



22nd March 2024

# Turnfurlong Times

## DIARY DATES

26/03	<del>Year 4 College Lake Trip</del> cancelled
27/03	Year 5 Oxford Visit
27/03	Year 6 residential meeting at 6pm
28/03	<del>Year 4 College Lake Trip</del> cancelled
29/03 & 01/04	Bank Holidays
02/04	Half Term Starts
15/04	Children back to school
17/04	Parents Evening (change of date from 26/03)
18/04	Parents Evening (change of date from 28/03)
19/04	FOTJS Tuck Shop
22 - 26/04	Year 4 Tregoyd
24/04	Whipsnade Zoo—Year 4
25/04	Bags To School—start saving those older clothes!
29/04	Echoes Albert Hall
01/05	York Parent Evening
08/05	Class Photos
13/05-16/05	Year 6 SATS
17/05	FOTJS Tuck Shop
21/05	Summer Concert
03/06 - 07/06	Year 6 Residential
19/06	Young Voices—A Coral Day
21/06	Sports Day
22/6	SAVE THE DATE-SUMMER FAYRE! 12-3pm
24/06 - 26/06	Year 5 Residential
04/07	Garsington Opera—Midsummer

## Parent Governor

We are currently seeking a Parent Governor. If you are interested or would like to know more, please contact me, Nidhi Mehta, on [nmehta@tjs.org.uk](mailto:nmehta@tjs.org.uk) or complete the nomination form below. We are particularly interested in anyone who has a financial or business background but are open to all backgrounds.

Becoming a Parent Governor offers you the opportunity to make a real contribution to the life and work of Turnfurlong Junior School. Governors play a key role in the leadership of the school and work together with senior leaders, staff and other Governors to ensure that our school provides a challenging and supportive environment. Our work is mostly behind the scenes because we are focussed on planning the way ahead, making sure that the budget is spent wisely, monitoring progress and checking that the school operates within the law.

We meet formally with Mrs Divers and the leadership team twice each term and with individual middle leaders at least once a term. Being a Governor can be very rewarding, do not worry if you do not have experience in education as full training and support will be given.

We seek a Parent Governor who has a passion for the inclusive education that we provide and is keen to work in a supportive but challenging way with the Senior Leadership of the school.

If you would like to join the Governing Body team [please click here to complete a nomination form](#). Nominations should be submitted to the school by Friday 19<sup>th</sup> April. Should we receive more nominations than vacancies, a ballot will be held.

On behalf of the Governing Body, we really look forward to hearing from you soon.



## Summer Clubs

A list of Summer Clubs and Activities have been shared with parents today. You will be able to book clubs from 2nd April. We have a very busy Summer term and the clubs may have gaps some weeks so PLEASE make a note of the dates.



Most clubs have finished now. Next week we have Cricket club, Craft club and Table Tennis.



## Uniform

As the weather is becoming milder, children can start wearing Summer uniform which includes shorts and dresses, if they wish.

Hello Sunshine!

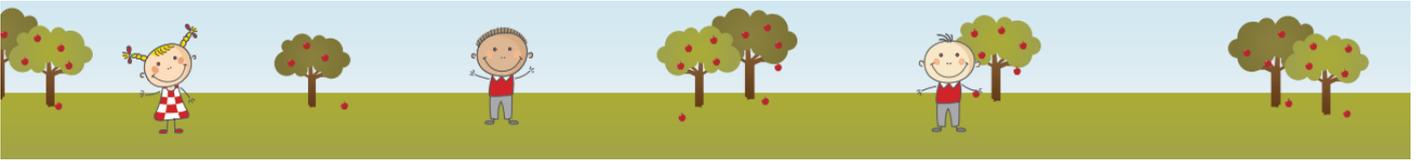


## Stamper Cards

Just a reminder that the stamper card initiative finishes next week.

All completed stamper cards will be collected and put into a draw. Winners will be notified after Easter.

Therefore if you have anything you wish to send in please do before Thursday. Thank you all for your superb support once again.



### Year 3

Easter is nearly upon us and the chocolate bunnies are calling! The children in Year 3 have been extremely busy this week.

In English, the narrative Land Before Time is coming to an end and in Science the children have been looking at magnetic poles.

In Geography they have identified the differences between Lyme Regis and Aylesbury. The children spotted many similarities and differences such as the Sea. We do like to be beside the seaside!

In DT the children have either designed their moving monster or made it and brought it home.

Next week, if you haven't already, you will have an added addition to your household!

To finish off the week we have had some visitors. Mrs Cooper talking about Artefacts and Linda from Byron House doing some Easter art with some of the children.

Have a lovely weekend!



### Year 4

This week we have continued drafting the second chapter of our Tyger narrative, thinking about how our character might react to a threat and how we can choose vocabulary effectively to show rather than tell the reader what they are feeling and thinking.

In DT, the children have nearly finished their Wobblebots - they look amazing and next week we will be connecting an electrical circuit to the bot to see it move!

In Geography the children have continued to compare the climate between Spain and England and are thinking about how to present information to an audience.

Plant	Habitat	Description
		This plant is a halophyte, which means that it can tolerate soil that has a lot of salt. The roots take up salty water from the ground and store the salt in the plant's leaves. The plant has green stalks that look similar to baby asparagus and can be eaten.
		This plant's leaves are small and light and contain air pockets which enable them to float on the surface of fresh water. The plant is fast-growing and can travel quickly, being transported by moving water or on the feet or bodies of animals such as ducks or geese.
		This plant is able to grow underwater. It can withstand changes in temperature and high salt levels. Its horizontal stems allow it to tolerate the movement caused by currents and waves. Its roots also grow down from the stem to anchor it to the seabed.

In Science, we have almost finished our Habitats topic, next week we are hoping for dry weather so we can explore our school grounds for different

habitats. There may be some interesting things to find in the pond! We were due to be going to College Lake next week but, as was mentioned in last week's newsletter, the venue cancelled our trip. I am delighted to say we have found an alternative venue, the trip is now booked for Mid May. More details to follow very soon. Thank you for your ongoing support, from all of us in Year 4.

### Year 5

It has been another busy week in year 5. In English we published our sky ship adventure books - the completed work was fantastic. We hope you enjoy reading them.



In science we continued our investigation on reactions produced when we mix some materials together.

Next week (Wednesday 27th), year 5 will visit the Ashmolean museum in Oxford. We will be leaving school at 9.00 am and should return at approximately 3.30 pm (traffic permitting). Your child will need to bring a packed lunch in a disposable bag with 2 bottles of water. This includes any child who normally has a lunch provided through the Free School Meals (as the coach leaves before the lunch is delivered). Please do not include fizzy drinks or sweets as these are not allowed on the coach.

Children will spend a substantial amount of the day walking around the museum so please ensure your child wears appropriate shoes. Normal school uniform must be worn please

Next week, 5S will have forest school on Monday afternoon (instead of Wednesday), 5T and 5J will have their sessions at the regular time (on Monday). Please make sure children bring enough layers to be comfortable and dry, a spare set of socks as well as their school shoes.

### Year 6

The highlight of this week has been our Auditions day for "The Lion King", the end of year 6 production. This is one of the Year 6 Team's favourite days of the year as we see the different talents of our pupils. We were impressed by the quality of performances and by how many pupils had taken time and effort to practise for their auditions. All year 6 pupils will be involved in the production either as a main part, as part of the chorus or in a class dance. The main parts will be announced next Thursday and other roles in tech, lighting and props, will be organised after Easter.



In English, the pupils debated who was to blame for the sinking of The Titanic. Captain Smith, the crew and Bruce Ismay, the Chairman of The White Star Line, were all accused of causing the disaster. We heard strong arguments for and against the different characters. But who do you think was to blame?

In Science, we were classifying living organisms by their characteristics and grouped them into the 5 Kingdoms: animal, plant, fungi, protist and monera.

In Geography, we were looking at the economic reasons for Migration and its impact on the country of origin and the host countries.

Have a great weekend!



# Class Assemblies

Each class presents their learning to the school community and to parents. There will be two assemblies for each class, one at **1.30pm** and the other at **2.45pm**.

Dates will be shared with parents/carers in this space soon.

Please make a note of your child's class assembly and come along and join us at either time.

3T	14.03.24	
5S	25.04.24	
4J	02.05.24	Change of date
3J	09.05.24	
3S	23.05.24	
4S	13.06.24	

## Curriculum Newsletters

[Year 3](#)  
[Year 5](#)

[Year 4](#)  
[Year 6](#)

# Term Dates

## 2023-2024

### Autumn Term

INSET Day 1st September

INSET Day 4th September

5th September—20th October

October Half Term - 23rd October-27th October

30th October—19th December

Christmas Holidays

20th December 3rd January

INSET Day 4th January

INSET Day 5th January

### Spring Term

8th January—9th February

February Half Term—12th February—16th February

19th February—28th March

Easter Holidays - 29th March—12th April

### Summer Term

15th April—20th May

BANK HOLIDAY 6th May

May Half Term—27th May—31st May

INSET Day 3rd June

4th June—23rd July

Summer Holidays—24th July onwards

## 2024/2025

## Amazon Wish lists

We have wish lists for each class and generic items.

<a href="#">3T</a>	<a href="#">3J</a>	<a href="#">3S</a>
<a href="#">4T</a>	<a href="#">4J</a>	<a href="#">4S</a>
<a href="#">5T</a>	<a href="#">5J</a>	<a href="#">5S</a>
<a href="#">6T</a>	<a href="#">6J</a>	<a href="#">6S</a>

### 10 Top Tips for Parents and Educators ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

- 1 CREATE A SAFE SPACE**  
Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.
- 2 CONSIDER OTHER OUTLETS**  
Some children may find it easier to talk while they're participating in another activity such as drawing, writing, working or sport. If it's possible, asking part to these activities together presents you with an opportunity to communicate while doing something else by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.
- 3 NORMALISE CHATS ABOUT FEELINGS**  
Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"
- 4 LISTEN ACTIVELY**  
When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or "teenage angst", or to assume that they'll simply "get over" whatever they're feeling. Children don't increase their resilience; their resilience is still developing as they learn to push through difficulties and handle problems.
- 5 ASK OPEN QUESTIONS**  
Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "How did you get on with lunchtime?"
- 6 RESPECT THEIR BOUNDARIES**  
If a child isn't ready to talk to about something or respect their boundaries, this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.
- 7 LEAD BY EXAMPLE**  
Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about other and yourself because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat the behaviour themselves as they grow.
- 8 HAVE REGULAR CHECK-INS**  
Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a cafe, or just a weekly walk.
- 9 PROVIDE RESOURCES**  
It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as [Kooth](#) or [YoungMinds](#).
- 10 CELEBRATE EMOTIONAL EXPRESSION**  
It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

**Meet Our Expert**  
With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She is also advised the Department for Education on their mental health green paper.

**#WakeUpWednesday**  
**The Nation College**