



Friday 25^h October 2024

Dear Parents/Carers,

What a fantastic week it has been at Havelock Primary School! As we wrap up the last week of this half term, I want to take a moment to reflect on the wonderful experiences our students have had and to wish everyone a happy and restful half term break. We look forward to welcoming everyone back on Monday, 4th November at 8:45am.

Year 5's Exciting Trip to the Dominion Library

Our Year 5 pupils had a wonderful time on their trip to the Dominion Library. They explored a variety of books, participated in a storytelling session, and learned how to use the library's resources. This trip highlighted the importance of using local libraries as a valuable resource for learning and discovery. Encouraging our children to visit libraries helps foster a love for reading and lifelong learning.

ARP Classes' Local Trips

The ARP classes also enjoyed their trips to the local library, shops, and post office. The children found it incredibly fun and engaging, exploring different books and participating in interactive activities. These visits are crucial in developing their reading skills and sparking their imagination. They also continued their development of life skills by making purchases and practising their communication.

We are a growth mindset school. Our job is to challenge our pupils and let them thrive.

Havelock Primary School, Nursery & ARP Newsletter



Year 3's Visit to Southall Gurdwara

Year 3 had an enlightening trip to the Southall Gurdwara, where they learned about Sikhism and the significance of the Gurdwara. The children discovered interesting facts about the Sikh faith and its traditions. This visit was particularly timely as we approach Diwali, the festival of lights. We wish all our families a happy Diwali over the half term break.

Recycling Competition

This week, we held a recycling competition where students creatively recycled items into new objects. This activity emphasized the importance of recycling and environmental responsibility. After half term, we will showcase the creations again and announce the winner. It's wonderful to see our students' creativity and commitment to sustainability.

Beauty and the Beast Production

We ended the term on a high note with a fantastic production of "Beauty and the Beast" by the M&M Theatre Company for children from Reception to Year 6. The children were enthralled by the story, songs, and special effects, making it a memorable experience for all.

Wishing everyone a great half term!

Kind Regards,

Mr Bailey



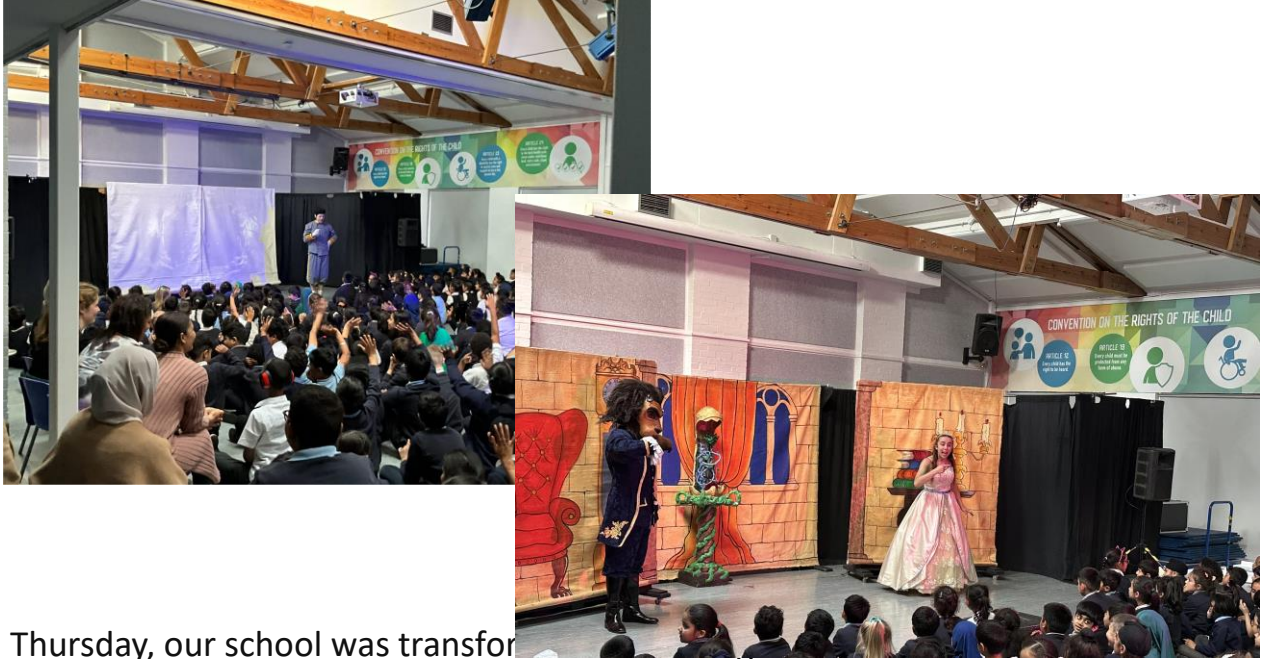
**Some Nursery spaces
are still available**

Contact our school office to discuss joining!

@HavelockPrimary

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Beauty and the Beast Theatre Show



On Thursday, our school was transformed! A professional theatre team from [M&M Theatre Productions](#) brought the enchanting tale of **Beauty and the Beast** to life right here in our hall.

From Reception to Year 6, every child was captivated by the stunning performance, filled with vibrant costumes, engaging storytelling, and unforgettable songs. The children were absolutely blown away by the production. Their eyes sparkled with wonder as they watched Belle, the Beast, and all the beloved characters dance and sing on stage. The laughter, applause, and sheer joy in the room were a testament to the incredible impact of the show.

We are thrilled to share that this experience has left a lasting impression on our young audience, sparking their imaginations and inspiring a love for theatre. We cannot wait to welcome M&M Theatre Productions back next year for another spectacular performance. Thank you for making our day so special!

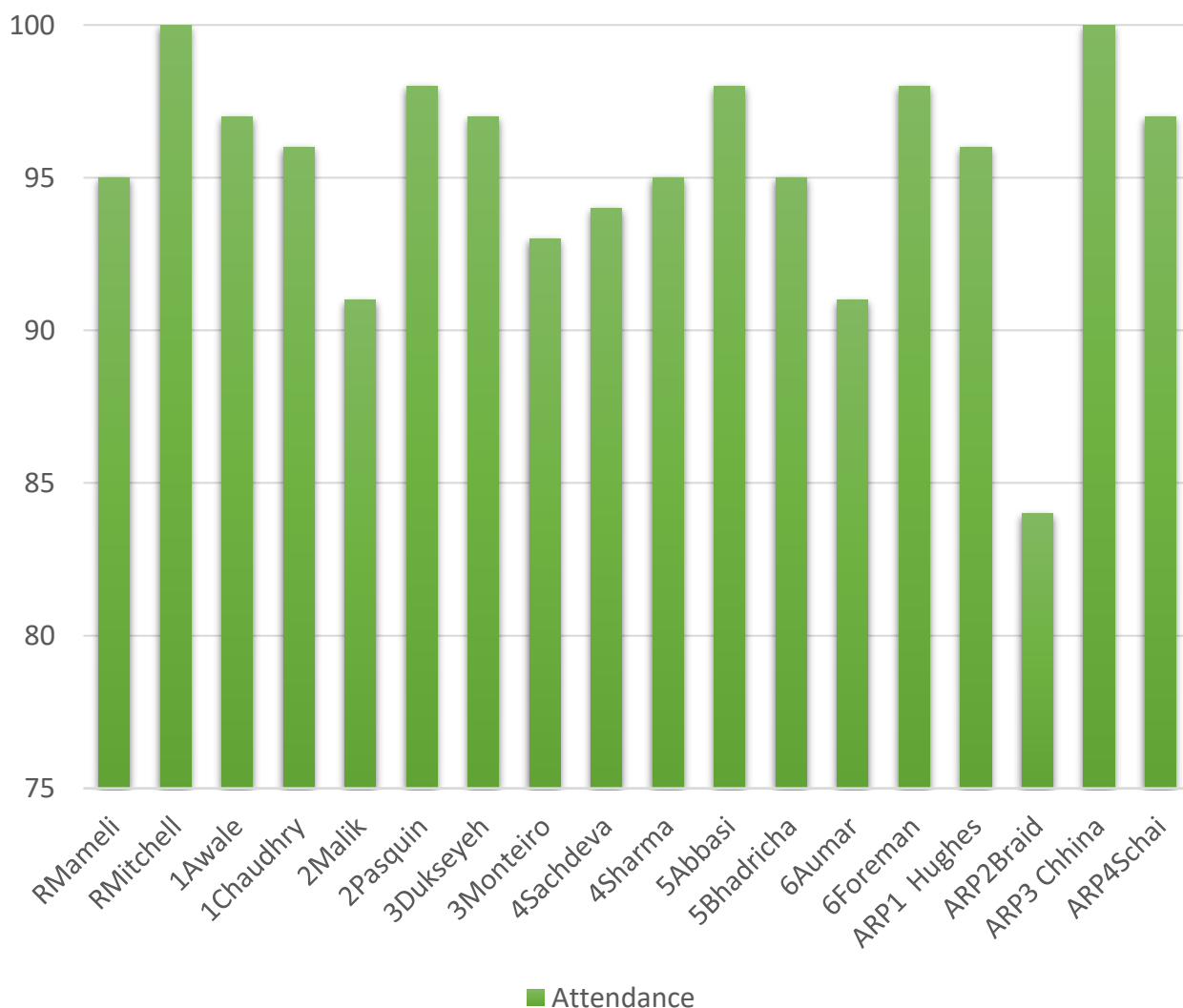
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2024 - 2025 Attendance at Havelock

Remember, good attendance is over 96%!
Below are the figures for the last week for all classes.

Congratulations to:
Reception Ms Mitchel and ARP3 for their **100% attendance**



■ Attendance

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Havelock is a Rights Respecting School



Article of the week:

Article 14 is all about children choosing their own thoughts, opinions and religion. All children have this right but this should not stop other people from enjoying their rights. Parents can guide their children so that as they grow up, they learn to properly use this right. Our children growing up in Southall, have a diverse community around them which provides them with the perfect opportunity to show tolerance and respect to other.

Reflection:

Talk to your child about ...

- What festivals are occurring this month?
- How can you learn about this festival?
- What similarities and differences can you see between your faiths?

How can we live in harmony?

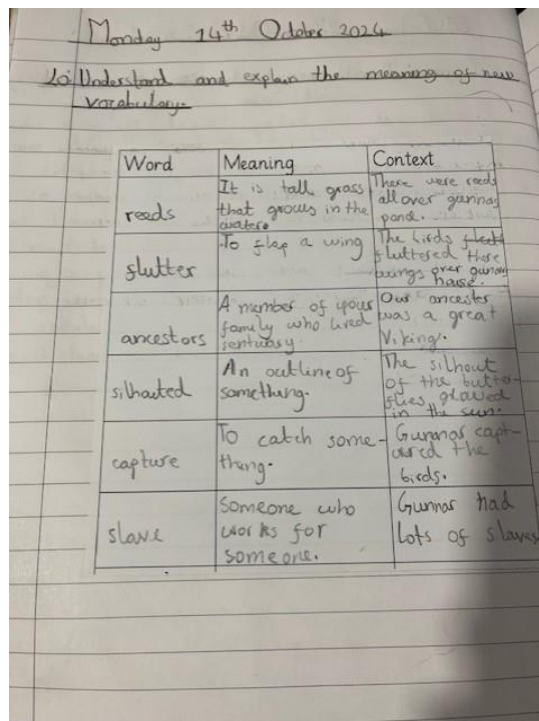
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English at Havelock Year 4

In English, Year 4 started their new book - The Viking Boy, which links brilliantly to their History unit on the Vikings. They have started to read the book collaboratively and now are learning the skills they need to write a narrative of their own.

Children have been learning about the different types of fronted adverbials and how to identify this feature in texts.

After the half term, children will be planning their shared writing and writing their narrative collaboratively.

A photograph of a student's handwritten work on a grid background. At the top, the date 'Monday 14th October 2024' is written. Below it, the instruction 'To understand and explain the meaning of new vocabulary' is written. A table with three columns (Word, Meaning, Context) and six rows of entries is shown. The entries are: 'reeds' (tall grass in water), 'flutter' (flap a wing), 'ancestors' (family members), 'silhouetted' (outline of something), 'capture' (catch something), and 'slave' (works for someone).

Word	Meaning	Context
reeds	It is tall grass that grows in the water.	There were reeds all over Gunnar's pond.
flutter	To flap a wing.	The birds flew flattered their wings over Gunnar's house.
ancestors	A member of your family who lived previously.	Our ancestor was a great Viking.
silhouetted	An outline of something.	The silhouette of the trees glowed in the scene.
capture	To catch something.	Gunnar captured the birds.
slave	Someone who works for someone.	Gunnar had lots of slaves.

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English at Havelock Year 6


In English, Year 6 pupils have been writing a formal, persuasive letter to the United Nations on women's rights. In preparation, for this independent task, they have been identifying informal language and changed it to formal writing. Additionally, they have been practicing writing sentences that include relative clauses to add in extra information to their persuasive letter.

Thursday 17th October 2024

to: Support my character analysis with evidence from the text.

Conj
She is a conj person because before she left she said that she would always love her parent. In the text it states "Mother, father, I will always love you"

Adventurous
Shaballe is a adventurous person because she wanted to see the plains to the west and not wished to see the seas to the east. Also she would imagine to fight with a wooden spear stick.



Selfish
Shaballe ran away with the blue and gold dress which cost a lot of money for her parents who was poor. Also the blue and gold dress wasn't for her but she ran away with it so it shows she is selfish.

Resilient
She is resilient because even though her journey was very far and long she continued to walk. In the text it states "She kept moving forward". This shows that she was determined and had hope for her journey also she never gave up.

Skilled
Shaballe was skilled because she was able to fight a knight without losing and she was told she was a good fighter by a knight. In the text it states "you you are as good a fighter as any knight I have served". This shows she was skilled in sword fighting.

Monday 21st October 2024

to: Identify formal language.

Dear
Mr. Ms. Cestigan,

I would like to take the chance to introduce myself, my name is Velanka I am a Year 6 pupil who attends Havelock Primary School and I'm also interested about local issues. Over the past few months, I've noticed a notable rise in the amount of rubbish scattered ^{around} our streets, parks and public spaces which certainly is ^{unpleasant} ^{and} ^{disturbing}.

This issue is not only that it is ^{unpleasant} but it also poses health problems and negatively affects the environment. It's ^{crucial} to see our beautiful area ^{kept} ^{clean} and spoiled by litter, and I believe it's something that needs to be dealt with ^{urgently}.

I understand that there are many domestic issues, but I kindly ask for more resources to be given to ^{help} ^{with} the ^{problem}. This could include more litter bins, regular clean up days, and public awareness campaigns which could make a ^{significant} ^{difference}.

Thank you for your time and I hope you ^{think} ^{about} what I have said. I look forward to seeing ^{lots} ^{of} ^{positive} changes in our ^{community}.

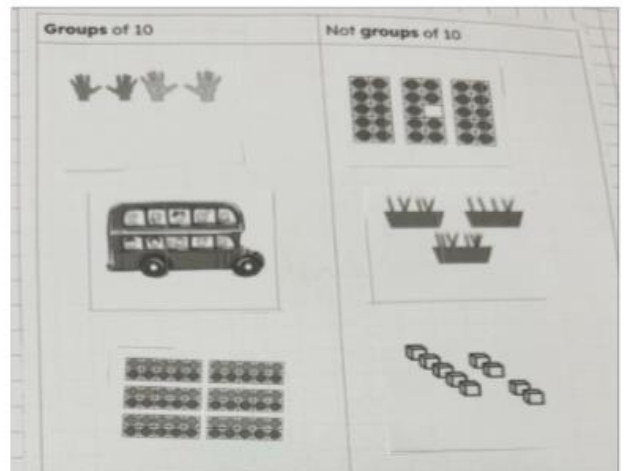
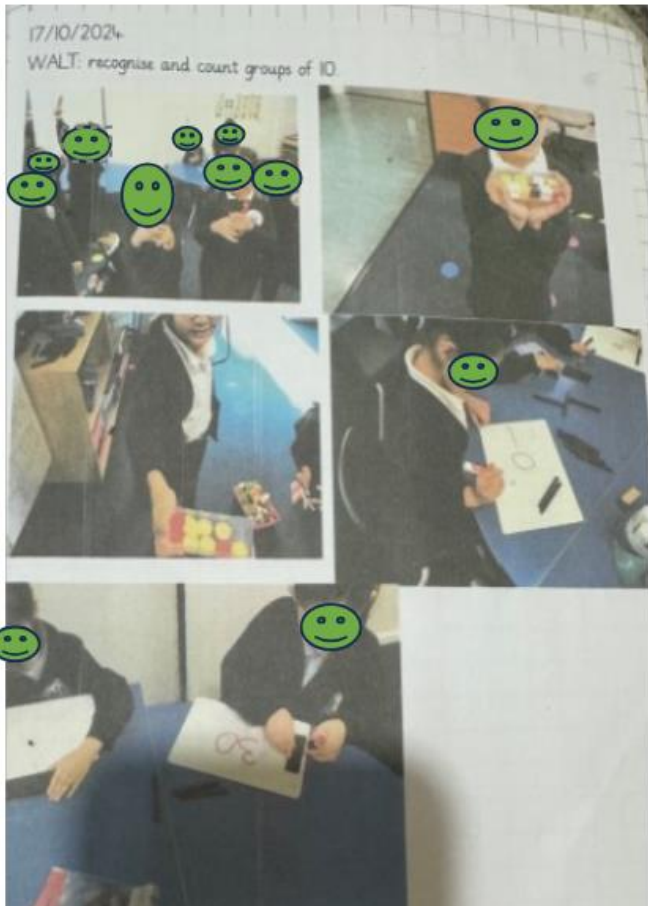
Yours faithfully,
Velanka Foranaka

Formal language
In this lesson I was able to spot the informal language when you talk to people you know. However formal language is when you speak to someone you don't know.

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Maths at Havelock Year 1

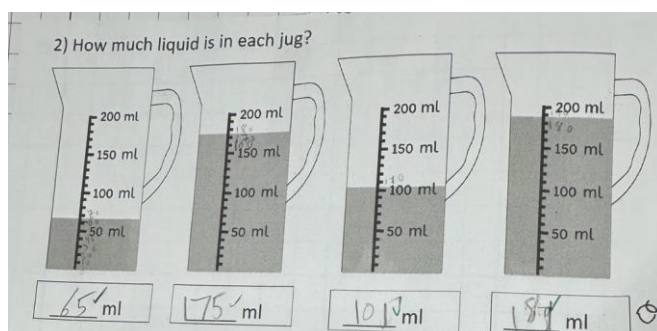
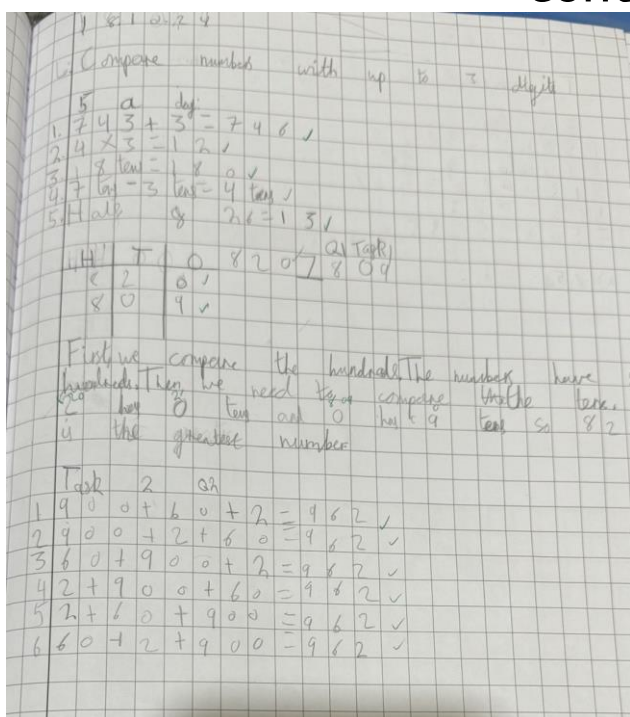
In year 1, students have demonstrated excellent understanding of numbers by using manipulatives to recognise and count groups of ten. Building upon their learning, they learned how to order and compare and order decade numbers. Additionally, they have begun exploring counting patterns within each decade.



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Maths at Havelock Year 3

In Year 3, students have been focusing on comparing numbers up to three digits, with an emphasis on understanding place value. They explored how the position of each digit contributes to the overall value of the number. Additionally, students examined various ways to represent three-digit numbers such as reading a scale from a jug which helps them to understand how it could be linked to everyday contexts.



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History at Havelock Year 2

Year 2 have been learning about the Stone Age and Iron Age. They have explored artefacts and produced their own questions to find out more about this time period. They have also compared life in the Stone Age through evidence left behind at Skara Brae to now.

Monday 14th October 2024
WALT: compare life in the Stone Age to life now

Skara Brae	Now
The houses were made out of wood and concrete rock and it has 1 room.	The houses now are made out of bricks and concrete.
The jobs people did were. Heathers and farmers	The jobs people do now are teacher and fire fighter. Police Taxi.

Monday 20th October 2024
WALT: TO identify why the cheddar man is important

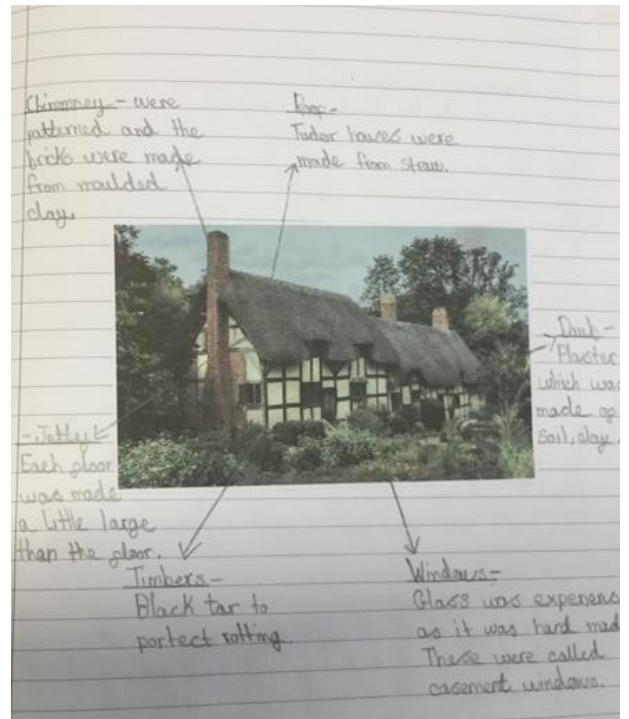
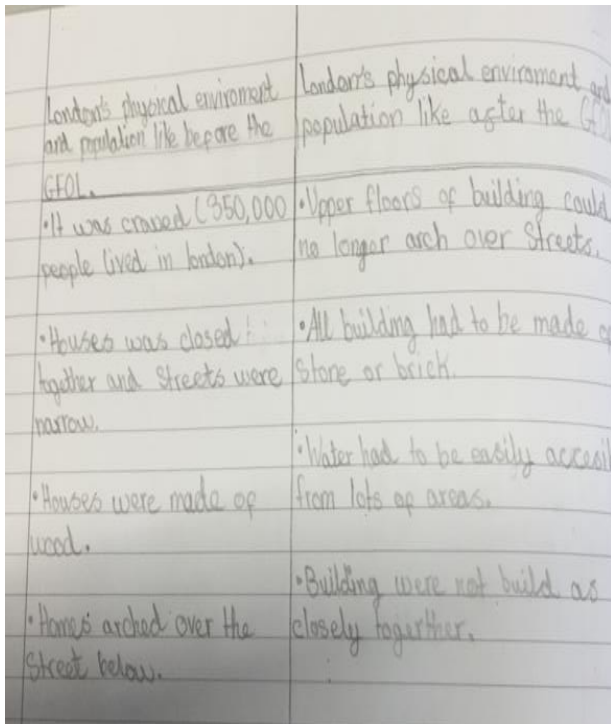


name: cheddar man ✓
Date of skeleton uncovered: 11,900 ✓
when did he lived in the cave
who was he but? hunter gatherer ✓
who was he hunter gatherer

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History at Havelock Year 5

This term Year 5 have been learning about the Great Fire of London and the effect this cause had on the city at the time. They have spent time chronologically placing key events which occurred between the 2nd - 6th September 1666, on a photo album timeline whilst also comparing the impact the fire had on the population; physical environment and the reasons why the fire spread quickly.



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ARP1 Post Office Trip

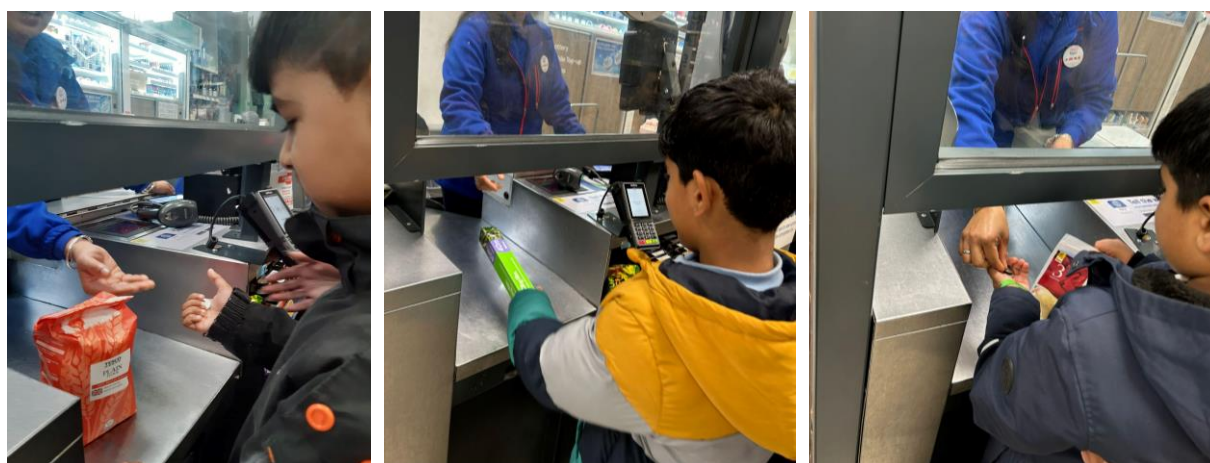


This half term in English, ARP 1 have been reading 'Happy Birthday, Maisy' by Lucy Cousins. We have also been looking at understanding more about our local area in our 'understanding the world' topic. On Thursday, the whole class walked to Hunt Road Post Office, where they bought stamps and envelopes for birthday cards they had written for Maisy. They also bought some ingredients for vegan biscuits they were due to make the following day. The students used 'requesting boards' to ask for items in the post office, which they then brought back to school. They then put their birthday cards in the envelopes, fitted with the stamps they had just bought.

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ARP2 Shop Trip

ARP 2 visited the shops this week to practice vital life skills including making a shopping list, navigating the local area, handling money, and communicating appropriately with adults.



They bought ingredients to make pizzas from scratch. The pizzas were delicious!

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ARP3 & 4 Library Trip

ARP 3 and 4 visited the Southall Dominion Library this week.



They explored exciting books, learnt how to use the library and participated in a session with the librarian. ARP 3 & 4 love reading!

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Y5 Library Trip

Libraries are such magical places for exploration and imagination. Year 5 also visited the library this week. They got the chance to have a story read to them and they got to explore the library.



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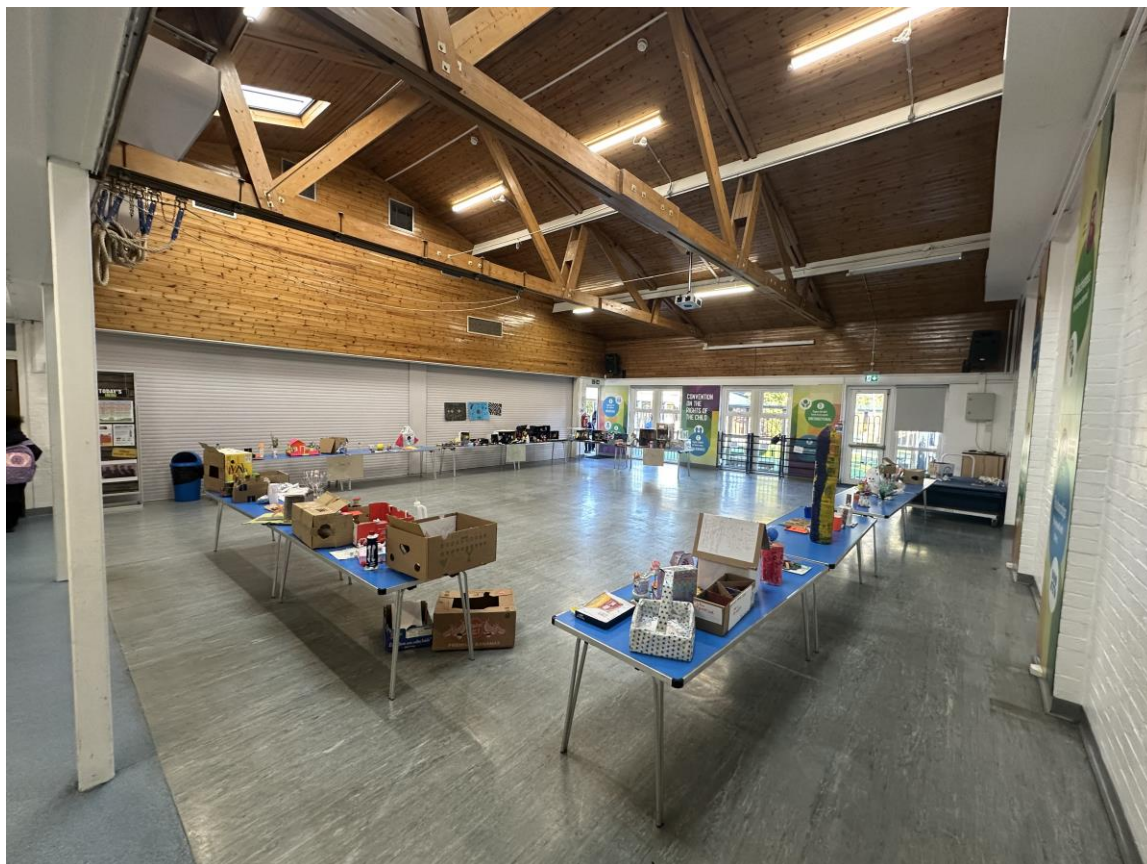
Y3 Gurdwara Trip



This half term in Religious Studies (RE) the year 3s have been learning about religious and non-religious celebrations. On Wednesday, they went to visit our local Gurdwara to find out more about the religious celebration of Diwali. They had a fascinating tour around the Gurdwara and were especially interested in seeing the Langar which is the open kitchen that serve food to the public every day. This is particularly busy during the Diwali period. The children got to ask our tour guide lots of questions and learnt quite a lot about why Diwali is important to some people.

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Recycling Competition



Last week was Recycling Week!

This year's theme was 'Rescue Me'. The children were excited to take part in a competition where they needed to create something purposeful using recyclable items. There were lots of creative and thoughtful creations!

Well done to all the children who got involved and took part ! A huge thank you to the green ministers for encouraging classes to get involved!

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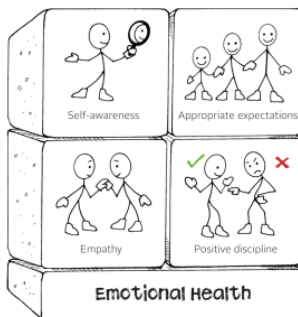
What is the Parenting Puzzle?

Children are rewarding, stimulating and fun, but looking after them can be stressful and challenging.

The Parenting Puzzle Workshops help deal with those challenges so that you can have a calmer, happier life.

A tried and tested programme, it helps us think about what we do, why we do it and how it makes us feel.

The Building Blocks of the Parenting Puzzle



The Four Workshops

Workshop 1: Understanding children's behaviour, Listening and communicating, Praise and encouragement.

Workshop 2: Praise and guidance vs criticism, Child-led play and Positive moments.

Workshop 3: Boundaries and parenting styles, Time Out to Calm Down, Dealing with stress and conflict.

Workshop 4: Choices and consequences, Behaviour to ignore, Putting the puzzle together, Looking after ourselves.

Practical information

There are four 2-hour sessions with a tea and coffee break.

10-20 parents are invited and there are two Family Links trained group leaders.

Partners are welcome and it's also fine to come on your own or with another relative or friend.

Some groups provide a creche; check with group leaders beforehand.

You need to come to all four workshops; they fit together like a puzzle.

You will be provided with a copy of The Parenting Puzzle book to accompany the workshops.



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Havelock Primary School, Nursery & ARP Newsletter



How Parenting Puzzle Workshops have helped other parents

"So helpful to have ways of dealing with situations that happen on a daily basis"

"Wonderful! Could do this every day"

"Better than expected, made me think differently about toddler behaviour"

"It was a completely new experience for me but after the first week I was completely relaxed"



check out familylinks.org.uk

The Nurturing Programme Parenting Puzzle Workshops

where:

TBA

when:

TBA

contact details:

info@parentingu.co.uk



familylinks.org.uk



Parenting
Puzzle
Workshops

Information
for parents
and carers



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