



# Marchwood Junior School

Our Learning Family that Inspires you to Dream

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## Dear Parents

It has been lovely to open the glades this week for the first time with the beautiful weather so our children can enjoy our brilliant grounds at lunchtimes. With the warmer weather children are encouraged to bring hats and sunglasses and wear sunscreen to protect them during times outside. Fingers crossed the sunshine continues!

## Curriculum Update

During the last few months we have spent time considering our curriculum design and how it best prepares our children for the next step in their learning and future lives. Having considered what we felt was important to us as a school community, we believe that our curriculum should reflect the importance of the 'Marchwood Family' and the desire for every child to achieve in a varied education. With this in mind, our curriculum aims to develop both children's character and cognitive ability. Consequently, the experiences that our children are immersed in are designed to develop both strands simultaneously.



Both strands are then broken down into a set of 'intents'. 'Character' sets out to develop the whole child who can feel confident facing an ever-changing world with the capabilities to work in a variety of contexts. At the same time 'Cognitive Ability' sets out to provide a rich web of knowledge and experience, which provides the capacity for children to learn even more.

How we aim to achieve this is our Curriculum Implementation. These are a variety of strategies applied by staff to best achieve these aims. These implementations can be found attached to this week's newsletter.

If you would like to delve deeper into our curriculum intent for individual subjects you can find our 'Core Knowledge' documents on our website under the learning tab on the curriculum overview tab.

## Year group vocabulary for summer 1

We aim for each child to be able to read, spell and define each of the following words by half term:

Y3: estuary, floodplain, meander, erosion, waterfall, tributary, mouth, sediment, riverbed

Y4: solid, liquid, gas, change, state, melt, freeze, condense, evaporate, cycle

Y5: gravitational pull, gravity, force, air resistance, friction, accelerate, gear, pulley, water resistance, mechanism, surface, effect

Y6: independence, desolation, catastrophe, earthquake, rosary, species, intrigue, volcano, earthquake, success

## Governor Update by Mrs Caroline Price

I would like to introduce myself to you as a Governor for MJS. I live locally and both of my children attended MJS (they are now 16 and 14 -time goes so fast!) Their positive experience at MJS was a reason for me to give something back to the school. It was a great school then, but now it's an OUTSTANDING School! My role as a Governor helps the school to keep outstanding achievement in progress for reading, writing and maths but SO much more too. I love that I can be part of a team of Governors to help the school be the best it can be. I have a specific role as Safeguarding Governor due to my work experience within Child Protection. As a Governor I get to visit the school to see the great work and effort by the children and staff.

Recently, I took part in a pupil conference about learning from a previous input on the dangers of alcohol and tobacco. A series of questions were prepared by Mr Hoskins and four children from three year 4 classes were asked questions, in groups, to check their understanding. The three groups all enjoyed the opportunity to be involved and engaged with enthusiasm and gave confident responses. They were able to recall some of the worst health issues that smoking, and alcohol can cause and said they wouldn't smoke or drink if someone offered either to them.

In general terms about feeling safe, the children were all discussed who they could talk to if they needed to. The children were clear about feeling safe within the school and identified a wide scope of people they would trust. This included – Mrs Anderson or Mr Hoskins – they are in charge! Class teachers. Dinner ladies. Mr Adams. Mrs Bayles or Mrs Smith; they are the ELSAs. All adults can be trusted at MJS. I was able to witness first hand that the children would keep themselves safe if needed and confident in their knowledge about the dangers of smoking and alcohol.

It was an enjoyable afternoon and so encouraging to see how comfortable and confident the children were in their responses to the questions.

As a Governor and resident of Marchwood, it's a real pleasure to be involved in supporting our children and community.

### Y6 Mental Health

Every year one in four of us experiences a mental health problem, so we are committed to ensuring our children are tooled with the skills to develop strong healthy minds. Last half term our Year 6 children looked at mental health in their PSHE lessons: what it means, what created positive and negative feelings, how we can manage feelings and how to create a healthy mind. This week we revisited a sample of Year 6 children to see how much of the unit they had retained and we were really pleased with the strategies they came up with to keep a healthy mind.



- Be in a positive environment
- Regular exercise
- Get fresh air
- Eating healthily
- Regular calm time
- Socialise with friends (face to face)
- Exercise your brain – learn things
- Drink water
- Meditation / Yoga
- Family time
- Sleep
- Keep on top of work; don't let it build up
- Time with your pet

## **Bags2Schools**

Thank you for your support on behalf of the PTA for all the unwanted clothing that you have brought in. The school managed to raise an amount of £178.80 from this which is fantastic.

## **Water Bottles**

Please be aware that we no longer stock water bottles for you to purchase, so please make sure your child has a water bottle to bring into school every day. We do have a surplus amount of bottle tops if anybody needs a replacement.

## **Year 6 PSHE**

In our PSHE unit this half term, we are looking at change – reflecting on the past and thinking about the future. As part of this, we have identified why we are proud of ourselves, what our friends think of our achievements and why our parents are proud of us. Can we say a big thank you to our Year 6 parents who kindly did some homework and supplied us with a note for their child, telling them why they were proud of them. It has been really special letting the children open them and see what their parents think!

## **Cricket**

Has your child enjoyed cricket in PE lessons? Are they looking for the opportunity to take part in sport beyond school? This may be the perfect opportunity...

**Langley Manor Cricket Club are looking for players  
to join their U9 and U11 teams**

Boys and Girls in School years 3, 4, 5, and 6 are welcome to come along and play.

Training will start this Wednesday 1<sup>st</sup> May at 6pm and will continue every Wednesday (weather dependent) until the end of July.

Please turn up this Wednesday at Langley Manor Cricket Club, training costs £2.00 (pay as you go).

Langley Manor is a friendly club located in Knellers Lane, Ashurst. All COLTS teams play in the New Forest League.

If you would like to find out more, please visit the website [www.langleymanorcc.com](http://www.langleymanorcc.com) or call Danny Smith on 07748 787687.

Best wishes

Mrs Anderson & Mr Hoskins  
Headteacher and Deputy Head

## Diary Dates

Monday 6<sup>th</sup> May – Bank Holiday

Thursday 9<sup>th</sup> May – Year 5 Paultons Park Visit

Friday 10<sup>th</sup> May – PTA Film Club

Monday 13<sup>th</sup> May – Sats week

Thursday 16<sup>th</sup> May – Year 4 Girls changes evening

Thursday 23<sup>rd</sup> May – Year 5/6 SRE parents meeting at 4.00 p.m.

Thursday 23<sup>rd</sup> May – PTA School Disco 5.30 p.m.

Friday 24<sup>th</sup> May – Love of Community Day

Monday 27<sup>th</sup> May – Friday 31<sup>st</sup> May – Half Term Week

Thursday 13<sup>th</sup> June – Year 2 Sports Morning

Tuesday 18<sup>th</sup> June – Year 3 Marwell Trip

Monday 24<sup>th</sup> – Friday 28<sup>th</sup> June – Years 3,4 & 5 Assessment Week

Thursday 27<sup>th</sup> June – Year 2 Induction Evening

Monday 1<sup>st</sup> July – Year 6 Bikeability Week

Wednesday 3<sup>rd</sup> July – Year 3 Sleepover – Details to follow

Friday 5<sup>th</sup> July – Transition Day in school

Wednesday 10<sup>th</sup> July – Lower School Sports Morning

Thursday 11<sup>th</sup> July – Upper School Sports Morning

Monday 15<sup>th</sup> July – Year 6 Survival day

Wednesday 17<sup>th</sup> July – Year 6 Leavers Disco

Friday 19<sup>th</sup> July – Last Day of Term

## Marchwood Junior School - Character Development



Character learning is a change in behavior that results from experiences. As we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave.

Our lives are made up of thousands of moments. Each moment influences our character.

### Our Intent:

- Children feel safe and happy in school and have an understanding of how to keep themselves safe in the wider community.
- A community is created where care is at the forefront of all we do and children are empowered to not be afraid of being wrong or take risks.
- Develop children's capabilities to show an understanding of how they feel in different contexts, how they and others portray their emotions, and how they can effectively manage emotions.
- A broad range of experience to develop children's understanding of how to work effectively and confidently both independently and collaboratively, displaying self-assurance and resilience.
- Cultivate in children an awareness of the wider world and a desire to take their own inspiration from a range of stimuli.
- Children are aspirational in an ever changing world
- An environment that constantly promotes a positive active attitude, taking responsibility for own education and pride in learning.

### Our Implementation:

How do we help children develop knowledge into schema in their long-term memory?

| Learning Values  | ARCTIC Values  | School Vision                                   | Extra Curricula  | Enrichment  | Behaviour Management                           | Nurture   |
|--|--|---|--|---|--|---|
| The values that develop our Marchwood Learner                              | The values that develop our Marchwood Family                                     | Our learning family that inspires you to dream  | A broad range of opportunities to go beyond the school day           | Going beyond the classroom, providing purpose and meaning   | Supporting making the right choice             | Everyone is valued and supported                              |
| Half termly lead values<br>Discrete Lessons<br>SMSC embedded<br>PSHE<br>RE | Assemblies<br>Certificates<br>Unit Success<br>Criteria<br>Care the cheeky monkey | Our mission statement that underpins our vision | Sports<br>Outdoor Ed<br>Language<br>Technology<br>Craft<br>Child led | Trips<br>Residential<br>Visitors<br>Competitions<br>JLT<br>Pupil Voice<br>Charities<br>Special events | Positive reinforcement with clear expectations | Rockets<br>ELSA<br>MJS Troopers<br>Starstruck<br>Peer Mentors |





Knowledge is generative and must be precise in detail, building upon the knowledge already acquired.

Learning is an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.

**Our Intent:**

- A rich web of knowledge and experience which provides the capacity for children to learn even more and develop their understanding through application.
- Content which provides children with subject specific knowledge and vocabulary that allows them to build links and enhance learning.
- Knowledge that leads towards creativity, innovation, purpose and is meaningful (i.e. not a pub quiz) e.g. Coast to Coast.
- Children learn whatever they need to in a range of real world contexts

**Our Implementation:**

How do we help children develop knowledge into schema in their long-term memory?

| Whole – Part – Whole   | Regular recall of knowledge   | Combine visual with text   | Grouping knowledge  | Spaced Learning  |
|--|---|--|---|--|
| Challenge resides in the curriculum and not in the individual lesson           | The act of retrieval strengthens memory, making information more retrievable. | Images can be more easily remembered than words and provide a memory cue | Understanding is the connections that form between knowledge                                  | Spacing recall helps create defined pathways in memory Knowledge moves from episodic to semantic |
| Composite problems are broken down into their specific components of knowledge | Frequent low stakes testing<br>Varying practice                               | Knowledge organisers   | Class mind maps<br>organise knowledge<br>New knowledge is connected to pre-existing knowledge | Low stakes testing revisits prior knowledge  |

| Avoid overload   | Feedback Loops  |
|--|---|
| Working memory has a limited capacity. Learners cannot be overwhelmed with too much.   | Assessment as feedback ensures teaching matches understanding   |
| Knowledge is broken down into clearly defined parts. Learning environments are engineered to support the acquisition of new knowledge. | AfL<br>Fluid grouping<br>Direct Teaching<br>Worked examples<br>Split inputs<br>Systematic monitoring<br>Intervene |

