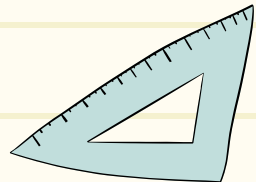


# NEWSLETTER



## Headteachers Message



I want to end the half term by sharing a conversation I had with a student this week while they joined me in dropping another student off at the stables.

As a school we often use diversion as a strategy, when a child has got into less positive behaviours, we believe this supports them in breaking these patterns of behaviour and ensures the peers needs within the class are also met.

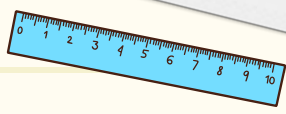
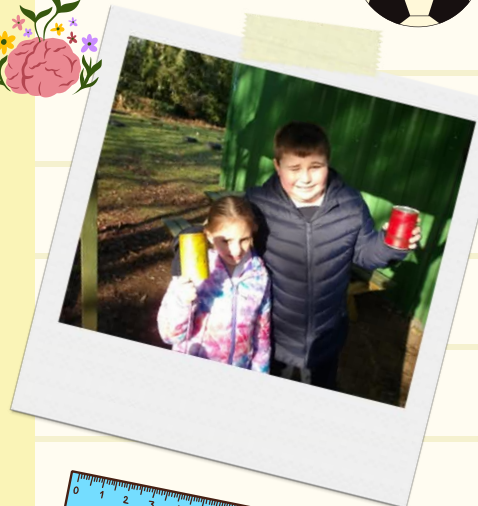
Before we travelled to the stables the students chose a few songs they wanted to share with each other on the way, we arrived and got out of the car, the student supporting the drop off carried the young student's bag for them. We walked the student into the yard and spent a few minutes settling them and then return to the car. Before driving away we saw the younger student running back up the path towards us, I got out of the car to check in with her, she shared that she was worried she would be cold, luckily I had a spare fleece in the car which I helped her to put on, she gave me a hug and then she ran off again to join her friends at the stables.

We then drove down the stable track, the child joining me on this journey then went on to tell me how the child we had dropped off "is definitely in the right place" and that "HFS is definitely the right school for her". He told me how he could see in everything we do for her, how cared for she is by us and that "sometimes that must be really hard as the child can be really cross".

I asked the student if they felt the same (we often question when children are wobbly, challenging and unable to learn if Haywards Farm is the right place for them especially after every strategy being put into place we can creatively think of has been implemented). This student then turned to me and he said "Haywards Farm is a really great place for me, it is the best school I have been to, the last two schools were absolutely terrible. I have friends for the first time, and I have people that will do anything to try and make this work for me". It is no denying that the half term after Christmas within education is always one of the most challenging, children have come back from Christmas where they have had lots of different experiences, and it can be hard for all involved.

This was a much-needed conversation to share with the team while thanking them for their relentless commitment to our children this term.

I hope everyone has a restful half term, please don't forget anyone who needs additional support during this time can email myself, or make contact with West Berkshire MASH team on 01635 503090. Have a lovely half term, Alex.



## Glimmers



## Dates for the Diary

Return to school- 24.02.2025

Monday- Stable Futures

Tuesday- Year 5 and 6 PE

Thursday- The Paddocks

Friday- 1pm finish for students



# Class Updates



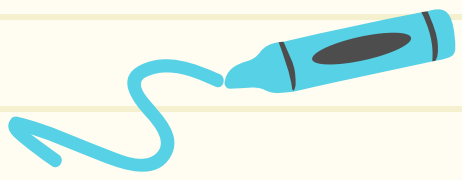
## Cherry Class



In the final week before the half-term break, Cherry Class completed their Science, History, and Geography unit quizzes to consolidate all they had learned. For our Art lesson, we made canopic jars using clay. At Forest School, we went on a scavenger hunt to gather items for a “canopic jar” as part of our topic. We even mummified an orange at the stables—a fantastic mix of learning and fun!

In Maths, we wrapped up our multiplication and division chapter with some exciting challenges. The children focused on personalised targets, building their skills step by step through counting, grouping, exchanging, etc. In English, we had a busy week exploring the features of non-chronological reports. The children planned, wrote, and edited their own reports to complete our non-fiction topic. It’s been wonderful to see them making great progress and showing their potential.

In Personal Development, we talked about sharing our thoughts and feelings with others. We explored ways to manage emotions like disappointment and anger, trying strategies like clapping or pressing against a wall to help us feel calmer.



## Maple and Willow Class

In English the children have been writing narratives based on our book ‘Firebird.’ The children have worked incredibly hard over the week on these and we are amazed at all of the superb vocabulary that they used to evoke the scene.

In Art we have finished our propaganda prints, based on the work of the artist Shepard Fairey. This was a culmination of 6 weeks work – designing our message, collaging a background, stenciling, and finally printing. The children have shown patience in creating their artwork and have been really pleased with the results.

They worked hard to evaluate them and compliment each other too. We had our final session at the Meadway Sport’s Centre and were able to put together all of the gymnastics learning over the last 6 weeks to perform to each other. We even got to use gymnastic ribbons which made it more fun. The children’s skills in gymnastics, such as balancing and holding poses, has improved markedly over this half term.

Our visit to the Charity shop on Theale High Street- Mercy in Action – was a great success and the children were great representatives of our school. We were very happy to give their donations over to a charity which helps disadvantaged families in the Philippines.





# Class Updates

## Chestnut and Red Oak Class

Transition class children continue to make steady progress this week, this doesn't mean we change anything this means we secure the progress which is being made.

The year 5 and 6's have been exposed to some exciting Science where children have been looking at properties and changes of materials and the year 3 and 4s have finished off their unit on skeletons.

Within English children have taken part in reenacting some scenes from their literacy book, which you will see from the pictures was great fun and they seemed to really enjoy.

The year 3 and 4 children have continued to successfully join each other for handwriting and next term will also complete their spellings together.

We have seen some exceptional progress in maths and plan to have a focus on English next term.

