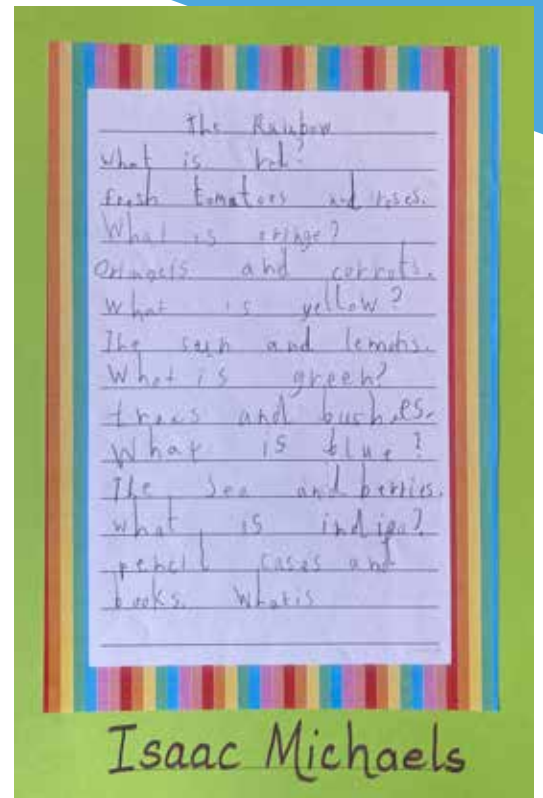
The Rainbow
by Sabreen



The Rainbow
by Simone



The Rainbow
by Iyioluwa

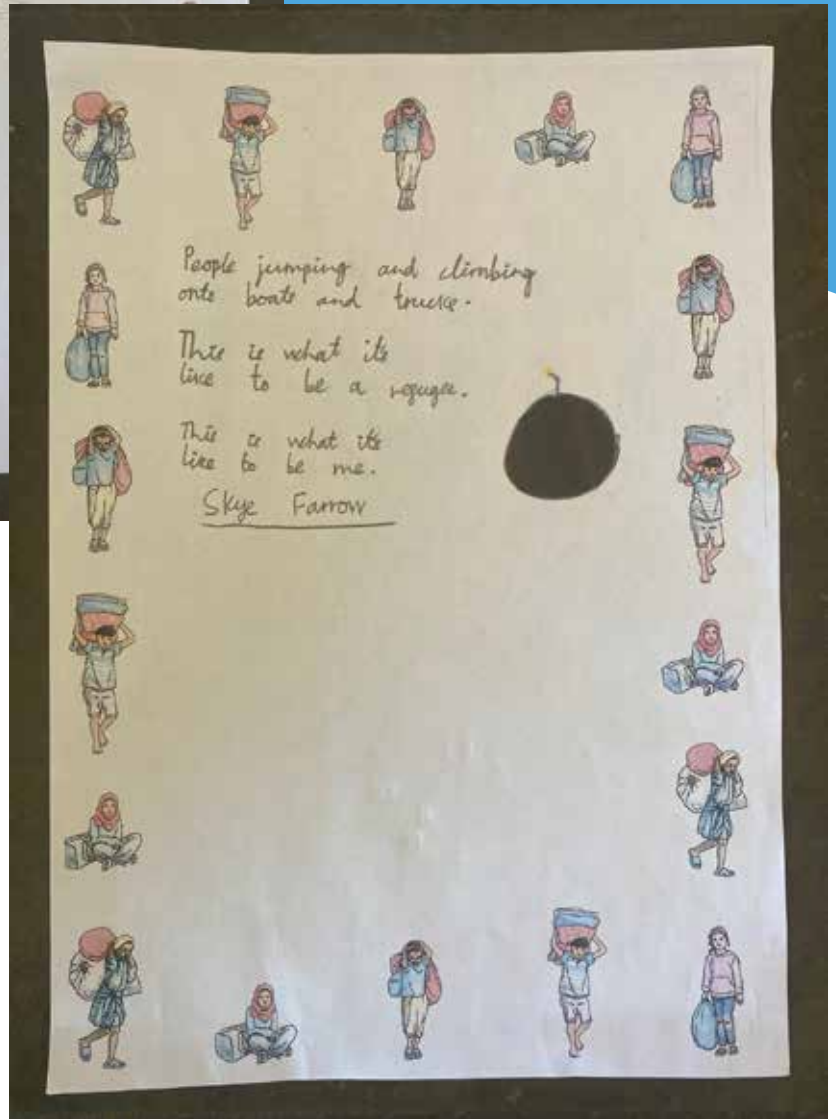
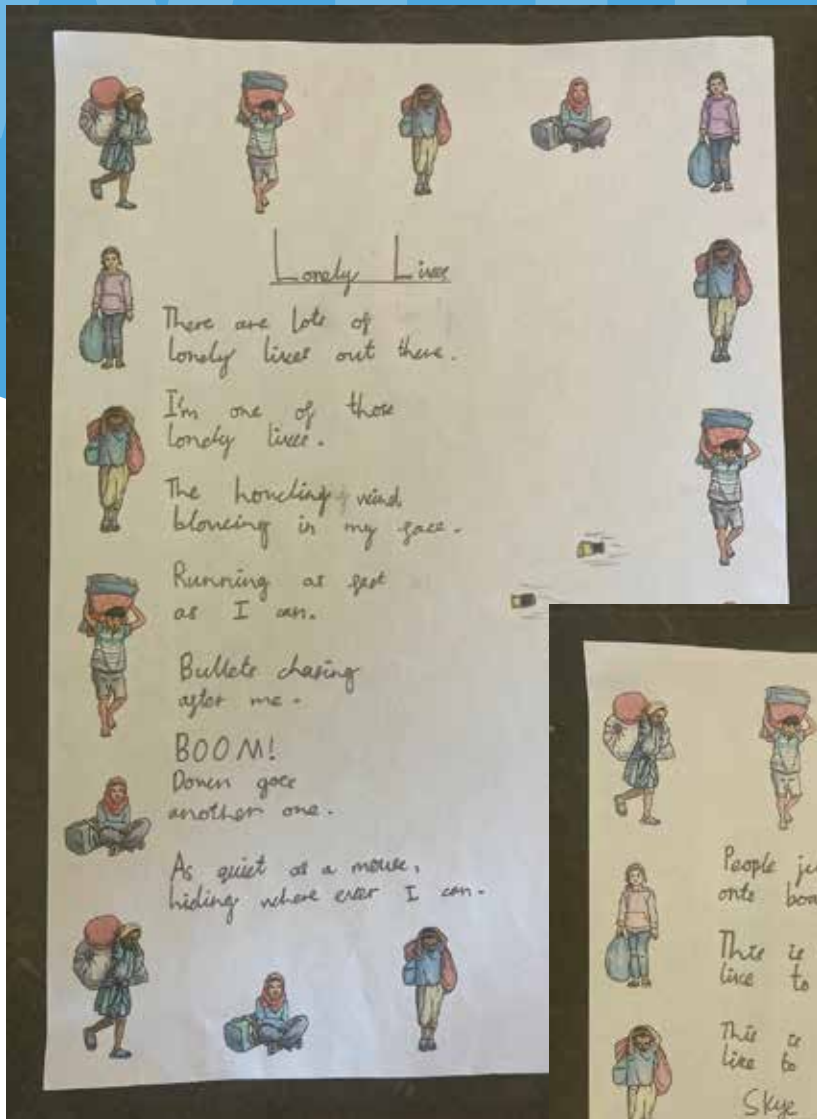


The Rainbow
by Isaac

Year 5

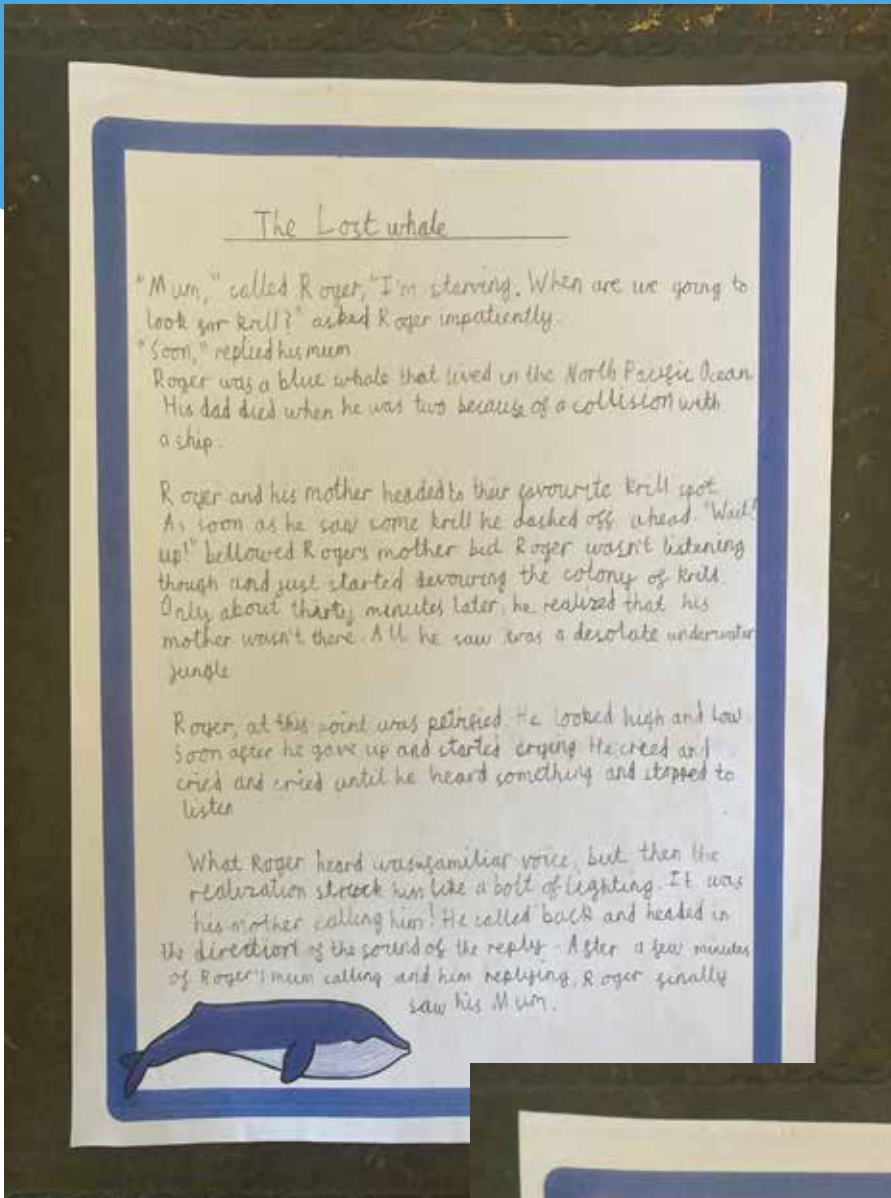
Year 5 have been exploring different styles of writing through the weekly reading comprehensions. These texts have inspired our writing. We have recently written discussion texts, information reports, fiction and some poetry. Please enjoy the samples below.

Lonely Lives by Skye Farrow

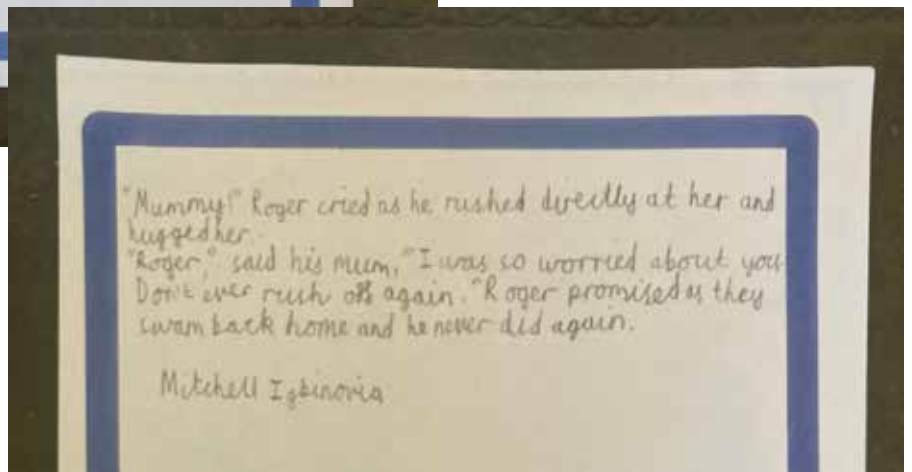


Writing

by Year 5

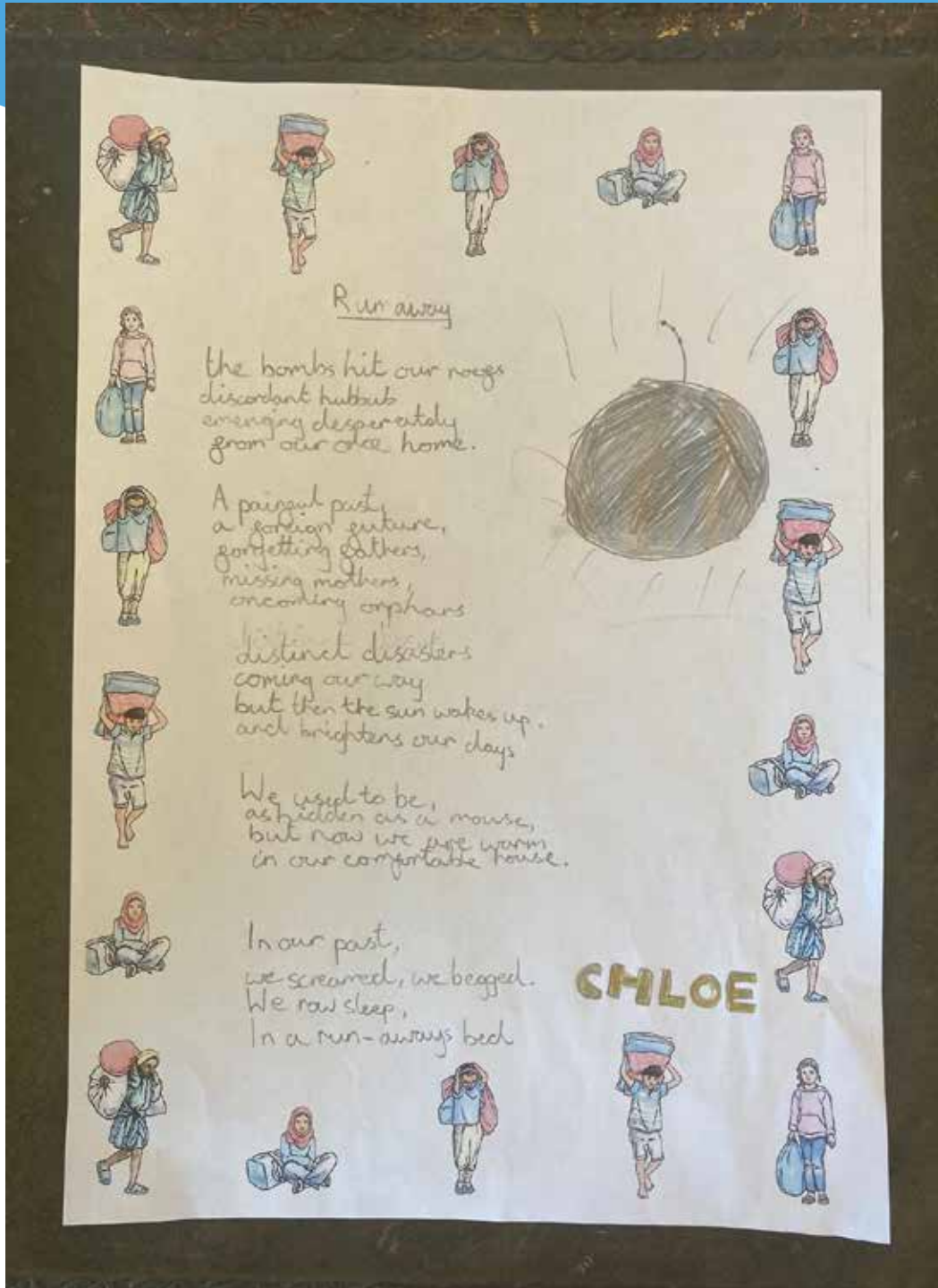


The Lost Whale
by Mitchell Igbinovia



Writing


by Year 5



Run Away
by Chloe Willis

Dragonflies

This information text is about dragonflies. Dragonflies are carnivorous insects. There are more than five thousand species of dragonflies and they all belong to the order Zoraptera, which means 'toothed one' in Greek. Like all other insects they have three body parts, a head, a thorax and an abdomen.




Did You Know?
Blue Dasher Dragonflies are also called blue pirates.

Habitat

Dragonflies live in fresh-water places like ponds, lakes and rivers. Nymphs (baby dragonflies) hatch in the water and live there until they become adults.

Appearance



Dragonflies have four transparent wings and long, thin bodies and they are either red, green or blue. Nymphs (baby dragonflies) look like fatter wingless adults.

Dragonflies
by Ivanna Mathew

Writing

by Year 5

Diet

Adult dragonflies eat moths, worms, spiders, tadpoles, fruit flies, house flies, butterflies, midges and mosquitoes. Nymphs often eat young fish, tadpoles and worms.

Dragonfly Eggs

Dragonfly eggs are laid in water or in the stem of a water plant. They hatch in two to three weeks.


Dragonfly Hunting

As it heads to its prey, a dragonfly pulls its legs forward to make something like a basket and then scoops up its prey.

Interesting Facts About Dragonflies

- Dragonflies often mate in mid-air.
- They have the sharpest vision of any insect.
- Dragonflies can reach speeds of fifty eight kilometres per hour to escape from birds.
- Dragonflies appeared on Earth one hundred and forty million years before the first birds.

By Ivanna



Dragonflies continued
by Ivanna Mathew

Art

Designing our Lighthouse Models

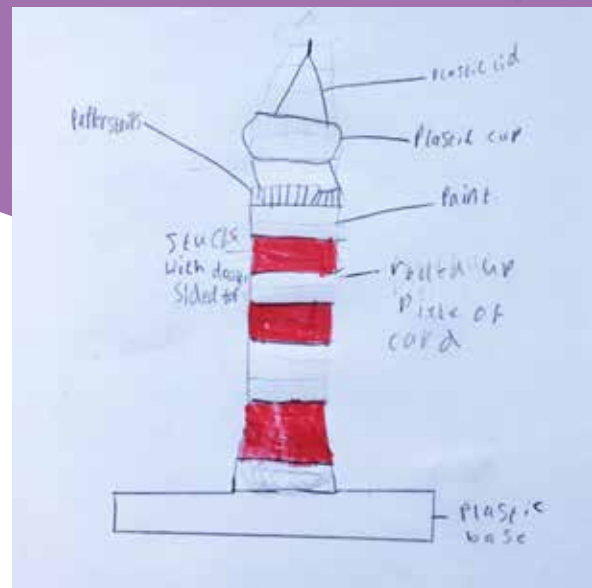
Year 2

What are we doing?

We are working as a group to plan how we will construct our model of a lighthouse. We are thinking about which materials would be most suitable based on the resources available to us.

Why are we doing it?

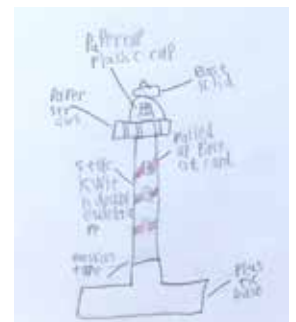
To make sure that we think carefully about how we're going to make a model of a lighthouse.



Lighthouse model and design by Ellie



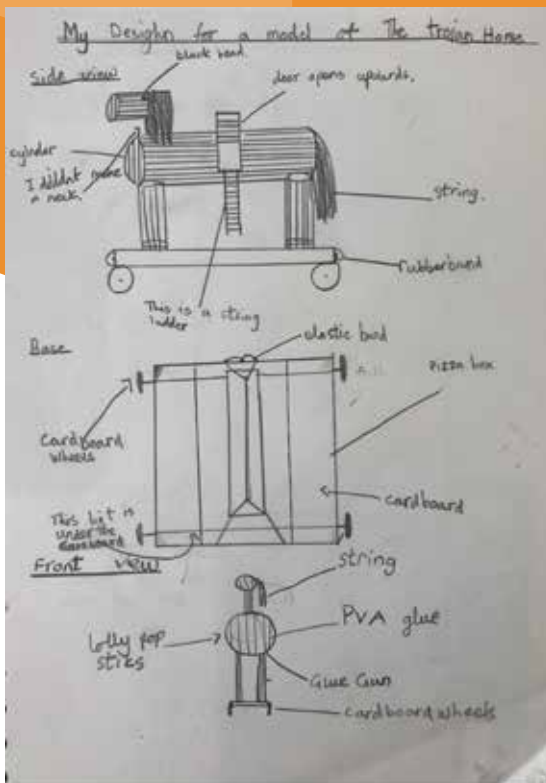
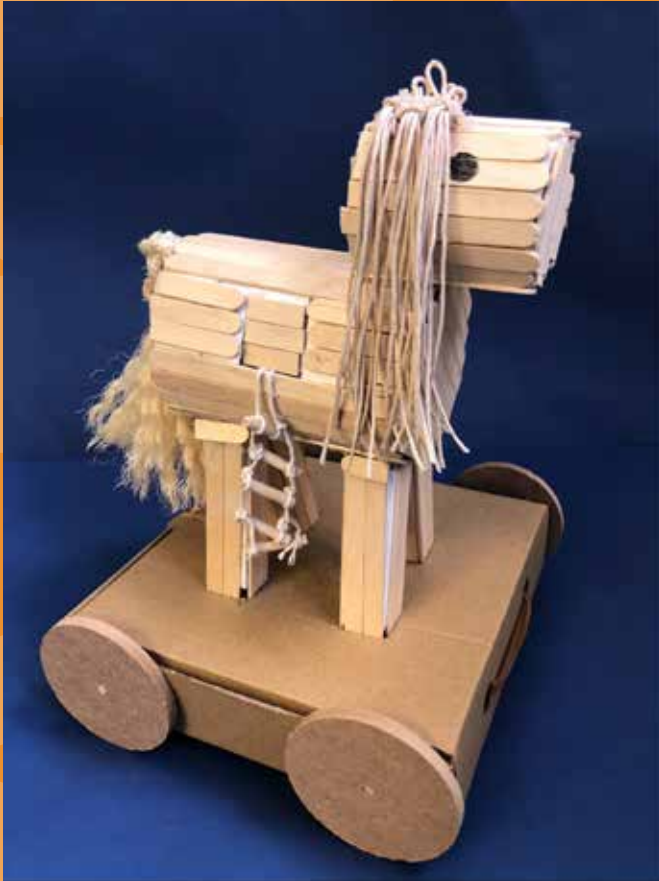
Lighthouse model and design by Naa



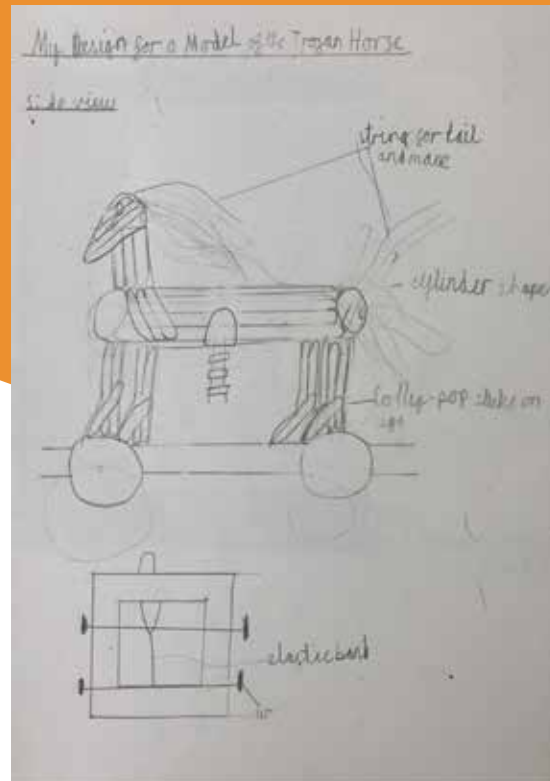
Lighthouse model and design by Rex

Trojan Horses

Year 5



Trojan Horse model and design by Maya



Trojan Horse model and design by Mitchell

Trojan Horses

Year 6

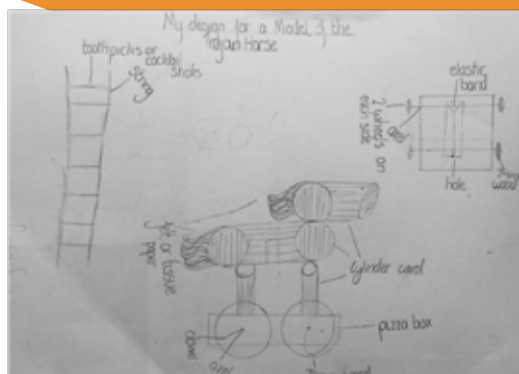
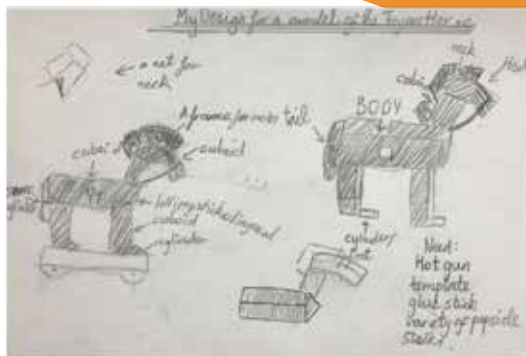


My design criteria for a model of the Trojan Horse

- It needs to look like a wooden horse
- It has to move smoothly
- It must be able to move without falling over
- The horse must have a tail
- The horse must have different layers of sticks
- The tail needs to be like a tail
- Needs to have a strong structure
- have a door
- The reins needs have two lollipop sticks
- It needs to be stuck onto the base well
- Needs to leave a space for eye

My design criteria for a model of the Trojan Horse

- It must be wooden like table wood
- It must have a door that doesn't stand out
- It must have a strong structure so it doesn't collapse
- It must have wheels and balance
- It must not move when not pushed



Trojan Horse model and design by Eva

Trojan Horse model and design by Lakshmi

Roman Shield Design

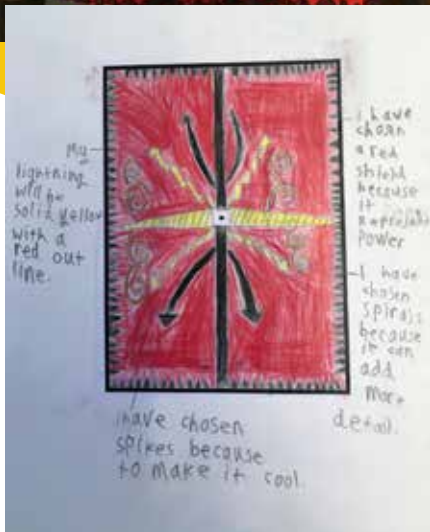
Year 3 & 4

What are we doing?

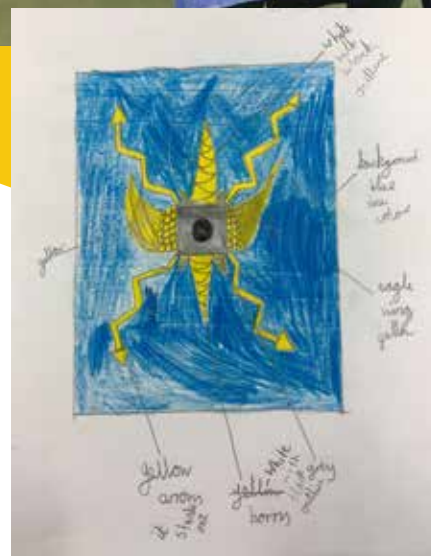
We are designing the decoration for our shield.

Why are we doing it?

Tp be able to carefully plan how we will decorate our Roman shield ready for the painting stage.



Roman shield and design
by Terence Cheng



Roman shield and design
by Amy Roberts



Roman shield and design
by Raimah Hussain



Roman shield and design
by Fraser Osgerby

Flowers in bloom

Year 1



By Andrew Woodhall



By Sabreen Solaiman





By Xaoni Richardson



By Simone Masamha



Dearne Valley Activity Centre

On the weekend of Friday 27th May through until Sunday 29th May, Froebel House will be attending the Dearne Valley Activity Centre in Doncaster, to provide the Years 3, 4, 5 and 6 students with the opportunity to participate in a weekend residential activity program. I will be leading the trip with three other staff members as well as working closely with the activity centre group leaders and instructors throughout the weekend.

<https://www.kingswood.co.uk/activity-centres/dearne-valley/>

These trips are hugely beneficial. The children always enjoy them and seldom want to leave the venue - despite understandable apprehension on the first night. The experiences gained often result in memories that last a lifetime.

I have chosen the Dearne Valley Centre as Robinwood (our previous pre-COVID provider) were unable to facilitate our needs this year due to a variety of reasons. I was also not impressed with the fact they retained the deposits the last time around when we were unable to travel because of the pandemic and consequently, refused to transfer the deposit to our next trip!

As a result, I have been looking at alternatives which if anything, would be an improvement on our weekend activity offerings and in using Dearne Valley, I believe we have done this on multiple levels. This includes a wider array of activities and a much better price for parents.

The staff and I are looking forward to a weekend of no sleep, hard mattresses, very excited children, huge challenges, the zip wire and climbing walls to name but a few!

Please rest assured that the myriad of questions surrounding the weekend will all be answered and addressed prior to our departure.



A photograph of Tashinga Bepete performing on stage. He is wearing a bright pink jacket and playing a black acoustic guitar. He has a joyful expression, looking towards the camera. The background is a stage set with wooden beams and purple lighting.

Tashinga Bepete

A young man always destined for success and one of our very own!

Tashinga Bepete as FERDINAND, Tempest, Credit Lidia Crisafulli

I recently caught up with Mrs Kanyoka, Tashinga's mum, and asked her how her son was doing. She told me he currently starring in Shakespeare's *The Tempest* at the Pleasance Theatre in London where he was doing really well (www.pleasance.co.uk/event/tempest). I was so pleased to hear this and thought it would be nice to let the Froebel community know that one of our students and a member of the Froebel community was pursuing his dreams and most importantly, realising them.

He is really making a mark which has included being featured in *The Railway Children Return* (Studio Canal; a Warner Bros./DC Films feature film) and *Red Rose* (BBC/Netflix). He has also done various voice over work ranging from video games to audiobooks.

Whenever Tashinga returns from London to see his family, he often comes to Froebel to pick up his little sister Thandwe, who upon realising her big brother is waiting for her outside, rushes to be ready to meet him surrounded by a flurry of excitement. He quite literally, makes her day.

Tashinga and his family have been part of the Froebel community for many years and when he visits, I always enjoy catching up and hearing his news, reminding him not to forget us whilst treading the boards of success. I always enjoy talking with an erudite, genuine and successful, respectful young man.

Tashinga spent seven years at Froebel and is well remembered



by all, especially by the staff and Mrs Roberts whom Tashinga took the time to go and see a while ago. He spent quality time with his headteacher and spoke to her at length, she reminded him he was one of the youngest members of his class who on a trip to Bridlington, at 4 ½, spoke all the way there and all the way back without drawing breath! My mum to this day, speaks very fondly about Tashinga and like all of us, is incredibly proud of his journey to date and wish him nothing but continued success for the future. Way to go young man!

And Congratulations goes to...



Theodore Baxter – Year 4
For his reading prowess!



Georgina Andrews – Year 4
For completing the 10K Cancer Research run and raising £450 in the process!



Verity Hatley - Year 2
For making great progress at her gymnastics club!



Jasper Herzberg – Year 3
For continuing to shine playing rugby.



Walter Wood – Year 2
Winning player of the week at his football club



Aarav Ponmurugan – Year 3
For being man of the match whilst playing football



Shravan Jeyaseelan – Year 3
For his efforts whilst playing tennis!

Some General Reminders...

I have some notices and listed some general reminders below for your perusal. The reminders are designed to reduce the incidents of us having to call parents to bring in swimming bags when forgotten and to help repatriate clothing items quickly because they have been clearly labelled!

Congratulations

To our Year 6 students, Ms Pocklington and Mrs Walker for once again, hitting the expected bar and producing a 100% success rate in all entrance exams undertaken, with scholarships and bursaries offered at both Tranby and Hymers. Well done to all.

We continue to prepare the children the Froebel way and enjoy the feedback from parents who joined Hymers and Tranby in Year 7. These children continue to excel at the top of their respective classes one and two years later.

Homework

No homework the first week back.

Swimming & P.E.

Please note we have no swimming when we return to school for the first week, but we do have PE.

Please check your child's swimming and P.E. days as a number of children regularly forget their P.E. and swimming bags.

Please send swimming bags and P.E. bags into school on the day they are needed.

The children swim on the following days:

- Monday – Year 3
- Tuesday – Year 2
- Wednesday – Year 1
- Thursday – Years 4, 5 & 6 on alternate weeks
- Friday – Reception

P.E.

- Monday – Reception, Year 1
- Tuesday – Years 4
- Wednesday – Year 2 and Year 3
- Friday – Year 5 and 6

Lunch Boxes

Children need a plate and a paper or cloth napkin in their lunch boxes. A plastic or paper plate is acceptable. Please keep the lunch box as small as possible.

Stationery

The following items are essential so please ensure that your child has them in his/her pencil case:-

Years 4, 5 and 6

Scissors, large glue stick, coloured pencils, pen, compass, 30 cm ruler, white rubber and canister pencil sharpener.

Years 2 and 3

Scissors, glue stick, felt tips, coloured pencils, 30 cm ruler, white rubber and canister pencil sharpener.

Year 1

Coloured pencils, glue stick, white rubber and canister pencil sharpener.

Reception

Pencil crayons, pencil case, large glue stick and a rubber.

NB. Tippex is not allowed in school

NEXT TERM, HALTEMPRICE, ASSEMBLIES AND SPORTS DAY

Due to the really high levels of COVID in and around the city at the moment, and with many schools struggling for staff, Froebel has continued to function pretty much at capacity and has done so, due to the way in which we have managed the school throughout the day. We have limited the mixing of classes, not had whole school assemblies and consequently, unlike many of our peers, have coped relatively well.

Upon our return we will continue exactly as we are now until we have got over this high rate of infections and level of disruption. When we arrive at the half term, the plan is to revert fully to assemblies and Haltemprice. I will monitor the situation closely and keep the community updated. In moving too early on this we run a real risk, like other schools, of not being able to function due to large numbers of students being out and staff self-isolating - something I believe we can avoid whilst exercising caution and continuing to operate the way we are.

I am looking tentatively at Sports Day. The venue is yet to confirm and as mentioned, I'm watching the situation in hand. I will be able to confirm closer to the day. If it goes ahead, it will be during the last week of school and will hopefully, be on the Thursday.

Stationery

The following items are essential so please ensure that your child has them in his/her pencil case:-

Years 4, 5 and 6

Scissors, large glue stick, coloured pencils, pen, compass, 30 cm ruler, white rubber and canister pencil sharpener.

Years 2 and 3

Scissors, glue stick, felt tips, coloured pencils, 30 cm ruler, white rubber and canister pencil sharpener.

Year 1

Coloured pencils, glue stick, white rubber and canister pencil sharpener.

Reception

Pencil crayons, pencil case, large glue stick and a rubber.

NB. Tippex is not allowed in school

Folders

All children have a named folder. This is sent home when there is a letter inside for parents to read. Please return the folders the next day with signed slips if requested.

Hair

Please keep boys' hair a sensible length – not too long, not too short and definitely not shaved. Girls' hair must be tied back neatly with a green bobble, and if necessary, a green slide and ribbon. There should be no decoration in the hair. Braiding should be simple, kept to the minimum and tied back neatly.

Fees

Please may I remind parents that fees are due on or before the first day of term.

Notice

A terms notice must be given, in writing on or before the first day of a term. If notice is received any later, a term's fees will be payable in lieu.



Uniform

Please name all clothing, as we have no other way of identifying lost clothing. If we find unnamed clothing, we donate it to the school uniform shop. Iron on name tapes are very easy to use. P.E. bags must be named on the outside with a permanent marker.

We have also had items go home with the wrong child by mistake, with the other child's name written inside the item, never to be seen again! Please check the name tags when washing, as in doing so, we can repatriate the clothing to the rightful owner! Your support in this regard is much appreciated.

Children need two pairs of named plimsolls. One pair is for P.E. and one pair for indoor shoes. Some of the children's plimsolls are in a sorry state of affairs and can cause the children to trip on the stairs. Please replace any plimsolls that are worn and have seen better days.

Please label the P.E. shoes and keep them in the P.E. bag at all times.

Children also need a pair of white socks for P.E.

The green waterproof jacket should be always in school. If children wear the jacket home, please return it the next day.

Winter Uniform:

Please note the children will return to school after the holidays in their winter uniform and not their summer one. I will inform the community of when the summer uniform is needed. As I'm sure you can appreciate it's still not very warm!

Kindness is the
language which the
deaf can hear and the
blind can see.

Unknown

Term dates 2022-2023

Summer Term 2022

Starts	Tuesday, 26 April 2022
Ends	Friday, 8 July 2022 @ 12.00 noon

Half term is inclusive of the dates above. Return to school on Monday, 6 June.
Note: Bank holiday: Monday, 2 May 2022.

Half Term

Starts	Monday, 30 May 2022
Ends	Friday, 3 June 2022

Autumn Term 2022

Starts	Wednesday, 7th September 2022
Ends	Thursday, 15th December 2022 @ 12 noon

Half term is inclusive of the dates above. Return to school on Tuesday, 1 November 2022.

Half Term

Starts	Friday, 21st October 2022
Ends	Monday, 31st October 2022

Spring Term 2023

Starts	Wednesday, 5 January 2023
Ends	Friday, 31 March 2023 @ 12.00 noon

Half term is inclusive of the dates above. Return to school on Monday, 28 February.

Half Term

Starts	Monday, 13 February 2023
Ends	Friday, 17 February 2023

Summer Term 2023

Starts	Monday, 17 April 2023
Ends	Friday, 7 July 2023 @ 12.00 noon

Half term is inclusive of the dates above. Return to school on Monday, 6 June.
Note: Bank holiday: Monday, 5 May 2022.

Half Term

Starts	Monday, 29 May 2023
Ends	Friday, 2 June 2023

