



• Respect • Responsibility • Relationships • Resilience

Working together to be the best that we can be

Hollydale News

Hollydale Newsletter 15th September 2023

Dear Parents / Carers,

Welcome back! It has been wonderful to see the children return to school this week, enthusiastically and ready to learn. It is always such a pleasure to hear of how children have demonstrated excellence, in so many different ways, and this week has certainly showed us how positive the start of the year has been for all the children. Our newest children in Cherry Class Reception have settled in well and it is wonderful to see how confident many of the pupils are at this early stage of their learning journey at Hollydale School.

You will find attached to this newsletter this year's parent calendar. Please do take the time to look through it as it will contain information and events relevant to your child, including dates for parent consultations and class assemblies. This will also be uploaded to the school website.

Information for parents

Parents from years R to 6 will have received class newsletters. Please do take the time to read these through so that you are aware of the learning that is coming up for your child, and the homework requirements for the term. Please try to support your child with learning their spellings on a weekly basis, alongside their times tables or number facts. We would also love to see as many home learning projects as possible at the end of this half term, and there will be a special assembly to share and celebrate these in the last week of the half term. Please speak to your child's class teacher if you have any questions about their learning or the homework.

Year 6 parents will soon also receive information about secondary transfer applications from the Local Authority.

Smart Watches

Please note that smart watches are not permitted in school. Many smart watches are internet-enabled, meaning that children could receive messages or calls, or access the internet throughout the school day. Part of our safeguarding policy and procedure is that children are only able to access the internet via the school Wi-Fi, which has the appropriate filters in place to ensure that children are only able to access safe and age-appropriate material in school. For the same reason, year 6 children who bring mobile phones into school must hand them into the school office in the morning. Please be reassured that we will always contact you about your child if there is the need to do so, and if there is something that you feel your child needs to know during the school day, then please call the school office.

Pencil cases

This is a reminder to parents that we provide children with all the stationery they need in school, and that personal pencil cases, and stationery items bought in from home, are not permitted. This is because personal stationery items that get lost or damaged can often cause a lot of upset, and children can become competitive about what items others have, causing distraction in class. Thank you for your cooperation with this.

School shoes

Again, a reminder please that all school shoes should be black. Plain black trainers are also permitted as long as they do not have bright patterns or logos on them.

Drinks

Finally, please be reminded that children are only permitted to bring water into school. Fizzy drinks, energy drinks (including Prime) and juice are not permitted as they are high in sugar. Have a wonderful weekend with your family. Finally: Please enjoy the last of the warm weather.

Best wishes,
Ms Reid - Headteacher



Thought of the week

"The only way to have a friend is to be one"
(unknown)



Important dates for your diary

Monday 18 th	Enrichment clubs will resume this week.
Tuesday 19 th	Meet the teacher meetings KS1 at 3:40pm; LKS2 at 3:55pm and UKS2 at 4:10pm
Friday 22 nd	Jeans for Genes Day – children to wear own clothes and bring £1 to school (fundraising)
Friday 29 th	Macmillan Coffee Morning at 09:00am. Cake sale after school (Fundraising)

Attendance and Punctuality



How quickly another week has flown by!
This year we are aiming for an attendance **target of 97%**.

Please note the following:

100% Attendance - 0 Days Missed - Excellent

95% Attendance - 9 Days of Absence, 1 Week and 4

Days of Learning Missed - Satisfactory

90% Attendance - 19 Days of Absence, 3 Weeks and 4

Days of Learning Missed - Poor

85% Attendance - 28 Days of Absence, 5 Weeks and 3

Days of Learning Missed - Very Poor

80% Attendance - 38 Days of Absence, 7 Weeks and 3

Days of Learning Missed - Unacceptable

Class	Attendance	Punctuality - Number of Lates
Cherry	93%	3
Elm	96%	4
Cedar	96%	2
Birch	99%	3
Hazel	92%	2
Willow	99%	3



We are a nut-free school

Please do not bring in any nut-based products into school or in packed lunches



Thank you...

...for helping our school be a safe environment for children with allergies

Please do not bring in any nut-based products into school or in the packed lunch. This includes chocolate spread, chocolates, cereal bars, and cakes that may have traces of nuts in them. Thank you for helping our school be a safe environment for children with allergies.

Hollydale Primary School, Hollydale Road, Nunhead, SE15 2AR Tel: 020 7639 2562

Email: admin@hollydaleprimary.co.uk

Web: www.hollydale.southwark.sch.uk



@HollydaleSchool

Birthday Celebrations

Please remember that we do not accept party bags or cakes for the classroom when it is your child's birthday. Instead, we encourage you to bring party bags or cake to share with parents after school once the children have been dismissed. We thank you in advance for your support. Please be aware that we have a large number of children with allergies who cannot eat foods with colouring nuts, eggs or other.

Welcome to new roles and new staff at Hollydale

I am Lucy Clayton and I have taught at Hollydale since 2014 across a range of year groups. Prior to this, I gained experience teaching English abroad, as well as working as an LSA in a specialist unit for children with ASD, before embarking on a PGCE at Goldsmiths.

I am passionate about improving outcomes for all pupils and in creating an inclusive environment. Last year, I completed an NPQ in leading teaching and I am looking forward to putting what I have learned into practice in my new role.

Mrs Clayton - Inclusion Manager



Ms Howard class teacher
Y5 Hazel Class



Ms Tyler class teacher
YR Cherry Class



Mrs BI:

Support staff



*Welcome to our new
members of staff!*



Wednesday Reward Assembly Chart

W/C: 11.09.2023

Excellence Reward week for: Maths

Class	Name of Child	Reason for reward	Name of child	Reason for reward
Cherry YR	Thierry	For spontaneously and independently counting (up to 20) in the environment and during play.	Tiago	For using various mathematical language to describe when drawing pictures of himself and family.
Elm Y1/Y2	Nikodem	For working really hard with counting to 20	Ameria	Working hard to recognise tens and ones
Cedar Y3	Kenzo	Great effort in recording his calculations in his maths book.	Audrey	Fantastic effort to partition numbers up to 100.
Birch Y3-4	Nell	For wonderful participation during our daily lessons and being able to partition a range of numbers independently.	Yacine	Yacine is able to use a range of mathematical vocabulary when discussing his ideas.
Hazel Y5	Charlie	Enthusiastic participation and valuable contributions during Maths lessons.	Prince	Beautiful presentation in his Maths book during the first week.
Willow Y6	Elijah	For demonstrating a positive attitude towards Maths	Kayla	For consistently working hard in Maths this week.

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Class catch up!

Cherry Class have been settling into Hollydale wonderfully over their first full week and have loved exploring the new environment. We have been creating obstacle courses outside, building water ways and making dens.

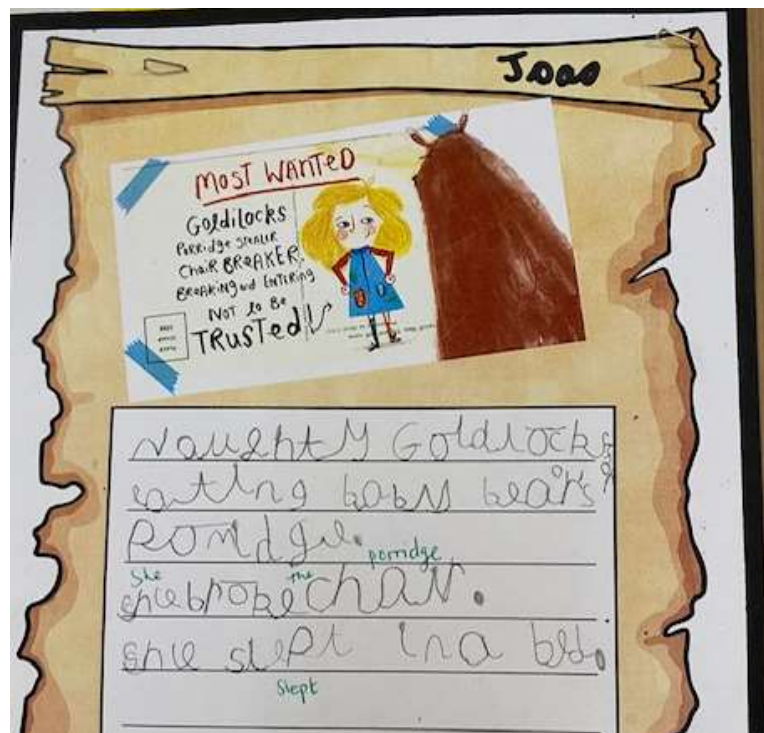
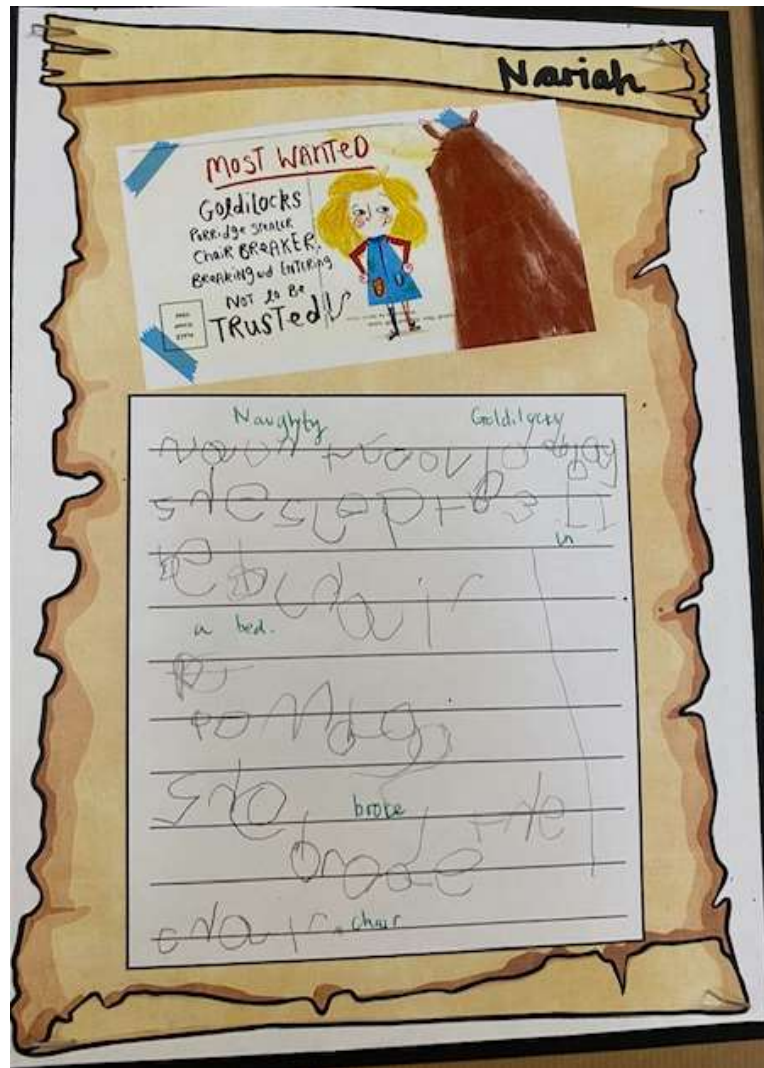


In Literacy, we were creating posters to show what a kind classroom looks like and the children drew suggestions on how we can treat each other well in Cherry Class.

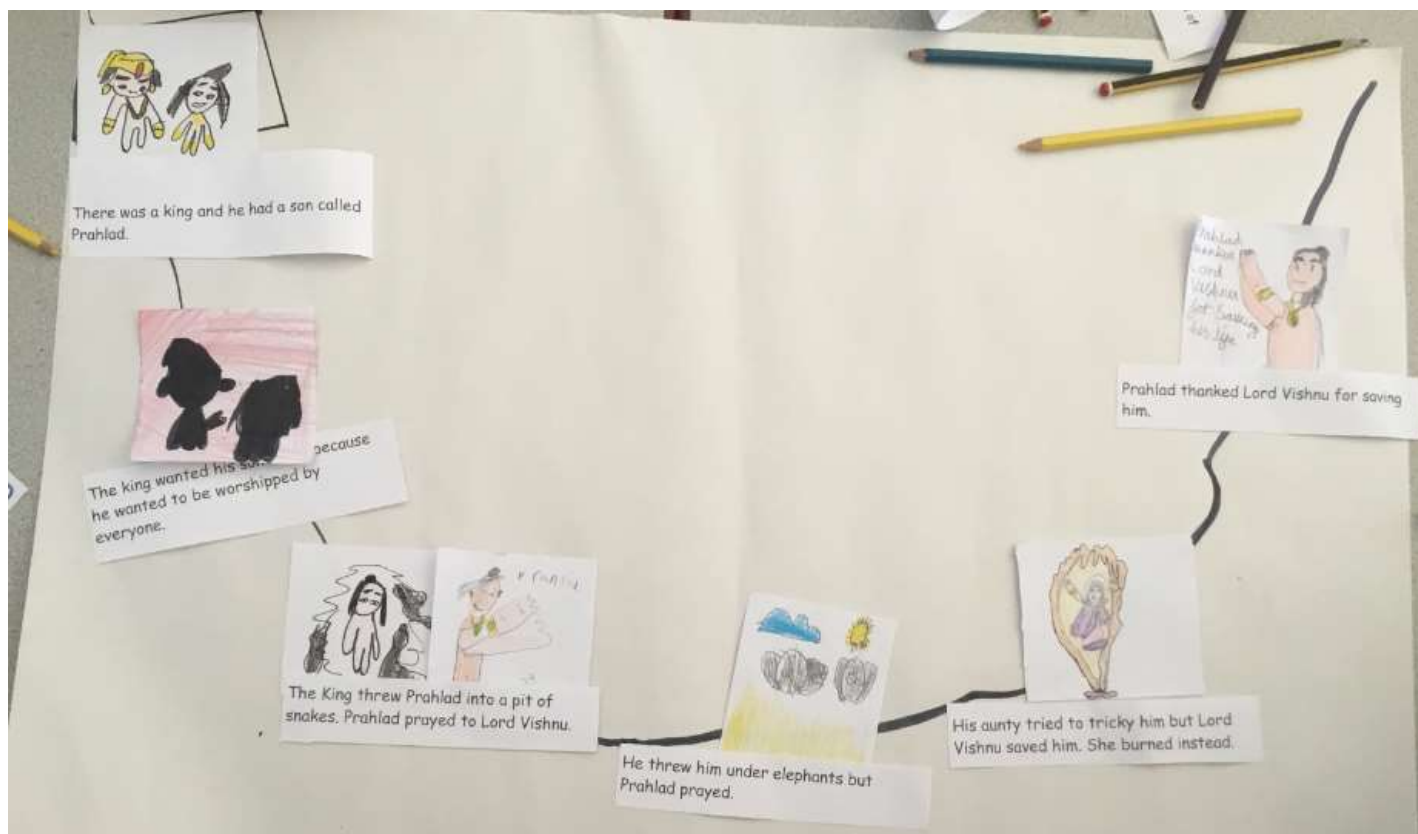
Here are Maisie's, Storme's and Ashraf S' examples.



Year 1 / 2 Elm Class – We have been reading Goldilocks and the Three Bears by Lauren Child. We created wanted posters for Goldilocks using adjectives.



Year 3 Cedar Class – Y3 started their new RE unit learning about Sikhism and ordered key events in a well-known Sikh story.



Birch Class (Year 3 and 4) have been exploring place value within their daily lesson. They have enjoyed learning how to describe and partition a range 4-digit and 5-digit numbers.



Year 5 Hazel Class - This week in Maths the children have been covering place value. The learning objective in this lesson was 'can I identify and write numbers to 10,000?'. They also played a place value bingo game, where they wrote a four-digit number and when I called out '4 in the hundreds column' they would sit down if this matched their number until there was one remaining stood up.

Learning Question: Can I identify and write Numbers to 10,000?

Success criteria: I can use concrete manipulatives and pictorial diagrams to recap representing numbers up to 10,000.

I can revise adding and subtracting 10, 100 and 1,000, and discuss what is happening to the place value columns.

Gold Fluency

Complete the calculations.

80 2,800 + 1 =	30 1,200 + 1 =
2,800 + 10 =	1,200 + 10 =
1,800 + 100 =	1,200 + 100 =
1,800 + 1,000 =	1,200 + 1,000 =

Reasoning

3. Ben makes a number on a place value chart.

- His number has a digit total of 17
- There are two more counters in the hundreds column than the thousands column

What number could Ben have made?

4. Write a number and write a list of clues to describe it.

Help has made five numbers using the digits 1, 2, 3 and 4. He is using a letter to represent each digit.

Here are his numbers:

AACB
 ACCB
 DCBA
 CDAC
 EDAB

Use the clues to work out each number.

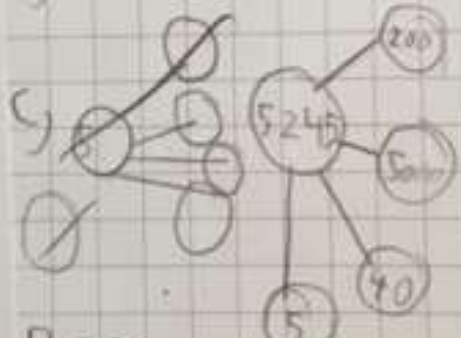
- The first number in the list is the greatest number
- The digits in the fourth number add up to 12
- The third number is the smallest number

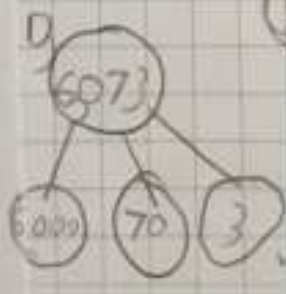
12,923
X 111 X.M 1111

1) Fluency

A) $2,865 + 1 = 2,866$ ✓
 $2,865 + 10 = 2,875$ ✓
 $2,865 + 100 = 2,965$ ✓
 $2,865 + 1,000 = 3,865$ ✓

B) $2,865 - 1 = 2,864$ ✓
 $2,865 - 10 = 2,855$ ✓
 $2,865 - 100 = 2,765$ ✓
 $2,865 - 1,000 = 1,865$ ✓

C) 

D) 

Connie, Year 5 Hazel

This week in Maths we have been looking at place value. Here, Connie is practising adding and subtracting 1, 10 and 100 and partitioning number using her knowledge of place value.

Learning Question: Can I identify and write Numbers to 10,000?

Success criteria: I can use concrete manipulatives and pictorial diagrams to represent numbers up to 10,000.

I can revise adding and subtracting 10, 100 and 1,000, and discuss what is happening to the place value columns.

Solid Fluency

Enlarge the calculations.

1a) $2,865 + 1 =$

$2,865 + 10 =$

$2,865 + 100 =$

$2,865 + 1,000 =$

1b) $1,256 - 1 =$

$1,256 - 10 =$

$1,256 - 100 =$

$1,256 - 1,000 =$

1c)



1d)



2.

Reasoning

3.

a) Alex makes a number on a place value chart.

- Her number has a digit total of 17
- There are two more counters in the hundreds column than the thousands column.

What number could Alex have made?

b) Make a number and write a list of clues to describe it.

Fily has made five numbers using the digits 1, 2, 3 and 4

He is using a letter to represent each digit.

Here are his numbers.

AABCD
ACDCB
DCBAC
CDACD
BDACB

Use the clues to work out each number.

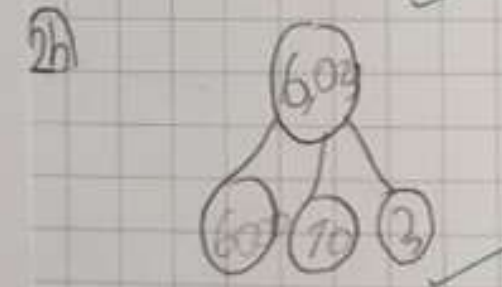
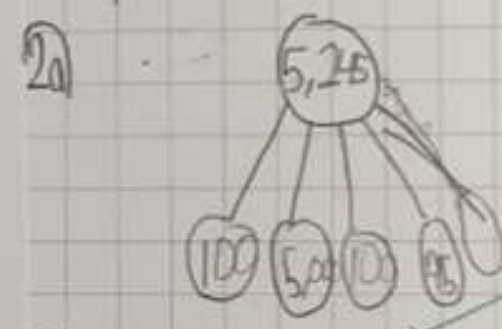
- The first number in the list is the greatest number.
- The digits in the fourth number add up to 12
- The third number is the smallest number.

4.

1 2 0 9 2 3
X T T . 1 X M M X X 1 1 1

1a) $2,865 + 1 = 2,866$ ✓
 $2,865 + 10 = 2,875$ ✓
 $2,865 + 100 = 2,965$ ✓
 $2,865 + 1,000 = 3,865$ ✓

1b) $1,256 - 1 = 1,255$ ✓
 $1,256 - 10 = 1,246$ ✓
 $1,256 - 100 = 1,156$ ✓
 $1,256 - 1,000 = 256$ ✓



3) Her number can be 5 7 2 2

4) 1 1 2 3 4
 1 3 4 3 2
 4 3 1 2 1
 3 4 1 4 3
 2 4 1 1 2

Prince, Year 5 Hazel Class

This week in Year 5 we have been looking at place value. Prince has been applying his knowledge of place value to problem solving, working out a reasoning question and giving multiple possible answers.

Year 6 Willow Class - This week in Maths we have been developing our knowledge and understanding of Place value by looking at numbers up to 10,000,000. We have been learning how to read and write 7-digit numbers.

Valentina and Jimmy

LQ: Do I know numbers to 10,000,000?

Steps to Success	Me	CT
I understand that place value columns follow consistent patterns		✓
Work completed: <u>Independently</u> , TA support, T support, Groups or Pairs		



Gold Fluency:
Here is a number:

Millions				Thousands			Ones	
M	H	T	O	H	T	O		
3	2	5	4	9	0	7		

1. What is the number?

2. What is 400,000 greater than the number?

3. What is 20,000 less than the number?

1. a)  b) 

2. Fill in the missing numbers.

$824,309 = 800,000 + \underline{\hspace{2cm}} + 4,000 + 300 + 9$

$6,413,085 = \underline{\hspace{2cm}} + 80$

$58,904 = 50,000 + \underline{\hspace{2cm}} + 4$

$947,812 - 400,000 = \underline{\hspace{2cm}}$

$947,812 - 4,000 = \underline{\hspace{2cm}}$

$947,812 - 400 = \underline{\hspace{2cm}}$

3. Dexter has written a set of clues to describe a number.

- It has 5 tens.
- It has one more thousand than it does tens.
- It has 7 digits.
- It starts with a 9
- The rest of the digits are zeros.

4. What is the number?

12,923

$\times 11.18.XX111$

Fluency

1) a) $32,549,070$ ✓
b) $3,654,907$ ✓
c) $30,549,070$ ✓
 $32,549,070$ ✓

2) a) $36,000$ ✓
 $6,000$ ✓ $30,000$ ✓

b) $320,900$ ✓
 $20,900$ ✓ $300,000$ ✓

3) $824,309 = 800,000$ ✓
 $00 + 20,000 + 4,000$ ✓
 $0 + 300 + 9$ ✓

$6,413,085 = 6,413,000$ ✓
 $3005 + 80$ ✓

$58,904 = 50,000$ ✓
 $+ 8,900 + 4$ ✓

$947,812 - 400,000 = 547,812$ ✓

LQ: Do I know numbers to 10,000,000?

Steps to Success	Me	CT
I understand that place value relates		
Follow consistent patterns		
Work completed: <u>Independently</u> , TA support, T support, Groups or Pairs		

Silver fluency:
What numbers are represented in the place value charts?

a)

Thousands			Hundreds			Tens			Ones		
O	H	T	O	H	T	O	H	T	O	H	T
●●	●●●	●	●●●	●●	●	●●●	●●	●	●●	●	●

1.

What are the values of the bold digits?

a) 2,950 _____ b) 71,303 _____
 c) 37,300 _____ d) 1,432,310 _____
 e) 195,000 _____ f) 3,234,705 _____

2. Here is a number:

Thousands				Hundreds				Tens				Ones			
O	H	T	O	H	T	O	H	T	O	H	T	O	H	T	
3	2	5	4	9	0	7									

a) What is the number?

b) What is 200 000 greater than the number?

5. ~~8,021,403, 8,43,021,~~
 8,021,403, 8,043,021,
 8,102,304 ✓

Fluency

12,092,023
 XIX MMXIII

Well done!

1) 2,315,263 ✓
 2) 50 ✓
 3) 3 ✓
 4) 7,000 ✓
 5) 1,000,000 ✓
 6) 90,000 ✓
 7) 6,000 ✓

3) 3,254,907 ✓
 4) 3,654,907 ✓
 5) 3,6~~7~~4,907 ✓
 6) 3 ✓

Reasoning

4) Ron is wrong because he put the commas on the wrong place so it is 3,67,842. ✓

5) 20,000 ✓
 6) 6,413,000 ✓
 7) 8,900 ✓