



Dear Parents and Carers,

It has been a pleasure welcoming the children back this week. They have settled in smoothly and are already enjoying their new projects with great enthusiasm. Thank you for continuing to ensure that pupils arrive on time for our 8:40am start- this really supports a calm and focused beginning to the school day, and we appreciate your ongoing support.

We were incredibly proud of our Purple Voices choir, who performed at the O2 as part of Young Voices this week. Their behaviour was exemplary, their singing was wonderful, and they represented John Keats brilliantly. Well done!! A heartfelt thank-you to the adults who kindly gave up their time to accompany and support the children.

Looking ahead, we are pleased to share that our **Spring Fair** will take place on **26th March**, with more information coming soon.

Next week, we will also be celebrating **World Book Day** on **5th March**. Children are welcome to come to school dressed as their favourite book character, and a range of fun, book-themed activities will take place throughout the day.

Wishing you all a lovely weekend.

Ms Denny  
Deputy Headteacher

## Attendance



We're delighted to share that Green 5 were our attendance winners for the last half term. To mark their achievement, the class enjoyed a delicious pizza party on Tuesday afternoon. Well done to everyone for their dedication and commitment to excellent attendance.

# 144 Club!



☀️ 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? 1234☀️

# 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!



# Purple Voices Choir Shine at Young Voices!

Our Choir had an unforgettable night at this year's Young Voices concert at the O2 Arena! Joining around 8,000 other children, our singers performed with fantastic energy—singing, dancing, and representing our school with pride.

It was especially lovely to see the choir reunite with friends they made in previous years, as well as make lots of new ones. The children had so much fun and their enthusiasm lit up the whole evening.

A huge thank you to all the adults who supported the trip—we couldn't have done it without you.

Parents who would like to relive the night (or enjoy it for the first time!) can click on the QR code below.

Well done Purple Voices Choir; you were amazing!

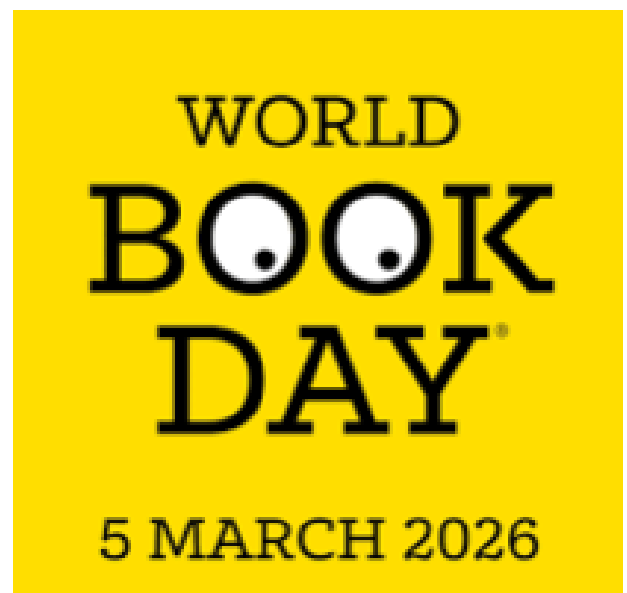
Mrs Batro🎵



## World Book Day

On Thursday 5th March, we will be celebrating World Book Day!

Children are welcome to come dressed as their favourite book character or simply bring a small prop. For inspiration, why not scan the QR code below to explore some free or budget-friendly costume ideas?



# Nursery



Nursery's topic for this term is 'I wonder what job I could do'. This week we have been doctors. We have made doctor badges, our own medicine and thought about what a doctor would keep in their medical bag. We have also been enjoying our new larger outdoor area.

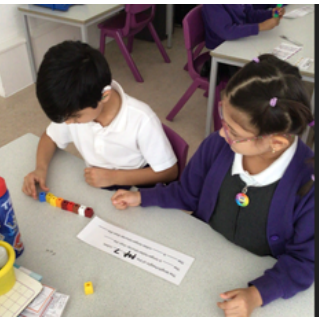
“

We have had a great first week back in Reception. We have started learning all about where our food comes from and using this in our writing. We planted seeds together and are excited to watch our plants grow this half term! We also have enjoyed exploring our new outdoor area and being positive role models to our friends in Nursery, showing them how to use resources and helping with their play!

Phonics: Continuing to revise Phase 2 and Phase 3 sounds.

Always Club: BR: Emily, for always been a good friend. GR: Elia, always trying her best during Literacy!

## Year 1



Wow! What a fantastic first week back we have had in Year 1.

We began exploring our new key text Sam Plants a Sunflower Seed and talked about how Sam had to be patient while waiting for his seed to grow. This linked beautifully to our science learning, where we explored the different parts of a plant—such as the stem, roots, leaves and petals—and then compared these to the parts of a tree, including the trunk, branches, leaves and roots. In geography, we learned about seasonal changes and discussed which season is best for planting. The children noticed that Sam planted his sunflower seed in spring, and it bloomed in summer! In maths, we focused on measuring length and height. The children practised using cubes and rulers to measure in centimetres and enjoyed comparing different objects around the classroom.

Always Club: B1: Teddy, for always trying his best to write on the line. G1: Rayyan, for always writing neatly and legibly.

“

Year 2 have had a fantastic start to the new half term! We began our exciting new project, 'Why is the land precious to different Australian communities?' In English, we launched our new unit on Australia and explored some of its most extraordinary places, including the Outback, the Great Barrier Reef, and Rottnest Island. In Art, we studied Indigenous Australian art, looking closely at traditional patterns and techniques. In PSHE, we learnt about an Indigenous Australian celebration called the Garma Festival, discovering the many ways it is celebrated like dancing, singing and storytelling.

Always Club: G2: Reyansh, for helping others and his lovely presentation in his books B2: Edison, for taking fantastic care of his new books and really working on his handwriting.



## Year 2

## Year 3



We've had a fantastic first week back in Year 3! The children have settled in brilliantly and have begun exploring our new project, which is based around the key question: How does our world work? In English, we have started reading our new text, Gregory Cool, a story that follows a young boy discovering the vibrant and beautiful island of Tobago. In Maths, we have been learning about mass and practising how to read scales to the nearest kilogram and gram. In Geography, the children have been comparing Trinidad and Tobago with the UK, focusing on key physical and human features. Green 3 also had their Forest School session this week, where they enjoyed spotting early signs of spring—and even found a frog or two! As a reminder, PE takes place every Tuesday, and book swap/reading record checks will be on Fridays. World Book day is also next Thursday!

Always Club: G3: Jahiem for trying his absolute best with his presentation this week- particularly in English. B3: Michelle for always trying her best in lessons and following instructions around her presentation.

# Year 4



Year 4 has had an exciting first week back, diving into our new project - "How does our world work?" In English, we have started our new text, exploring and learning various different facts about the rainforest. In maths, we are building our knowledge in fractions and becoming more confident and secure counting beyond 1. Ensuring we use key words such as "denominator and numerator" when explaining our answers.

Always Club: G4 - Anne for always engaging with her work and looking out for her friends. Keep up the amazing work! B4 - Parker for his amazing improvement in his presentation across all of his work!



Year 5 have had a great first week back. We have begun exploring our new project, "Has the space race impacted our knowledge of the universe?" To start, we gathered what we already know and came up with lots of big space questions that we hope to answer over the coming weeks. We have also been learning about the often unrecognised work of Katherine Johnson, Dorothy Vaughan, Mary Jackson, and Dr Christine Darden. In Writing, we've been exploring these inspiring historical figures through our new text Hidden Figures. Blue 5 thoroughly enjoyed using pipettes, test tubes, and a range of chemicals to investigate thermal reactions during their science taster session at Harris Bermondsey. (Green 5 are in for a treat when they attend!)

Always Club: B5 - Daniel for always bringing a smile and a joke to the class, alongside his great work! G5 - Hector, for working so hard on his joined writing and organising his work into neat headings, subheadings and paragraphs

# Year 5



# Year 6



Year 6 have settled back into school amazingly. We have dived into our new project - "Is it right for captive animals to have to adapt to new environments? We have begun to explore our new key text called 'The Eye Of The Wolf'. The children have been making predictions about the text and discussing character profiling with physical appearance and emotions. In Maths, we have been continuing ration and how to tackle multiple rations. We are very proud of how mature they settled.

Always Club: B6- Roshane has had a great start back to school, his work ethic has been amazing which has shown in his lovely presentation in all of his books! Well done Roshane! G6 - Sienna for her excellent attitude towards her work and always setting a great example to others.

## John Keats' Values Stickers



## Y1

## Y2

## Y3

## Y4

## Y5

## Y6

G1 - Khalil	G1 - Zephaniah B1 - Faith	B1 Arezo	B1 - Hezekiahpoi	G1 - Zerral
	G2- Diana and Aurora Sp1/ Diana, Samuel, Sara	G2- Ja'Quan B2- Zuriel B2 - Kaya, Zuriel, Mia, Hodayfa	G2- Avery Sp1/ Reyansh, Fraser, Summer B2 - All of B2 for assessment week!	
B3- Ramzi, Rhodes	B3-Teqwa, Camille	B3- Sofia, Carter, Camille, Teqwa, Casale, Raphael	B3-Allyah-Jane, Rhodes, Abdul, Sofia, Jeneba, Abdulhalim, Maya G3-Aniya, Rayyan, Alice-Grace	B3- Klara, Azzalah
		G4 - Destiny, Olivia	B4- Sienna, Star G4-Kamiya, Olivia, Sakinah, Nayara, Anayah, Destiny, Tahira	
Ariahm, Darius, Emmy, Deborah, Kayne, Haris, Tommy, Hector	Haris, Ali	Aaron, Hollie, Ali, Anthony	Hamidah, Ali, Khalil, Hollie, Ava, Aaron, Hector, B5-Hunter, Scarlett, Khalee	Jamal, Khalil, Anthony
Zahra, Leo, Aydan, Makar, Isabella	Faryal, Victoria, Habib, Amil, Duaa, Diana, Oscar, Isabella, Michael, Alyana, Abdulhannan, Godsglory	Duaa, Sienna, Habib, Allieaan,	Godsglory, Leon, Kahmarl	Aydan, Myla, G6-Victoria



# Difficulties getting your child into school?

Parent Coffee Morning at drop-off on Wednesday 4th March 2026

Dear Parent/Carer,

We realise that getting your child into school on time can be tricky and sometimes even feel impossible.

We'd like to invite you to our Place2Be Parent Coffee morning where you can join us for a chat to share your experiences and pick up some ideas and strategies to help make your mornings easier.

We look forward to seeing you soon.

Please email [deb.lillistonesquires@place2be.org.uk](mailto:deb.lillistonesquires@place2be.org.uk) if you have any questions or to let us know you can attend.



John Keats  
Primary School

# SPRING FAIR

Thursday 26<sup>th</sup> March  
2:30-4pm

FREE ENTRY

JOIN US FOR LOTS OF FUN!

Spring Fair for Families

- Food and dessert stalls
- Craft displays
- Henna and face painting
- PTA drinks stall
- Community celebration

Volunteers welcome! Please speak to  
the PTA or your class teacher.

Please note that children will be unable to attend the fair without an adult.

# 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](mailto: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](https://1stplace.uk.com/rosevouchers)

 [rosevouchers@1stplace.uk.com](mailto: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