

**PEARS  
FAMILY SCHOOL**  
FOUNDED BY ANNA FREUD CENTRE

# Term Round Up



**ACADEMIC YEAR 21/22**

Welcome to the first instalment of the Pears Family School Term Round Up newsletter for the Academic Year 2021/22. Here we will share what our students have been learning and creating during the term, a recap of the topics you've been exploring during parent learning, plus an opportunity to catch up on any weeks you may have missed. We also plan to share with you any other important or useful information regarding the school, The Anna Freud Centre or wider interests encompassing education, children and parenting. We hope you find this useful!



We would be really interested to know what kind of information or news you would like to receive. Please [email](#) us if there is anything particular you're keen for us to include in future newsletters.



## PHASE 1



Wednesday 1<sup>st</sup> December 21.

LI To recognise notes 1:1


1) Tick the note with the smaller value.

a)  

b)  

c)  

2) Here are some notes.



Complete the sentences.

There are  £5 notes.

There are  £10 notes.

There are  £20 notes.

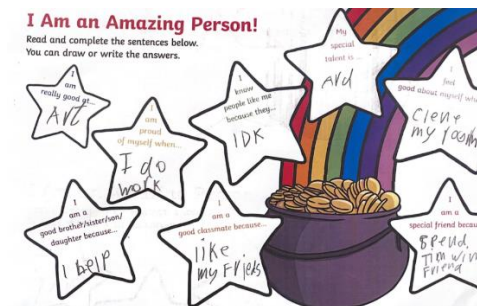
There are  £50 notes.

adjectives to describe characters and places from the text. We then made a link to our science learning, looking at the animals in the story and their features. Afterwards, we researched different animals and created our own non-chronological report.

Tuesday 30<sup>th</sup> November 21.

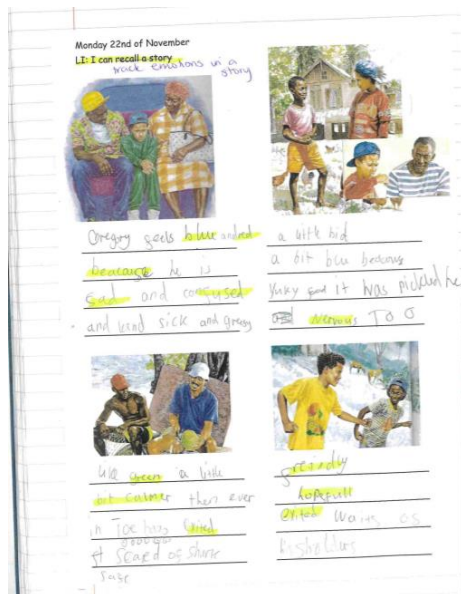
The chelonians is a giant tortoise.  
and they live in the Galapagos islands.  
it is very hot and dry.  
They can go with out Food.  
the Hard shell can protects them  
From the hot sun.

In PSHE, we have learnt about the different feelings we may have and how they can be expressed, as well as the things that make us special.

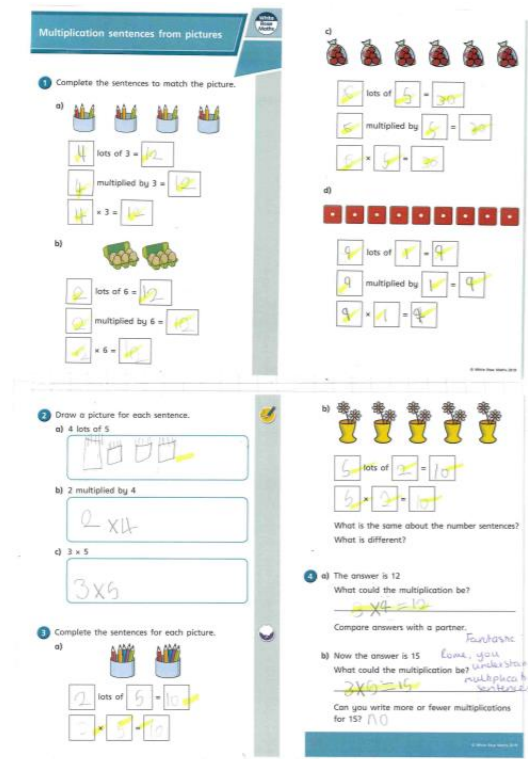


## PHASE 2

In English, we have been on a journey with Gregory Cool (by Caroline Binch) who has gone on holiday to spend some time with his grandparents in Tabago. The students have been hard at work gathering information about Tabago and understanding his thoughts and feelings when arriving in a new place. Have a look at the wonderful setting descriptions, character descriptions and diary entries students have been working hard on. A particular highlight has been the role play that has led to such empathetic written pieces.



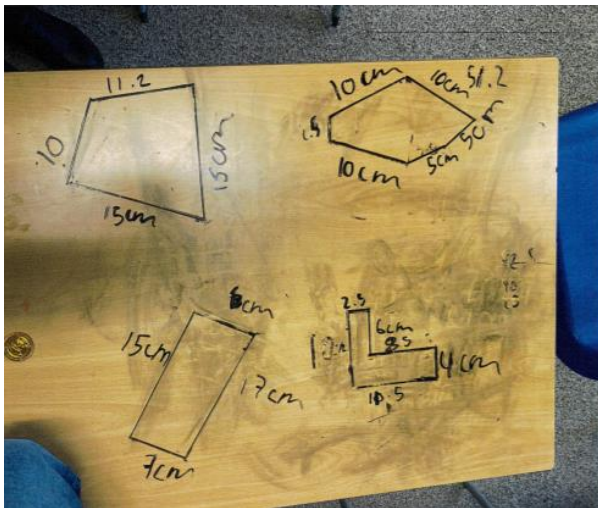
Phase 2 have taken on the challenge of mastering mental addition, subtraction and multiplication in Maths this term. It has been fantastic to see students using manipulatives to support their understanding. A real highlight has been the persistence to get to grips with arrays to deepen their understanding of multiplication.



## PHASE 3

This term, in English, Phase 3 have been working on performing and writing their own play scripts. Their acting skills have been impeccable and their efforts have been tremendous!

In Maths Phase 3 have shown their investigative skills. They have cracked codes, solved puzzles and found new homes for dinosaurs. The maths associated with the investigations were area and perimeters, multiplication and division and prime numbers. We have some true mathematicians in Phase 3!



## PHASE 4

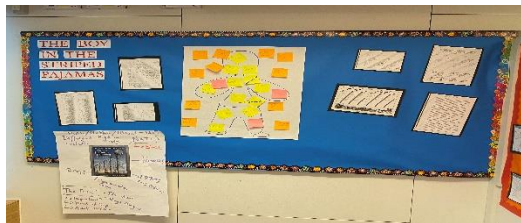
In English this term, we have been looking at the stunning picture book, *The Dam*, by David Almond and Levi Pinfold. The Dam is a re-telling of a true story surrounding the building of the Kielder Dam, and its impact on the valley and the community that lived and worked there. The class have enjoyed responding to the evocative illustrations, and exploring their connection with the text. Phase 4 have shown super engagement, and contributed to some lively and passionate discussions and debates. They have gone on to produce powerful, persuasive and poignant letters from the perspective of the local residents, which has helped to increase their empathy and understanding.

In Maths this term, we have been studying a range of topics, including: place value, addition, subtraction, multiplication and division, sequencing, and algebraic notion. Phase 4 have worked well in developing their understanding, reasoning, and problem solving skills. They developed their mathematical talk through the introduction of key vocabulary. We also undertook a fun Maths investigation into probability, which involved collaborative learning.

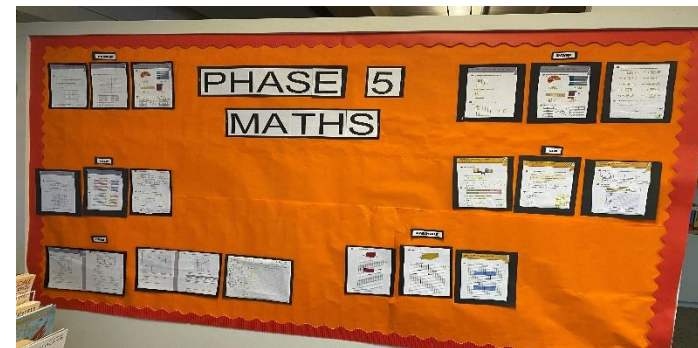


## PHASE 5

Phase 5 have done some excellent work this term whilst reading 'The Boy In The Striped Pyjamas' as well as looking at a collection of poems in the book 'Overheard In A Tower Block'. All students have shown a real flair to their writing by demonstrating this in their final assessment piece in re-writing the end of the story to 'The Boy In The Striped Pyjamas'. Over the past few weeks the students have been analysing a variety of poems and creating their own shape poems, haiku's and rhyming poems whilst focusing on a range of poetic devices.



In Maths, the students in Year 9 have been working on their skills in reasoning with Algebra in topics such as straight line graphs as well as forming and solving equations. They have also looked in depth at 3D shapes and constructions and congruency. The Year 8 students have been working on topics such as ratio and scale and multiplying and dividing fractions within proportional reasoning and are currently looking at representing data as well as touching upon probability.



In PSHE we have looked at friendships and transitions for students moving schools and the effects on both themselves and people close to them. We have also focussed on strategies to use when in different emotive states.

## ART

This term I have been working with KS1,2 and 3 using their English book as inspiration, looking at personal self-expression and identity.

KS1 were very keen on clay this term and made items such as cups and tiles which they later painted once the clay dried. Nearer Christmas we made salt dough christmas decorations. KS2 used their books based in Trinidad and Tabago to come up with beach themed art using wax, water colours and batik. KS2 enjoy baking so were top chiefs at creating ginger bread men. KS3 tapped into various forms of street art from Obey Giant and Jean Michel Basquiat to create posters, design their own shoes and mock spray paint. They also used the art from "The Dam" by David Almond to paint brooding landscapes. As the weather changed to winter they designed their own snoods using fabric paint on recycled t shirts. We finished off with a little baking to have something sweet to take home.

## PSHE

On Wednesday 20th October, The Pears Family School organised a day to celebrate Black History. On the day we held a variety of tasks in Family Learning to learn about Black culture and history. There were activities such as African Drumming, Games and Dance that were all based around Black History. Students and families also took part in an activity with class leads that identified and celebrated black people who have had an impact on our lives. We then created a display of all these individuals who have helped create the society we live in today.



On 10<sup>th</sup> November, The Family School organised an Anti-Bullying workshop for the students and their families. This event covered topics around different types of bullying and how to identify and get help for young people if bullying was to be experienced either at school or in their lives at any point in the future. The sessions themselves were successful in delivering their content and some fantastic discussions were had by some of the students. The older students took part in an online workshop and the discussions had by all the students showed their understanding and maturity around the subject.

The school plan to have more events that cover the PSHE syllabus in the new year so stay tuned on what they will be!



## MUSIC

This term for music, our students have been learning the principles of songwriting which includes: Beat making, Lyric writing and song arrangement. They have been working both collaboratively as part of whole class learning and as individuals on solo projects.

Each music lesson includes reflective practice at the end where students and adults highlight the positives during the session, whilst also linking in the executive functioning skills they will have been using throughout.

The overall aim is to provide our students with a safe, contained, creative space where they can be free to explore their emotions and ideas with a 'no right or wrong' philosophy.

## FAMILY LEARNING

During Family Learning this term all phases have been exploring the topic of Belonging and Identity. Each floor has worked together to explore different elements of our personality and appearance and found similarities between ourselves and the people around us. At one stage we were even all wrapped up with wool to show the links we had with each member of our class. We've linked this topic to our English and PSHE lessons, even having a week dedicated to an anti-bullying program. It's been fantastic to see so many students and their families in enjoying our activities and working hard together every week.



## DATES FOR YOUR DIARY

### **Christmas holiday**

23rd December 2021 – 5th January 2022

### **Spring 1**

Thursday 6th January – Friday 11th February 2022

### **Spring half term holiday**

14th – 18th February 2022

### **Spring Term 2**

Monday 21st February – Friday 1st April 2022

### **Easter half term holiday**

4th – 15th April 2022

### **Summer Term 1**

Tuesday 19th April – Friday 27th May 2022

### **Spring half term holiday**

30th May – 3rd June 2022

### **Summer Term 2**

Monday 7th June – Thursday 21st July 2022

### **Summer holiday**

Friday 22nd July – Tuesday 31st August 2022

### **Inset Days**

- 6th & 7th January 2022/3rd May 2022/6th June 2022

### **Bank Holidays**

- 18th April 2022/2nd May 2022



## PFS PARENT LEARNING ROUNDUP

This term we have had the joy of parent learning continuing in person and in addition to parents offering each other the invaluable connection, support and guidance from their own experiences, we have also been working on the OCN accredited Level 2 qualification in Parent and Carer Engagement in Child Mental Health. Teaching assistants and teachers at school are also completing this within their own training to ensure shared knowledge, language and approach.

This has covered a range of topics described below and seen amazing engagement, lively discussions and learning throughout:

**A systemic understanding of Change** – thinking about how family scripts inform patterns, values, roles and behaviours and why and how these are important to understand when trying to create change.

**Building Trust and improving communication** - understanding the importance of positive listening and communication skills and that “a child who is better understood

will understand parents/carers and teachers better” Professor Peter Fonagy.

**Child Mental Health Awareness** – understanding the different forms of child mental health and wellbeing problems; the role of the family and mental health support available for children and how to access child mental health treatment.

**Executive Function Skills** – understanding the concept of executive function skills, how they are important for a child’s mental health, wellbeing and learning skills and how they are relevant in family relationships.

**Diagnoses** - understanding the role of diagnoses; how they can be useful and when they are less useful and how and when to access support with diagnoses.

**Managing challenging behaviours** - Understanding the origins of challenging behaviour; the importance of impulse control for learning and the effects of challenging behaviour and the different ways a parent could manage these behaviours.

**Understanding emotions, stress and building resilience** - Understanding the physical and psychological signs of stress; how to support a child in a state of high stress arousal; the

importance of helping children to describe emotions and recognise feeling states; the concept of resilience in child mental health and how to support the building and development of resilience in a child.

The OCN qualification will be rolled out again for other parents and carers to join.

## THANK YOU FROM OUR HEADTEACHER

Christmas eve 1980

I remember, (as an 8 year old!!) listening to "Stop the Cavery" by Jona Lewie playing on the radio and waiting for what seemed like a lifetime for the minute hand on the clock in our kitchen to tick over. Roll on 41 years and a 15-week term has flown by in a blink of an eye. What a term it has been with so many successes. The newsletter is an opportunity to reflect on just a few of these successes. Also this term we have said goodbye to a number of pupils and families, as always they will be in our thoughts and we wish them all the best as they move

on in their educational journeys. On the flip side It has been lovely to welcome new families into the school and we look forwards to working with you and getting to know you all better over the course of the new year.

On behalf of all the staff at the school may I take this opportunity to wish you a relaxing and restful holiday, please stay safe and take care.

