



Newsletter 6th October 2026

Learning for life in all its fullness. John 10:10

Head Teacher's Welcome - issue 42

1 Corinthians 16:14 : **"Let all that you do be done in love".**

Dear Parents, Carers and extended school community,

We are delighted to be welcoming prospective families into school as part of our **Reception Intake tours for September 2027**.

It has been wonderful to showcase what makes our school such a special place: our caring **WeCare ethos**, our happy and enthusiastic children, our dedicated staff and the strong partnerships we enjoy with our families. Visitors regularly comment on the warm, welcoming atmosphere throughout the school and the positive relationships that help every child feel valued, supported and ready to thrive.

We are incredibly proud of our school community, where children and adults flourish together and where parents play an important role in supporting their child's learning journey.

If you know of friends, neighbours or family members with children due to start school in September 2027, we would be grateful if you could recommend our school and encourage them to book a visit. There is no better way to experience our school than by seeing it in action!

Thank you for your continued support and for being wonderful ambassadors for our school. Together, we make our school community such a special place to learn and grow.

Best wishes

Lianna Willis

Headteacher

Reception - Inkpen

Reception have been exploring measure through a range of exciting practical activities. The children have enjoyed matching different sized items to their owners while listening to familiar stories such as Goldilocks and the Three Bears and Funnybones: Dinosaur Dreams. They have used oats to investigate capacity by filling different sized pots using a variety of spoons and discussing what they noticed. It has been wonderful to hear the children using so much mathematical language in their play and learning, including words such as most, least, bigger, smaller, full and empty.

Alongside our maths learning, we have continued to develop both our fine and gross motor skills. The children have been busy rescuing the bears from the water, threading, snipping with scissors, and strengthening their hand muscles by screwing nuts and bolts on and off. Outside, we have been challenging ourselves physically by balancing and climbing on ropes, pulling ourselves up the climbing wall, and practising our throwing, catching and rolling skills with the tyres.





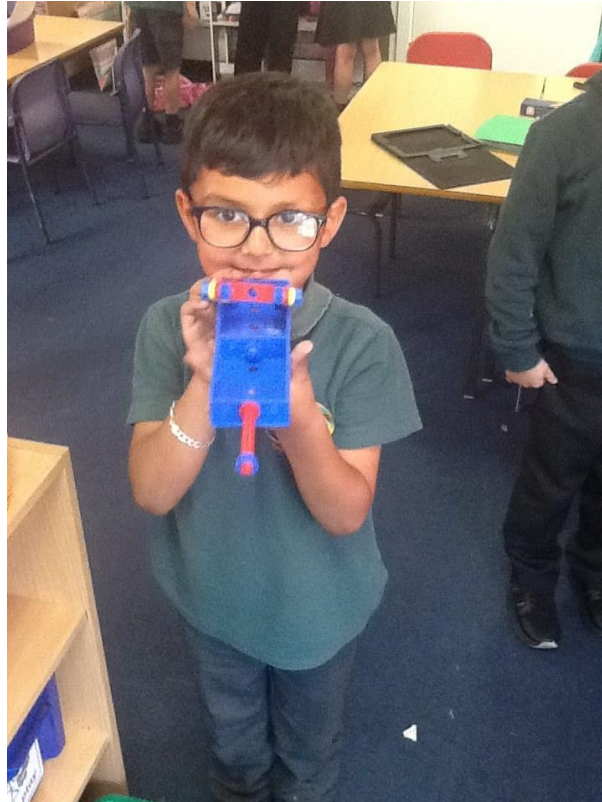
"This one holds the most, more than that one because that one is smaller."

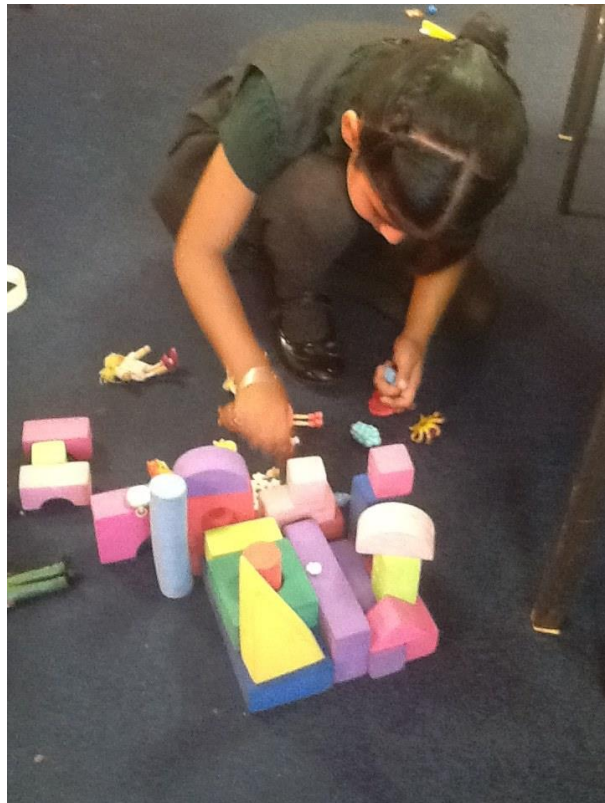
Class 1 - Donaldson

We have been very busy these last couple of weeks in Year 1. Our discovery time sessions have been filled with exploration about toys and games from the past, comparing those we play now. The children have built some amazing models using wheels and axels as part of our Design and Technology learning.

In English we have continued to work hard on our handwriting, using the brave monkey, scared monkey model to help us keep our letters the same size. We have also constructed our own sentences using different noun phrases.

In maths, we have now moved onto exploring different ways of making numbers up to 10 and writing these as + number sentences. We are learning lots of new skills in Year 1!







I love maths! - Ruben S

I'm building my own farm for all of the animals - Ambreen

Class 2 - Ahlberg

Year 2 have enjoyed reading the book *George and the Dragon*. We have been exploring the different characters, writing expanded noun phrases and using the conjunction 'and'. The children created fantastic hot writes, where they were able to demonstrate all the skills they have learnt. The work was so fantastic that we have created a display to show all our visitors!

In history, we have been learning all about castles and labelling the different parts. We have loved learning about William the Conqueror and his different adventures. We have been fascinated by the history behind the Bayeux Tapestry and can't wait to visit Warwick Castle at the end of the month!

In maths, we are continuing to explore our number bonds to 20. We are using mathematical language such as 'greater than', 'less than' and 'equal to' when comparing two or more numbers.

Super work, Year 2!

Class 3 - Dahl

What a fantastic few weeks it has been for Year 3! In English, the children have been busy writing their hot writes about Storm from *The Great Storm*. We have been incredibly impressed by the ideas they have come up with and the way they have shown off their writing skills. They have worked hard to use because as a conjunction and prepositions to describe where things are. There has been some fantastic writing, with the children really beginning to make their sentences more detailed and interesting.

In history, we have travelled back in time to explore the mysterious and fascinating Stonehenge! The children were full of awe and wonder as they thought about how Stonehenge could have been built during the Stone Age and, perhaps most importantly, why it was built. They asked some brilliant questions, including "How did they move the stones?" and "What was it used for?" We used clues and evidence to investigate possible answers, with some very thoughtful ideas being shared along the way!

Outside of the classroom, Year 3 have absolutely loved getting stuck into our Forest School activities. From creating beautiful sewn pieces and imaginative artwork to exploring the mud kitchen and planting conkers, there has been plenty of creativity, teamwork and outdoor

fun! It has been wonderful to see the children getting stuck in, trying new things and enjoying learning beyond the classroom.

Class 4 - Morpurgo

In maths, the children have been using their place value knowledge to learn how to round numbers to the nearest 10, 100 and 1,000. They have worked hard to explain their thinking and apply their skills to different problems.

In English, Year 4 have been completing their first Hot Writes based on *Gangsta Granny*. We also had great fun tasting a selection of traditional 'granny' sweets and imagining which ones Granny might have bought from the corner shop! There were certainly some interesting reactions and firm favourites!

Our geography learning has continued to focus on London. The children enjoyed working together to match facts and sentences and were amazed by some of the statistics we discovered about London and its visitors. They have also created some fantastic posters encouraging tourists to visit their favourite London landmark or location, using persuasive language alongside their geographical knowledge.

Most importantly, Year 4 have been working really hard on being ready to learn and are showing super respect during learning time. We are really pleased with the progress they are making.

Keep up the fantastic effort, Year 4!



Class 5 - Rowling

It's been another busy few weeks in Class Rowling and we've been hard at work. In Science, we've been learning about forces and how they act upon different moving objects. We've learnt how to use force meters and have been measuring not only the force exerted by different objects but also the effect gravity has on this. During the unit, we have also been introduced to the famous scientists Galileo Galilei and Sir Isaac Newton and how important science enquiry skills are when proving theories. The Year 5 staff have been particularly impressed by the precise use of scientific vocabulary in our explanations. In Religious Education, we rewrote 'The Lord's Prayer' for Key Stage 1 to help them understanding its meaning. Our rewrites were so impressive that we got to share them with Year 1.



1 - Investigating how friction is affected by different surfaces



2 - Investigating how friction is affected by different surfaces



3 - Investigating how friction is affected by different surfaces

"I thought heavier objects would fall to the ground quicker but when I saw the feather and bowling ball drop in the NASA vacuum I realised it was just air resistance."

Class 6 - Horowitz

In class, year 6 have written the most amazing hot writes about Mr Barrack's awful treatment of the poor boys, Tip and Jim, in the workhouse. The powerful vocabulary was so effective and they also expanded their repertoire of punctuation to use and executed the use of semi-colons really well. In history, we looked at a range of sources to find out about the highwaymen. We then discussed the reliability of the sources; we discussed whether Dick Turpin was a hero and villain. Outside of the classroom, a number of year 6 children enjoyed being out and about on their bikes learning the rules of the road to earn their bikeability badges. Well done to all those who took part. We have also enjoyed making sequences on the apparatus using balances.

I know how to write a narrative to build up setting and character

a) dialogue to build up a character
b) powerful vocabulary to build up a character and setting
c) semi-colons to join main clauses
d) range of sentence formations eg fronted adverbials, subordinators, relative clauses

Friday, 25th September 2026
In the classroom, so full of unwashed, poor children, all the ~~children~~ were rags of desks. The gloomy room was drenched in shadow from the guttering candles on the corner of each wretched, individual desk. A constant background chorus of malnourished children bounced round the cramped, dimly lit room.

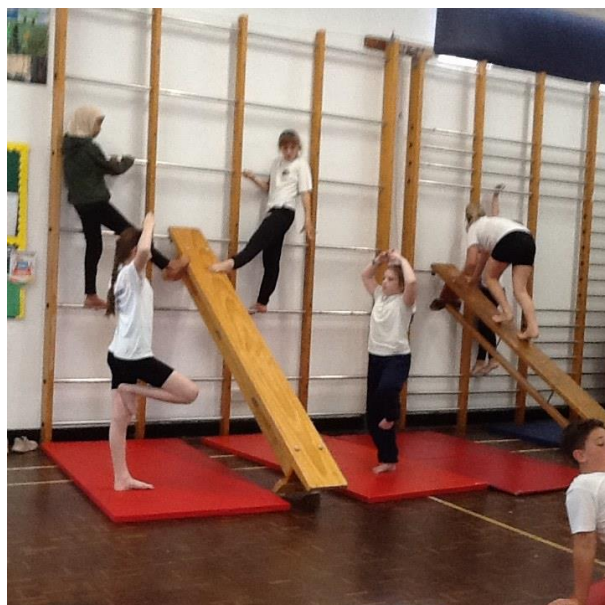
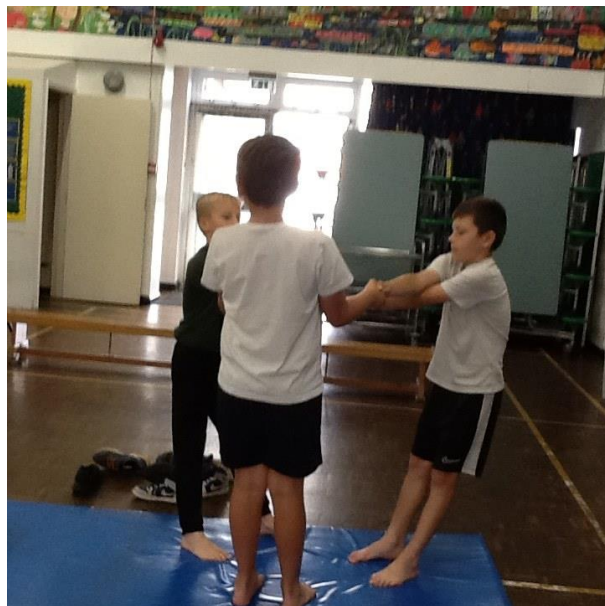
At the foot of the cluttered, prison like room was a large chalkboard which showed rows of chalk dust as the alphabet appeared on the chalkboard. Tip and Tim sat with their straight posture on the wobbly stools whilst gazing at the chalkboard in squinted misery.

By the time the Lords prayer was ^{quietly} finished Tim noticed a shadow patrolling the room. The next thing Tim heard was a sharp heavy tread. A sudden ^{made everyone sit up straight} thrust as Mr Barrod slapped his ~~trunk~~ ^{trunk} ~~eye~~ ^{eye} against the desk making it the room ~~shake~~ ^{shake} & dust particles flew off the desk. "Barrow B" shattered T.p.

Before Jim had a chance to pick up the chalk Mr Barnard had
seen ^{him} ~~him~~ sneak away which ~~gave~~ ^{gave} him a pained sight though Jim said he was
sneaking in a sneaking and bitter way. Mr Barnard's face was
streaked with lines of disdain. His whole like nose looked like
~~was~~ ^{was} ~~was~~ ^{was} looking so poorly it could cut an apple in half. His
smelly ^{was} ~~was~~ ^{was} ~~was~~ ^{was} looked ~~looked~~ ^{looked} ~~looked~~ ^{looked} into laws, withness and social systems.
Tip and Jim shared a sneaky glance not daring to tell.

"Who's in this?" Snapped Mr. Barracks whilst pointing at the slate covered in scribbles then slapping his fist against Jim's desk "You you should be ashamed!" Jim grove in his seat. "I-I did it sir" quivered Tim as he scribbled his name at the slate with Jim nod's with his shaky hands he slowly lifted up the slate which had scribbles all over it.





"The evil shadow towered over Jim, glaring at him with empty, emotionless eyes. With a panicked face, Jim looked at Tip; he felt defenceless as silence hung." Written by Sophia

Focus on sport

After our taster sessions for Hot Shots, many children signed for the popular basketball club which began this morning. Cross country club has been in full swing with our list maxed out!! 30 children have been heading down to the playing fields for running and scrambling - each child is working on developing their own personal fitness levels. Our newly voted sports captains also successfully ran their lunchtime dodgeball tournament and the winning teams from yr 3/4 and yr 5/6 came home with their certificates. Year 6 have also enjoyed learning the rules of the pad whilst out on their bikes; they did very well working towards achieving their level 2 Bikeability.









Forest School



Hello from Forest School! From teddies dancing and wooden drums, to human pine cone people and villages - the children have been busy using natural materials to build, play and construct artwork. We have a fabulous supply of pine cones which we transformed into pine cone pixies, fir tree fairies and other creatures.

Den building was magnificent and Marshall explained "we had a big base where every hour a solar eclipse happens and it destroys the base and we rebuild it". We also love our wool and sticks for making gods eyes and Mrs Barnwell explained the origins of this craft which comes from Mexico. The four ends of the sticks represent natural elements - wind, fire, water and earth - and traditionally they were given as a gift to children to wish them health, long life and protection.







Church and Community

Last week in Collective Worship, we explored the British Value of **Democracy** and discussed how everyone's voice matters. The children thought carefully about how we can listen to different opinions, make fair choices and work together to make decisions.

Over the coming week, children will be receiving badges for their various roles and responsibilities across the school, including School Council representatives, House Captains, Digital Leaders and other important positions. These roles help our children contribute to school life and make a positive difference to our community. We are proud of the enthusiasm shown by all children who put themselves forward.

How can you encourage democracy at home?

- Hold a family vote to choose a weekend activity or film.
- Encourage everyone to share their opinions and listen respectfully to others.
- Involve children in making decisions about household routines or family plans.
- Discuss why it is important to be fair, take turns and respect different viewpoints.

By learning about democracy both at school and at home, children develop confidence, responsibility and an understanding that every voice counts. Together, we can help them become active, respectful citizens of the future.

All Saints Church Braunston News

Click [HERE](#) for all the latest news from All Saints Church

Wellbeing



As part of our focus on wellbeing, we have been talking with the children about the importance of making healthy food choices. Eating a balanced diet helps children stay energised, concentrate in lessons and supports both their physical and mental wellbeing.

We have encouraged children to think about the different food groups and how healthy eating helps our bodies grow, learn and stay active. Small changes, such as drinking plenty of water, choosing fruit and vegetables and limiting sugary snacks, can make a big difference.

Healthy lunchbox ideas:

- A wholemeal sandwich, wrap or bagel with a healthy filling such as chicken, tuna, egg or cheese
- Vegetable sticks such as carrots, cucumber or peppers
- Fresh fruit including apples, grapes, berries or satsumas
- Yogurt, cheese cubes or a low-sugar fromage frais
- Plain popcorn, rice cakes or wholegrain crackers
- Water as the main drink

How can you promote healthy eating at home?

- Enjoy family meals together whenever possible.
- Encourage children to try a variety of fruits and vegetables.
- Involve children in planning meals and preparing healthy snacks.
- Choose water or milk instead of sugary drinks.
- Talk about how different foods help keep our bodies and minds healthy.

Developing healthy habits from an early age helps children build the foundations for a happy, active and healthy future. Thank you for your continued support in promoting healthy lifestyles at home and at school.

A reminder - We are a nut free school and currently have children in school with severe allergies. Thank you for your support in this matter.

[Upcoming Events](#)

Harvest Festival Service in church - Wednesday 14th October @ 09:30 -10:00am

All welcome

FOBS Autumn DISCO – Thursday 15th October KS1 3:30-4:30pm, KS2 4:45-5:45pm

MANGO – Individual School Photos Wednesday 21st October

British Values Day – Thursday 22nd October

Break for Half Term - Friday 23rd October

School re-opens to pupils

Tuesday 3rd November

Certificates of The Week

Pupil of the Week		
	W/C 21.9.26	W/C 28.9.26
Inkpen	x	x
Donaldson	Grace	Phoebe G
Ahlberg	Megan	Ethan B
Dahl	Aleister	Hallie
Morpurgo	Chester	Julieana
Rowling	Grayson	Darnell
Horowitz	Isaac B	Darcie K

Our School Value		
Resilience – Relationships – Reconciliation – Responsibility – Respect & Reverence - Reflection		
	W/C 21.9.26	W/C 28.9.26
Inkpen	x	x
Donaldson	Rosie	Myles
Ahlberg	Amelia	Charlie
Dahl	Erin	Grayson
Morpurgo	Axelle	Zachary
Rowling	Katherine	Rory
Horowitz	Lola D	Alfie H

Attendance

ATTENDANCE			
	14.9.26	21.9.26	28.9.26
Inkpen	90.0%	93.3%	98%
Donaldson	91%	89.7%	85.5%
Ahlberg	93.3%	100%	92%
Dahl	95.6%	96.9%	96.5%
Morpurgo	98%	98.7%	98.3%
Rowling	93.9%	97.9%	94.2%
Horowitz	85.2%	98.9%	98.1%
WHOLE SCHOOL	92.6%	96.5%	94.7%

Contact Us

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If you have a safeguarding concern click [HERE](#)

ARBOR -

- Please see our Arbor app for all school communication
 - Report an illness via the app.
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Link to calendar of events [Click Here For Calendar](#)

Request term time absence [Click Here For The Form](#)
