

# Weekly Newsletter

19th April 2024



22nd April Staff Appreciation Week

29th April—Open classrooms from 3pm. A jotter was sent on 18/4.

3rd May—Class 4 Assembly

6th May—Bank holiday

7th May—Year 6 parents meeting re Trip and SATs

10th May—Own clothes for filled jar donations for May Fayre

13th May—Year 6 SATs week

17th May—own clothes day in exchange for cakes and sweets for the May Fayre.

18th May—May Fayre—Farm theme

20th May—Rail Safety by Network Rail

24th May—Last day

27th May—Half Term

3rd June—Children return

3rd June—Year 6 Residential

7th June—Class 1 Assembly

7th June—Own clothes Day for Fathers Day secrets room

12th June—Secrets Room

21st June—Disco

28th June EYFS Assembly

2nd July—Sports Day

2nd July—Induction Evening 5:30pm

10th July—Year 6 Production. Two shows in one day, 1:30pm and 6:30pm.—change of date

16th July—Leavers Return and Rounders match

19th July—Children's last Day.

19th July—Leavers Assembly

20th July—Leavers Event.

22nd and 23rd July -INSET days

2nd September-INSET

3rd September—Children return to school



Luna, Oreo, Star and Penny would like to say a huge thank you to Nala for looking after them for the whole Easter Break! They had the most wonderful time and have come back full of treats and cuddles. The love and care that Nala shows the guinea-pigs is amazing, she has even convinced Oreo that life is not too scary after all.



With your help, the PTA have made some very generous donations to the school recently. We have received £1600 for Literacy resources to support reading and phonics, and each class has received £100 to spend for their own uses. We truly appreciate all the effort that goes into raising money to support us, and we can't thank the PTA enough.

We are so lucky to have such a hard working PTA and thank all the members who give up their time for our children.

The class with the best attendance this week is Classes 4 with 100% attendance.

Absolutely fantastic, well done to everyone.



Ask your child about....

Daisies

In our assemblies this week, we have likened ourselves to the delicate daisy. We have learned a few facts about them, for example, they are part of the sunflower family and they exist on every continent except Antarctica. We marvelled at how a little daisy is so resilient, how it keeps bouncing back when suffering setbacks. Daisies have to endure being trodden on, picked, mown down and contend with all sorts of weather—yet they come back, time and time again.

We are using the wonderful daisy to remind us to be resilient. To bounce back from failures or challenges.

The children are looking out for hidden daisies around the school for extra dojos this week too!



CONGRATULATIONS to the Vikings for earning the most points this week!





From the Foundation Awards Manager  
**ROS GRIFFITHS**  
[ros.griffiths@tonbridge-school.org](mailto:ros.griffiths@tonbridge-school.org)

18 March 2024

Dear Parents

This year, Tonbridge School will offer 8 places to boys in Year 6 who are currently at local primary schools. These places are offered with a significant means tested fee reduction which, in some cases, covers full fees and extras such as uniform. I will help these boys to secure a place at local prep school, where they will study for Year 7 & 8 in preparation for joining Tonbridge in Year 9, 2027. We will offer additional financial support to help with these prep school fees.

Many local primary schools have supported boys' applications to Tonbridge over the years through our Foundation Award Programme. We currently have 68 boys in the school receiving financial assistance and we aim to increase that to 100 by 2028.

If you have a bright, high achieving and talented son, **currently in Year 6**, who you think might be interested in a Tonbridge education, I would be delighted to hear from you. If you would like some informal relaxed details about the programme we can have a chat by phone, or you can pop in for a coffee and a look around. Further information about the opportunities and how to apply can be found on our website.

Registration for places has opened for entry in Year 9, 2027 and I am holding a Foundation Award Open Morning in May to which you would be welcome to attend.

Please do contact me directly should you have any questions.

With best wishes,

Ros Griffiths  
Foundation Awards Manager

## Whatsapp Warning

### Information for parents

Various News groups have been reporting about a concern with a group on Whatsapp. We felt it pertinent to share this with our community as forewarned is forearmed.

Children as young as nine are being added to dangerous WhatsApp groups promoting self-harm, sexual violence and racism - many without their consent - amid a privacy storm around the hit messaging app.

A group called 'everyone you know x' is said to be one of several that hundreds of children in Years 5 and 6 - as young as nine years old - have been added to across the north-east of England in recent weeks.

The groups are reported to share images of violence and self-harm as well as sexually violent and racist content. Northumbria Police has alerted schools, which in turn have warned parents to watch out for the groups on their children's phones.

Facebook parent company Meta, which owns WhatsApp, has cut the minimum age for the messaging app to 13 - despite the fact people younger than this appear to be using the app, said to be one of the most popular among British children.

Meta says users can control the groups they are added to - but a tightening of online safety laws was enacted last year that could, in time, require social media giants to do more to protect children online.



An additional point to make is that the age for Whatsapp is 13—when younger children use it, they are often not emotionally mature enough to deal with the volume and content of messages. Meta put this age restriction on for a very good reason. As a school, it is hard for us to deal with the fallout from this app, when children should not be using it anyway. If, as a parent, you decide to allow your child to use the app and receive and send messages, it is vital that you monitor this closely and address any issues that arise. The school will support by continuing to educate our students about appropriate online behaviour, but it is a parental responsibility to put in boundaries and sanctions at home for misuse and inappropriate behaviour on the app.



## May Fair

### OWN CLOTHES DAYS

Please bring in donations...  
Friday 10th May - Fill a jam jar  
Friday 17th May - Sweets or cakes



#### What is "Fill a jam jar"?

- 1) Find a clean jar from your recycling
- 2) Fill it with suitable items you think children will like  
Please ensure items are new or very good condition
- 3) Bring your filled jar into school and your child may wear non-uniform

Ideas of items to put in your jar:  
Pencils, crayons, activity books, stickers, fidgets,  
small toys, hair bobbles, crafty bits, wrapped  
sweets, stationary

Donations will be used as prizes at the May Fair, so if you are able to fill more than one jar we would be very grateful.  
Thank you in advance for anything you are able to give.  
If you can not fill a jar or donate sweets/cakes, please bring £1



## Maths update

Over the coming weeks we aim to share with you some 'top tips' for supporting your child at home with different areas of the maths curriculum. This week our focus is on place value!

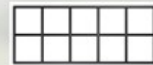
### Maths Equipment

In this guide we use ten frames, counters, straws and a mini-whiteboard.

If you don't have these you could:

- draw a ten frame on poster paper or the back of a cereal box
- make your own counters using card
- use other objects such as dried pasta or small toys
- use pencils or strips of paper instead of straws.

4 x ten frames



40 x plain counters



40 x straws



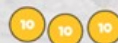
4 x base 10 tens



10 x base 10 ones



4 x ten counters



10 x one counters



## A Guide to Place Value

**Maths with Michael**  
5x

This is a supporting document for episode 1 in our mini-series 'Maths with Michael' which has been produced in collaboration with TV presenter, teacher and parent Michael Underwood.

$\sqrt{3}$

Aa

5x

$1+1=2$

White  
Rose  
Maths



We are going to make the number 29 in different ways.



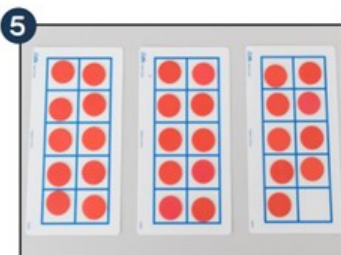
Ask your child to fill a ten frame by putting 1 counter in each box. When the ten frame is full, ask them "how many counters are there?"



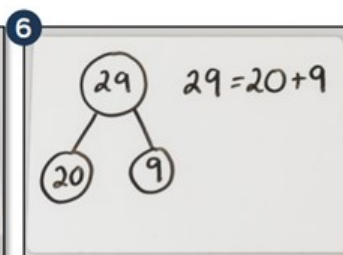
Now ask your child to fill another ten frame. Ask them "how many counters are there now?" Show them that there are 2 tens which is 20 counters.



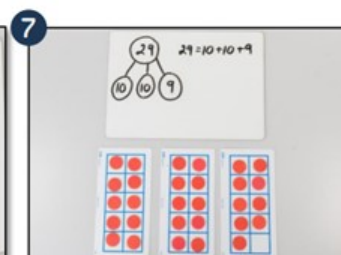
Take another ten frame and ask "how many more counters do we need to make 29?" They may need to count in 1s from 21 to 29 to realise that they need 9 more counters.



Ask "What number is represented?" Explain that there are 2 tens (completed ten frames) and 9 ones. This is the number 29



Draw a part-whole model with two parts. Write 29 in the whole and ask your child what the parts could be.



Draw another part-whole model with three parts. Ask your child what the parts could be. Ask them to show you where each part is on the ten frames.



Ask your child to make 29 using straws. Get them to bundle 20 of the straws into 2 groups of 10. If you don't have straws, you could use pencils or strips of paper.

Now Try These

15

32

40

White  
Rose  
Maths

Now explain that we're going to make the number 29 using different equipment, starting with Base 10.

Explain to your child that the yellow rod is worth ten because it is made up of 10 ones.

Ask "how many tens are there in 29?" There are 2 tens.  
Ask "how many ones are there in 29?" There are 9 ones.  
Make the number 29 using Base 10

Show this next to your part-whole model from earlier. Ask "where can each part be seen in the Base 10?" Each 10 is a yellow rod and the 9 is the red ones.

The next step in understanding is for your child to know that the ten rod can be represented by a single ten counter.

Ask your child to make 29 using place value counters. Show them the link between the tens and ones in Base 10 and the place value counters.

Show the counters alongside the part-whole models to reinforce that 1 ten counter is worth 10 ones counters.

For next steps, you could show your place value counters on a place value chart. This helps children organise their work.

## Now Try These

15

32

40

White  
Rose

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



When reading with your child at home, think VIPERS.

This is a system to help us get more out of reading sessions, and to help our children gain a deeper understanding of the text. Below are some suggestions for each part of Vipers, so please feel free to try them when reading at home. Pick the questions most suitable for your child's age, or make them a bit simpler for our younger children.

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based on the details given or implied.	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
<p>Example questions</p> <ul style="list-style-type: none"> <li>What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>Which word tells you that.....?</li> <li>Which keyword tells you about the character/setting/mood?</li> <li>Find one word in the text which means.....</li> <li>Find and highlight the word that is closest in meaning to.....</li> <li>Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>Find and copy a group of words which show that.....</li> <li>How do these words make the reader feel? How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are.....</li> <li>How can you tell that..... do you get from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was ..... thinking when.....</li> <li>Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>From the cover what do you think this text is going to be about?</li> <li>What is happening now?</li> <li>What happened before this? What will happen after?</li> <li>What does this paragraph suggest will happen next? What makes you think this?</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Do you think..... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>Why is the text arranged in this way?</li> <li>What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ..... effective?</li> <li>The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>What is the author's point of view?</li> <li>What affect does ..... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did ..... effectively?</li> <li>Which section was the most interesting/exciting part?</li> <li>How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>How did.....?</li> <li>How often.....?</li> <li>Who had.....? Who did.....?</li> <li>What happened to.....?</li> <li>What does..... do?</li> <li>How..... is.....?</li> <li>What can you learn from ..... from this section?</li> <li>Give one example of.....</li> <li>The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What happened after.....?</li> <li>What was the first thing that happened in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> <li>In what order do these chapter headings come in the story?</li> </ul>

## Next week is Staff Appreciation Week

Please can you help me to show how much we appreciate all of the staff at Capel? Could you send a note or message to a member of staff that you feel has made a difference to your child or you. It would mean so much for a staff member to hear how appreciated they are.

Thank you in advance

