

JK News

Monday 2nd February 2026



Dear Parents and Carers,

What a wonderful week it has been! Our children have represented the school brilliantly while out and about on their learning adventures. Nursery had an exciting visit to the Unicorn Theatre, where their enthusiasm and curiosity shone throughout the day. Year 3 impressed us with their fantastic engagement during their trip to the British Museum on Thursday, and Year 4 followed with equally excellent behaviour and focus on their visit to the museum on Friday. We could not be prouder of how respectfully and responsibly our pupils conduct themselves when learning beyond the classroom.

We are, however, noticing an increase in late arrivals. A gentle reminder that the school gates close promptly at 8:50am each day. Arriving on time ensures children can settle calmly and start their learning smoothly with their classmates.

Matt Rose
Headteacher

School Council



Mrs Barnett met with the school council leaders this week. They were given the task of discussing how the PTA can help the school. There were some great ideas which included having more resources and apparatus for playtimes and lunchtimes, pizza days, a reading corner in the playground and to build our own swimming pool.

Spring 1 Attendance Leaderboard

Current Leaders

1st	Green 2	96.39%
2nd	Blue 6	95.71%
3rd	Blue 5	95.63%

144 Club!



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★ Join the 144 Club! ★

- Can you master all 144 times tables facts (1-12)?
 - 🎯 Earn a 144 badge as you get quicker and more confident
 - 💡 Build a strong foundation for tricky maths problems
 - 🎉 Celebrate your success on a whole school display
 - 👉 Practice, improve, achieve — and have fun along the way!
- Who's ready for the challenge? $\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{4}$ ★

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Always Club

★ Always Club at John Keats! ★

We're thrilled to share some exciting news—Always Club has arrived at John Keats!

Each week, our teachers choose one child from their class who is always showing our school values—being kind, respectful, empathetic, resilient, and giving their best every day. These superstar role models are then invited to join our special Always Club celebration.

During the session, children enjoy 30 minutes of fun-packed activities, from colouring in and drawing, to building with LEGO and Megablocks, to exciting games like table tennis. The laughter and smiles say it all—it's quickly becoming a highlight of the week for both the pupils and Coach Gilly!

Always Club is our way of celebrating those children who live out our values every single day. We're so proud of their efforts, and we can't wait to see who will be joining the fun next week!

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Nursery



Nursery have had an exciting week with our trip on Wednesday to Unicorn Theatre at London Bridge. We went to see the show "Squirrel" and had lots of fun finding nuts for the squirrel to eat and planting trees for it to live in. Our teachers were all so proud of us for how sensible we were travelling there and remembering our manners at the theatre!

Reception



Reception have had a great week continuing to express ourselves in different ways! This week we were reading barnyard dance and learning about all the different ways we can dance and move to show how we are feeling. We learned about different farm animals and wrote sentences about the sounds they can make. We have also been working hard practising our phonics and continuing to learn about capacity in maths.

Phonics: To revise phase 3 sounds.

Always Club: BR - Amy, for always being a positive role model to her friends. GR: Amin for always trying his best.



Year 1



This week in Year 1, we have been busy investigating which material would make the strongest house. Each week, we have observed the changes carefully, and this week we finally reached our conclusion... the LEGO house was the strongest!

Our paper house, on the other hand, was far too light and blew away in the wind!

In Literacy, we have started our new book, The Proudest Blue. The children have been truly inspired by Asiyah's bravery and have enjoyed exploring the story.

In Maths, we have been practising doubling numbers, using practical resources and games to help us build confidence. In Geography, we have been learning about our local area as we prepare for our upcoming trip next week on Wednesday, 4th February 2026. The children are very excited to go exploring! Always club: Valentina - for always trying her best and helping others.

Always Club: G1 - Jeremy, for always helping out in the classroom. B1 - Valentina for always trying her best and helping others.



Year 2



Year 2 have had a fantastic week of learning! In Maths, we explored the division symbol by working practically with counters to share amounts into equal groups. In English, we began our new text Let's Get Gardening, where we looked at instructions for growing tomatoes and shared our thoughts on whether we liked it and why. In Science, we learned about the life cycle of a plant and were introduced to new vocabulary, including germination. In Art, we began creating a collage inspired by Monet's The Artist's Garden at Giverny, carefully using small pieces of coloured paper.

Always Club: G2 Aurora for contributing lovely ideas to class discussions. B2 Bonnie-Rose showing a huge improvement in her focus which is now being seen throughout her work.



Year 3



This week in Year 3, we had an exciting visit to the British Museum, where the children explored the Elgin Marbles along with a range of other fascinating Greek artifacts. Using iPads, they took part in an interactive tour that helped them learn more about each item, and they even had the chance to catch a glimpse of the famous Rosetta Stone in the Ancient Egypt exhibition. In English, we began looking at our next Greek myth, The Twelve Labours of Hercules, and the class has already shown great interest in the heroic adventures ahead. In Maths, we have started learning about fractions and developing our understanding of parts of a whole. We saw that the higher the denominator the smaller the unit fraction. Our spellings for the week are: heard, heart, disappear, island, history and century. Please remember to wear PE kit next Tuesday, and a reminder for Green 3 that Forest School will take place on Wednesday.

Always Club: B3 Emely for always following the expectations and responding accordingly. G3 Aleah for showing great enthusiasm in all lessons this week.



Year 4 “



This week in class, we continued exploring our key text in English and wrote thoughtful reviews, giving the children the opportunity to reflect on the story and share their opinions with confidence. In maths, we began revisiting measurement, recapping key units and strengthening the children’s understanding as we prepare for more complex work ahead. In art, the children experimented with different grades of pencil to create tonal drawings, learning how varying pressure and pencil choice can produce a range of light and dark shades to bring their artwork to life.

Always Club: Kelis for always doing the right thing and being an excellent role model.

” Year 5

What an exciting week in Year 5! We have continued with our vector drawings in computing, creating a new John Keats logo & starting to design our masks that we will create in art and D.T over the next two weeks. In History we have done our own reaseach on the Maya King Pakal and created our own fact files! In Maths we have begun looking at fractions - multiplying mixed fractions with an integer.

Always Club: B5 Maya B for always showing attentive behaviour and doing an amazing review in Writing this week. G5 Hollie for always exhibiting the school values both inside and outside of the classroom.



Year 6 “



This week Year 6 sat their mock SAT's. We were so proud of the way they tackled them and were impressed with the progress they have made from September . They also enjoyed art and drawing from a one point perspective.

Always Club: G6 - Arella, for setting a great example to the rest of the class and for applying herself in her mock SAT's this week. B6 - Michael - for setting a great example to the rest of the class during his SAT's and remaining focused and hardworking.

John Keats' Values Stickers



Y1

G1 - Juan Pablo

G1 - Davina

Y2

G2- Hanyah, Fraser and Lavy

G2- Kevin and Reyansh

G2- Ricardo, Hanayah

G2 - Rory, Summer

Y3

B3 Valentino G3- Carter

B3- Kiara, Eli, Emely G3 Layla

B3-Whole class G3- ALeah

G3- Elham

G3- Seher

B3- Millie, Michelle. Arhur G3- Amara

Y4

Rahf, Izan

Parker

Y5

Shamai

Maya B, Cassandra, Shamai

Eric

Y6

Faryal

Arella, Melanie, Duaa, Amil, Faryal, Melanie, Allissan

Maram, Diana

All of Green 6, All of Blue 6

READING GUIDE FOR ADULTS



WHAT YOU CAN DO:

- READ DAILY WITH CHILD (10-15 MINS)
- ASK CHILDREN QUESTIONS ABOUT WHAT THEY HAVE READ
- ENCOURAGE CHILDREN TO READ INDEPENDENTLY AND LOG IT IN THEIR RECORDS
- SIGN THEIR RECORDS ON A REGULAR BASIS (WEEKLY MINIMUM)
- MAKE SURE READING RECORDS ARE BROUGHT TO SCHOOL EVERY DAY

PHONICS SOUND MATS

PHASE 2



PHASE 3



PHASE 5



QUESTIONS TO ASK (EYFS AND KS1)

RETRIEVE: WHO...? WHAT...? WHERE...? HOW...? WHEN...? WHICH...?

PREDICT: WHAT MIGHT THIS BOOK BE ABOUT? WHO WILL THE MAIN CHARACTER BE? WHAT WILL HAPPEN NEXT? WHAT WILL THE CHARACTER DO/SAY? WHAT DO YOU THINK HAPPENED BEFORE THIS PART?

INFER: HOW IS THE CHARACTER FEELING? WHAT COULD HAVE HAPPENED TO CAUSE THIS EVENT? WHY IS THE CHARACTER FEELING LIKE THAT? HOW DO YOU KNOW THAT...?

SEQUENCE: WHAT HAPPENED FIRST/NEXT/LAST/BEFORE/AFTER...? CAN YOU RETELL THE STORY? WHAT ARE 3 MAIN EVENTS FROM THE STORY?

VOCABULARY: WHAT DOES...MEAN? CAN YOU FIND ANOTHER WORD THAT MEANS...? WHICH WORD MEANS THE SAME/OPPOSITE TO...?

OTHER ONLINE RESOURCES

NATIONAL LITERACY TRUST 'WORDS FOR LIFE' ACTIVITIES TO SUPPORT COMMUNICATION, READING AND CONNECTION FOR CHILDREN OF ALL AGES.

PROJECT GUTENBERG CHILDREN'S CLASSICS READY TO DOWNLOAD

BRITISH COUNCIL 'LEARN ENGLISH KIDS' RESOURCES FOR BUILDING ENGLISH SKILLS

OXFORD OWL AND READING EGGS ELIBRARIES AND GAMES

QUESTIONS TO ASK (KS2)

RETRIEVE: WHO...? WHAT...? WHERE...? HOW...? WHEN...? WHICH...?

PREDICT: WHAT MIGHT THIS BOOK BE ABOUT? DOES THIS REMIND YOU OF ANYTHING? WHAT WILL HAPPEN NEXT? WHAT WILL THE CHARACTER DO/SAY? WHAT DO YOU THINK HAPPENED BEFORE THIS PART?

INFER: HOW DOES THE AUTHOR FEEL ABOUT...? WHAT MIGHT HAPPEN IF...? HOW IS THE CHARACTER FEELING? WHAT COULD HAVE HAPPENED TO CAUSE THIS EVENT? WHY IS THE CHARACTER FEELING LIKE THAT?

SEQUENCE: WHAT HAPPENED FIRST/NEXT/LAST/BEFORE/AFTER...? CAN YOU RETELL THE STORY? PUT THESE EVENTS IN THE ORDER THAT THEY HAPPENED.

SUMMARISE: SUM UP THE TEXT IN ...WORDS. WHAT ARE THE MAIN EVENTS IN THIS PARAGRAPH? WHAT HAPPENS IN THE BEGINNING/MIDDLE/END?

COMPARE: HOW DID THE CHARACTERS FEELINGS CHANGE BY THE END OF THE TEXT? WHAT ARE THE SIMILARITIES/DIFFERENCES BETWEEN...? TELL ME ABOUT A SIMILAR TEXT YOU HAVE READ.

VOCABULARY: DEFINE THE WORD... FIND A SYNONYM/ANTONYM FOR...

AUTHOR CHOICE: WHAT DOES THE WORD ... TELL US ABOUT...? WHY DID THE AUTHOR CHOOSE THIS WORD? HOW DOES THE AUTHOR WANT US TO FEEL ABOUT...? WHAT MESSAGE DOES THIS TEXT/AUTHOR TEACH US?

JOHN KEATS' PTA

In other good news we now have our very own John Keats Pantry Cupboard! Storage is always at a premium within the school and so to have a cupboard dedicated to the initiative shows the level of support and value the Leadership team and school community put in the idea of the school Pantry. The whole reason for this starting was so we can help each other by working together to create something useful. The Pantry is for anyone who needs it. The PTA collect and maintain the items but the School administers it, so if you wish to make use of it please contact the Office or the Pastoral Care team

HOW TO CONTACT US

You are more than welcome to talk to us at drop off and pick up.

You can e-mail us at johnkeats.pta@icloud.com

Leave us a message in the PTA post box by the Parent Information Board (school back entrance).

Dyslexia series: Emotional Regulation - Big Feelings, Real Tools

Wednesday 12 November 2025
19:30 – 20:30

Bell House Dulwich
27 College Rd, England, SE21 7BG, United
Kingdom ([map](#))

Support Their Emotions, Strengthen Their World

Emotional regulation isn't just about calming down—it's about helping neurodivergent children feel understood and in control. In this session, you'll learn why your role is vital and how simple strategies can lead to big breakthroughs in behaviour, learning, and connection.

Understanding emotional regulation is crucial for parents of neurodivergent children because it helps their child feel safer, manage stress, and navigate the world more effectively. When parents support emotional regulation, they build stronger connections, reduce meltdowns, and empower their child to learn, grow, and thrive in their own unique way.

For children with neurodivergent minds, emotions can feel overwhelming. Helping your child understand and manage their feelings builds confidence, reduces anxiety, and supports their ability to learn and connect. As a parent, your support makes all the difference—nurturing not just calm, but lifelong resilience.

This talk is FREE, however, registration is required.



Dyslexia series: Emotional Regulation - Big Feelings, Real Tools

This talk highlights the vital role parents play in supporting emotional regulation for neurodivergent children to help foster connection, reduce stress, and empower lifelong growth and resilience. Free | In-person | [Book here](#)

Bell House / Nov 12, 2025



Rose VOUCHERS for fruit & veg



Free fruit and vegetables for families with young children

The Rose Vouchers Project gives vouchers to buy fresh fruit and vegetables from local markets and some other places. If eligible, you will receive at least £4 of vouchers every week.

Who is it for?

If you live in Southwark and have children under 5*, or are more than 10 weeks pregnant, you may be able to get Rose Vouchers if one of the following applies:

- You receive Healthy Start
- You have a low or no household income (less than £408 income a month if you are on Universal Credit)
- You have no recourse to public funds (NRPF)

** Children must be under 5 until 31st August*

SCAN ME



Find out more



1stplace.uk.com/rosevouchers

 rosevouchers@1stplace.uk.com



Impact
on Urban
Health



Hello! Autism Support team here wishing you a very happy holidays!

The end of term can be both exciting and daunting for autistic young people, the excitement and anticipation of seeing family and friends and a 2 week holiday followed by the big clunky gatherings and social expectations.

It's important to keep an element of structure when out of school. Bedtimes and wakes up are a good place to start. If you are finding that your child is sleeping in later and later and going to bed later and later a great way to break this cycle is to wake your child up on time, using light and breakfast. This restarts your usual routine again.



Hands twist at wrists, move up for 'To Celebrate'

Fun things to keep kids busy!

Some ideas we have cooked up which might hit the spot!

- [Kinetic sand](#) - not as messy as it sounds
- [Salad spinner](#) - sounds bonkers, but put some fairy lights inside and it is fantastic! [Video Link](#)
- [Fake snow](#) - This one is fantastic and easy to clean!
- [Visual timetable](#) - Having a visual timetable (scroll to 'Visual Supports that can be used in the home') will support structure and routine throughout the holidays.

[The Local Offer](#)

[This video](#) by Morgan Foley (@Morgaanfoley) is a young autistic woman who has a huge following on social media. She created [this video](#) which you might find interesting about presents