



Dear Parents and Carers,

As we wrap up our final week before the half-term break, we'd like to thank you for your continued support and enthusiasm throughout a very busy and exciting few days at John Keats Primary School. We hope our families enjoy a well-deserved rest over the break.

School will reopen on **Monday 23rd February at 8:40am**, and we look forward to welcoming all pupils back refreshed and ready for the new half term ahead.

This week has been packed with hands-on learning, curiosity, and new experiences across the school:

- Year 1 enjoyed exploring the Old Kent Road and local area, learning about their community and spotting familiar landmarks.
- Year 2 have been full of excitement (and a bit of suspense!) as they checked on their science investigations to see which of their plants have begun to grow — and which have not quite sprouted yet!
- Year 3 had a wonderful time at Besson Street Gardens, taking part in forest school activities and developing their teamwork and outdoor learning skills.
- Year 4 went on a virtual adventure, using VR headsets to visit Rome, exploring ancient history in a truly immersive way.

Thank you again for a fantastic half term. We wish all our families a restful break and look forward to seeing everyone back on Monday 23rd February.

Warm regards,

Matt Rose  
 Headteacher

# Spring 1 Attendance Leaderboard

1st	Blue 6	95.58%
2nd	Green 2	95.52%
3rd	Green 1	94.59%

# 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!



# Well-Being Day

On **Friday 13th February**, we will be celebrating our Well-Being Day!

This half term, our focus is on Neurodiversity. Throughout the day, classes will take part in a variety of fun and meaningful activities, including:

- 🧠 Neurodiversity quiz
- 🎨 Poster competition
- 🌀 Fidget toy craft
- 🌱 Playdough making

...and many more exciting activities!

To help make the day extra special, **children are invited to wear their own clothes.**

We're looking forward to a wonderful day of learning, creativity, and celebrating all the unique ways our brains work!

# Nursery



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Nursery have been artists this week! We have been reading *Miffy and the Artists* and have used this as inspiration to create lots of our own artwork that we have enjoyed explaining and sharing with our peers. We have been inspired by artists such as Frida Kahlo, Vincent Van Gogh and Andy Warhol. In Maths, we have been exploring shapes and talking about straight lines and sides.

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Reception have had a fun week learning about and exploring our 5 senses! We played a guess the noise game, experienced different smells and tastes, and expressed to our peers likes and dislikes. We have been exploring length in Maths, using words like long, longer, short and shorter.

Phonics: Continuing to revise Phase 3 sounds.

Always Club: BR: Cian, for always trying his best in phonics. GR: Tru, always trying her best during carpet sessions

# Reception



# Year 1

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On Wednesday, we went for a walk along the Old Kent Road and surrounding areas to see what was in our local area. In English, we are still enjoying our second book (*The Proudest Blue* by Ibtihaj Muhammad and S.K. Ali) for this half term. Our aim is to write a diary entry. In Maths, we have been subtracting by counting back, finding the difference and using related facts. In Art, we made some amazing pieces of artworks to express feelings/emotions using all the skills we have been learning this half term.

Phonics: We have been recapping/reviewing all the Ohase 5 sounds. eBooks with the sounds for the week are assigned every Friday.

Always Club: G1 - Brogan, for always smiling. B1 - Ethan, for always giving a reason why.

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We have had a fantastic week in Year 2! In Maths, we have been learning how to multiply and divide by 2 and 10, developing our confidence with number facts. In English, we explored the key features of instructions, including time adverbials, numbered steps and equipment lists. In Science, we continued our investigation by observing how the plants in different locations are growing. We were surprised to discover that the plant kept in the cupboard had grown the tallest! Next week, we will discuss why the plants may not have grown as we expected. In Computing, we continued our learning about digital photography and explored how to improve photographs by focusing on lighting.

Always Club: G2, Ava-Rose for showing empathy to her peers when they need support, B2, Nico for much improved work ethic and resilience!

# Year 2



# Year 3

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This week in English, we began planning our diary entry inspired by Heracles fighting the Hydra. The children explored the key features of a diary entry, including an opening, writing in the first person and past tense, clear descriptions of events, the use of time connectives, and an effective sign-off.

In Maths, we have been learning about non-unit fractions and how to compare them, developing confidence in recognising and discussing different fraction values.

Green 3 enjoyed a fantastic visit to Forest School this week, where they learned more about bees and took part in a thoughtful discussion around the question: Can London be classified as a forest?

Our spellings for this week are: accidentally, breath, guard, believe, answer

A reminder to please bring in project work from home next Thursday, so we can prepare for our Year 3 Exhibition next Friday. Further details will be shared via email. Thank you for your continued support!

Always Club: G3 Dimitar - For always modelling our high expectation for learning behaviour. B3 Gennie - For a fantastic attitude to her independent learning.

# Year 4



This week we explored the key features of a diary entry and wrote our own, based on the events of our day. In Maths, we recapped perimeter and practised applying our understanding to different shapes. In Geography, we travelled to Rome using the VR headsets and in History, we discovered how modern Britain differs from Roman Britain. It has been a packed week full of exciting learning!  
 Always Club: B4 - Siena, for consistently displaying wonderful behaviour in all areas. G4 - Sulton, for always showing a positive attitude towards his learning and looking out for his friends.



We've had another brilliant week in Year 5 full of learning and excitement! We have continued to look at fractions this week, with a focus on fractions of amounts and finding the whole. In English, we have started to explore the features of re-telling. In History, we learned all about the Maya ball game Pitz, and compared it with modern day ball games. In PSHE, we have continued to look at Ancient Maya governance and how their societies were structured and run. In Geography, we learned how to use grid references to find places on a map.

Please ensure that children are bringing their reading records in on Friday.

Always Club: G5 - Ava, for keeping the peace and tackling challenges with gusto. B5 - Salhoddin, for always joining in during class discussions.

# Year 5



# Year 6



Year 6 have had another amazing week! We have been building our knowledge of healthy eating and exploring savoury Japanese foods. We then created our own raman and will be cooking this next week. During Maths, we have been looking at sequences and questions that may come up in our SATs. In English, we have been exploring informal letters and the key features within them. The children have then written their own informal letter in the person of Micheal from our key text Kensuke Kingdom. The Year 6 team are proud of the progress the children have made and are continuing to make.

Always Club: B6- Roshane, for having a great week and such a positive attitude towards learning and his SATS! G6 - Mya, for always setting a great example to others and her positive attitude towards learning!

## John Keats' Values Stickers



## Y1

			G1 - Davina	B1 - Ethan	G1 - all the children B1 - all the children
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## Y2

B2 Zuriel, Kiyana	G2- Alessia and Elijah B2 - Grace, Alysia, Arad, Sarah	G2- Mansa	G2- Alessia and Ava-Rose and Ricardo and Elijah	G2- Mansa, Joshua and Valentina B2 - Edison, Anastasia, Raghad, Zuriel	B2 - Raghad and Arad
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## Y3

B3- Sofia, Aizah, Gennie, Harper G3- Carter	B3- Michelle, Gennie G3- Layla	G3- Aliyha	B3- Aizah G3- Eham	G3- Sehar	B3- Ameya G3- Amara
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## Y4

B4 -Adrian, Rose, Siena	B4 - Adrian, Parker, Siena	B4 - Adrian G4 - George, Destiny	G4 - Olivia, George	B4 - DJ, Josiah, G4 - Selma	
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## Y5

	B5 - Chase, Adrian	G5-Deborah		B5 - Eric	
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## Y6

G6 - Amil	B6 - Jake G6 - Kia	G6 - Tamiah, Zahra, Faryal	G6 - Duaa, Allissan, Diana, Habib, Mya, Allissan, Amil B6 - Maram	G6 - Kia, Mya, Tamiah	
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# 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?

# Inclusive Community Martial Arts Sessions for Children & Young People (SEND)

Fun, beginner-friendly sessions.

Inclusive of disabled and neurodivergent children.

Saturdays | 11:45am – 12:30pm

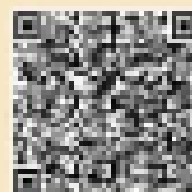
Starting 14 February

Harris Academy Bermondsey,  
55 Southwark Park Road,  
London, SE16 3TZ

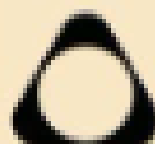


Free to attend

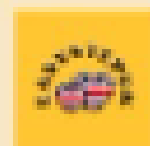
Advance booking via Eventbrite (QR code)



Delivered by EasyStep UK  
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Access  
Sport



# 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



1st Place

## 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