

# NOOK LANE MONTHLY NEWSLETTER

## Issue 1 (September 2021)

### NOOK LANE JUNIOR SCHOOL

Nook Lane, Stannington, Sheffield S6 6BN

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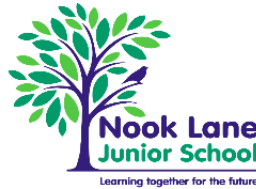
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[www.nooklanejunior.co.uk](http://www.nooklanejunior.co.uk)

Headteacher: Mr S. Arbon-Davis

Deputy Headteacher: Mr J. Chadbourne

Assistant Headteacher: Ms D. Wilkinson



**ATTENDANCE (up to w/e 25/09/21)**

Y3LB: 98.92% Y3BP:98.95%

Y4MCM:97.92% Y4CL:96.93%

Y5SW: 94.49% Y5JT: 94.27%

Y6BH: 96.37% Y6DC: 97.66%

IR: 90%

**Whole-school attendance:  
96.6% (School Target: 96.6%)**



### Happy Birthday Nook Lane!

Did you know that Nook Lane Junior School is 50 this year? Things are rather hectic at the moment in terms of building work but we are looking forward to organising some 50<sup>th</sup> birthday-related events during the academic year to commemorate this special milestone.

### UPDATE ON BUILDING WORK IN SCHOOL

Two weekends ago, the last of the asbestos (situated in the reception area) was safely removed from the school building. Work on the roof continues apace. This project is expected to be completed by Premier Roofing in two to three weeks. Last week saw the start of the next phase: the heating re-distribution and installation of new ceilings in most parts of the school.

To enable the contractors (M.R.S.) to access the two Y4 classrooms and remove old pipework and install new ones, we have had the hall converted into two temporary classrooms. Tentative predictions are that with the exception of Y3, each year group will spend around two weeks being taught in the hall. I must commend the children and staff on their adaptability and resilience during this disrupted period. As I have said before, it will all be worth it in the end!

### SCHOOL COUNCIL

Prospective school councilors have been delivering their speeches and children have participated in a secret vote to establish who will represent each class this year. We look forward to the results being announced in class shortly.

**SCHOOL LUNCHES:** this is the link to the new menu:

[https://www.nooklanejunior.co.uk/resources/School\\_Meals\\_Autumn\\_2021.pdf](https://www.nooklanejunior.co.uk/resources/School_Meals_Autumn_2021.pdf)



## CORE VALUES CERTIFICATES



This half term, we are having a particular focus on one of our core values:

### CORE VALUE 3: We are independent, organised and always ready to learn.

One child in each class will be nominated on a weekly basis for a certificate for demonstrating this core value in abundance or for showing a significant improvement in this regard.

<b>C1</b> We embrace difference and diversity.	<ul style="list-style-type: none"> <li>Working hard to understand difference and embrace it.</li> <li>Being eager to learn about our diverse world to help us understand it.</li> <li>Supporting each other with our differences.</li> <li>Recognising that we are all unique and individual and we seeing this as a source of celebration.</li> </ul>
<b>C2</b> We are friendly, caring and polite and we work together co-operatively.	<ul style="list-style-type: none"> <li>Being friendly caring and polite.</li> <li>Being well-mannered.</li> <li>Helping others.</li> <li>Being responsible.</li> <li>Being co-operative.</li> <li>Working well in pairs and groups.</li> </ul>
<b>C3</b> We are independent, organised and always ready to learn.	<ul style="list-style-type: none"> <li>Being ready to start lessons after playtimes.</li> <li>Looking after equipment.</li> <li>Having equipment ready for lessons.</li> <li>Knowing where to get resources and put belongings.</li> <li>Organising my work and resources.</li> </ul>
<b>C4</b> We have a voice and we listen to others.	<ul style="list-style-type: none"> <li>Developing concentration.</li> <li>Being an active listener.</li> <li>Self-regulating and managing different emotions.</li> <li>Sharing ideas and discussing points in pairs and in groups.</li> <li>Being actively involved in lessons by asking and answering questions and joining in with discussions and partner work.</li> </ul>
<b>C5</b> We are independent and determined, and we persevere and are resilient.	<ul style="list-style-type: none"> <li>Having a go at tasks and not give up easily.</li> <li>Working individually in a productive way.</li> <li>Trying your very best.</li> <li>Completing home learning.</li> <li>Knowing what resources are needed and using them at the right time.</li> <li>Developing techniques to help remember information.</li> <li>We listen to advice and realise the importance of learning from mistakes.</li> </ul>
<b>C6</b> We work hard to know and value ourselves so we can reflect on our behaviour and learning.	<ul style="list-style-type: none"> <li>Being aware of personal strengths and areas to improve as a learner.</li> <li>Reflecting on when tasks or events might have been difficult to manage, and planning to overcome this in the future.</li> <li>Monitoring learning, emotions and well-being and evaluating how different strategies help.</li> <li>Managing feelings and emotions.</li> <li>Taking and acting upon advice.</li> <li>Using feedback to improve work and learning from this.</li> <li>Being prepared to learn from and make mistakes.</li> <li>Evaluating in an honest way and being open about mistakes and planning how to improve in the future.</li> </ul>

### SOME DATES FOR YOUR DIARY

#### Autumn Term

#### Parents' Evenings

(to be conducted over the telephone) during week beginning 8<sup>th</sup> November and 15<sup>th</sup> November

#### SEND Reviews:

Y3 – 14<sup>th</sup> October

Y6 – 10<sup>th</sup> November

Y5 - 11<sup>th</sup> November

Y4 – 16<sup>th</sup> November

IR -19<sup>th</sup> November

#### Y5 Thornbridge:

Monday 7<sup>th</sup> March – Wednesday 9<sup>th</sup> March

#### Y6 Lockerbrook:

week beg. 13<sup>th</sup> June

#### Y6 SATS: Monday

9<sup>th</sup> May - Thursday 12<sup>th</sup> May

#### Happy's Circus:

Monday 11<sup>th</sup> July

## Covid

As parents and carers will be aware, like many schools, we have adopted a measured and cautious approach since the start of term. Without wishing to sound pessimistic, it is perhaps worth noting that the number of current Covid cases locally are significantly higher than they were this time last year. Whilst it is to be hoped that the increasing number of people being double vaccinated will limit transmission spread and severe illness, Public Health Sheffield is anticipating a further spike in the coming weeks.

A situation is considered an outbreak where:

- 5 children, pupils, students, or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period: or
- 10% of children, pupils, students, or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

Several schools in Sheffield have already experienced outbreaks since returning in September. If such a scenario at Nook Lane occurs, we will be led by advice from PHS and additional restrictions (for example, a return to class bubbles, adapted arrangements at lunchtimes and break times etc.) may be introduced for any affected classes.

## IR BULLETIN FROM MRS SHEPHERD AND THE IR TEAM

Transitional periods can be tricky but the children have made a super start to their new classes. We would just like to take this opportunity to welcome our 3 new pupils to the IR who have all settled quickly in their new school. Welcome to the Nook Lane Family! We have had some great successes already such as children taking part in clubs such as football; some amazing school council speeches from pupils in the IR; children participating in swimming lessons; and some great learning achievements. We are excited for the rest of the term, which should hopefully include an IR trip to the park and cafe as well as an IR Christmas visit.

## HIGHLIGHTS THAT YEAR 3 PUPILS HAVE ENJOYED SO FAR THIS HALF TERM INCLUDE:

- Writing about the Egyptian Cinderella
- Interpreting hieroglyphic messages
- Completing a unit of work based on Roald Dahl's *The Twits*
- Studying the story of Rama and Sita in a study of Hinduism
- Recapping their understanding of the Zones of Regulation
- Producing some fantastic art work painting sunflowers using Pointillism
- Learning about place value and 3 digit numbers in maths
- Learning how to log-in on the computers
- Focusing on improving handwriting and starting to join letters.

**HIGHLIGHTS THAT YEAR 4 PUPILS HAVE ENJOYED  
SO FAR THIS HALF TERM INCLUDE:**

- Settling well and coping brilliantly with the disruption of moving into the temporary classrooms in the hall
- Swimming lessons for Y4MCM
- Learning about the human digestive system and creating our own working models to teach us about each part's role in the digestive process
- Creating mythical creatures and written descriptions including similes and expanded noun phrases to describe them
- Reading - studying the Greek Myth of Jason and the Golden Fleece
- Learning about the origins of the Jewish faith, looking at the stories of Abraham and Moses
- Consolidating knowledge of the formal methods for addition and subtraction and beginning to explore numbers to 10,000

**HIGHLIGHTS THAT YEAR 5 PUPILS HAVE ENJOYED  
SO FAR THIS HALF TERM INCLUDE:**

- Revising grammatical terms with a focus on nouns, verbs, adjectives, adverbs and determiners
- Recapping place value and using their knowledge to round to the nearest 10 and 100#
- Studying dens and designing models and full scale shelters in DT
- Investigating properties of materials, including electricity
- Focusing on fundamental skills in P.E (throwing and catching) and developing basketball skills with Mark from LINKS
- Programming an interactive map in computing
- Investigating tone and shading in art.

**HIGHLIGHTS THAT YEAR 6 PUPILS HAVE ENJOYED  
SO FAR THIS HALF TERM INCLUDE:**

- Writing instructions for a gas mask box and making, and writing instructions, for a gas mask
- Re-enacting scenes from World War 2
- Taking part in a parliamentary debate considering the question, *Was Chamberlain right to appease Hitler and Germany?*
- Studying light and designing periscopes like the ones used in the war and in submarines
- Developing their orienteering skills and ball skills
- Learning about Alan Turing and working on code breaking in computing.