

# Welcome

from your co headteachers,

Dear Parents and Carers,

It has been an absolute pleasure to show prospective parents around our school this week. The students have been a real asset, showcasing their enthusiasm and pride in our school community, whilst demonstrating exceptional manners and a true St Mary's welcome.

Scraping ice off the car window this morning fills us with excitement for the not-so-distant sparkle of glitter and glue. We are thrilled to see the winter spirit starting to take shape, which will be in full force following the half-term break. A big thank you to the PTFA and parents who have been in this week, kick-starting the festive period with the Christmas card designs. We appreciate your time and energy with this and look forward to sharing the results later this term.

We are also grateful to all the families who donated to Hampton Foodbank through our Harvest offering. Collectively, we filled eight crates worth of food for our community. In assembly, we spoke about the importance of 'giving' to others and how to be the change they want to see in this world by being examples of kindness and generosity.



## School Prefects

Congratulations to all of Year 6 for becoming Prefects and 'Big Friends' to our Reception class this year! A special congratulations to the children who wrote their own speeches to apply for key roles. They were voted democratically by their peers and the results are as follows:

**Head Girl:** Sienna **Head Boy:** Nathan

**Deputy Head Boy:** Tobias **Deputy Head Girl:** Fleur

**Worship Monitors:** Zoe and Caitlin

**Librarians:** Amelie-Grace and Leo

**Sports Captains:** Toby (Hoy), Samuel (Simmonds), Zara (Farah), and Noah (Pendleton)



# Welcome

## from your co headteachers,

### School Council

We are delighted to announce our new school council representatives. A school council is important because it gives children a chance to share their ideas, make their school a better place, and help make decisions about things that matter to them. It helps everyone feel heard and shows how working together can make a difference.

**Year 1:** Matilda W

**Year 2:** Floria

**Year 3:** Charlie

**Year 4:** Christopher

**Year 5:** Mila

**Year 6:** Nathan and Sienna, Tobias and Fleur

### Belonging Together: Community Praise

As we near the end of a busy and productive half term, we are aware many of you would like to share positive messages with staff who work with your children to thank them personally for the support they have given.

We've created two forms—one for parents and one for children. Parents can write a note of thanks and share positive feedback about the start of the term. Additionally, we encourage parents to support their child in completing the student feedback too.

**Parent Form**      <https://forms.office.com/e/zpNUCLy02Z>

**Children Form**      <https://forms.office.com/e/XCjJXtNKz5>

These messages will be collated and shared in one document with the member of staff.

It has been an absolute pleasure to be a part of this school and we once again thank all parents for their positive, and supportive welcome.

As we complete our first month at the school, we are eager to hear your thoughts. Your feedback is invaluable in helping us create the best possible environment for our children. We look forward to working together to ensure a successful and enriching school year for everyone. We would appreciate it if you could take a few moments to share your experiences of the first term and any specific feedback you have. Please use this form as an opportunity to belong together.

Half Term Feedback: <https://forms.office.com/e/pSVGJjHtgh>

God bless,

Mrs. Wayland and Mrs. Woodier



## A visit from Perform

We were very pleased to receive a visit from [Perform](#) on Friday 4th October. The children had a wonderful time exploring the theme of [Outer Space](#) and using drama, dance and singing to help develop their confidence, concentration and social skills.



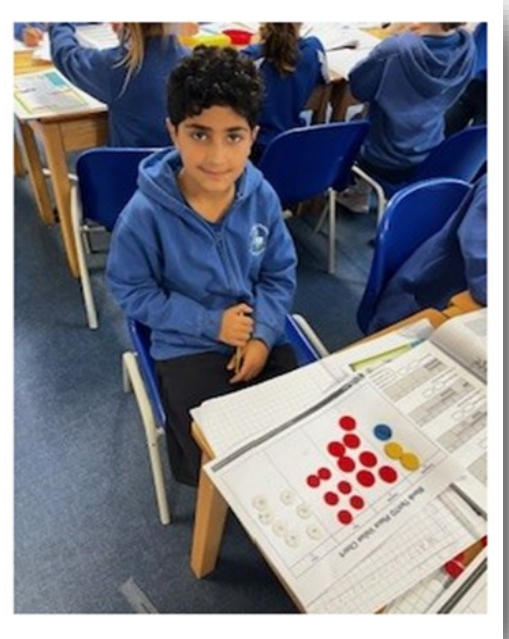
## Year 4 Football Tournament

We were so proud of the Year 4 boys who represented our school in the Richmond football tournament. They showed great teamwork, sportsmanship, and determination throughout the game. Their effort and enthusiasm made us all very proud, and they truly demonstrated what it means to play with heart and pride for our school. Well done, boys!



# News from year 4

## Mrs Nesbit writes...



Over the past few weeks, Rome Class have worked very hard on completing their diary entries, pretending to be one of the characters in 'Escape from Pompeii' when the volcano erupts. We were so impressed by the powerful vocabulary used to describe the confusion and chaos that the Pompeii people would have felt and upon hearing the children's writing, it really felt like you were there! Year 4 had the opportunity to read their diary entries to Year 5, who gave them feedback on the quality of their writing. Thank you for having us Mr Burkey!



We have now completed our place value topic in Maths and we're well underway with learning all about addition and subtraction. The children have been using equipment to show that they understand the maths behind the equations and have also been trying very hard to explain their thinking, using mathematical vocabulary. We have been able to send a couple of these explanations to Mrs Rowlandson who leads maths across the school and she told us that our answers are almost as good as Year 6's! What impressive mathematicians we have in Rome Class!

In Art, we have been working on our looking and sketching skills. We have explored the different marks we can make with sketching pencils such as 2H, HB or 4B, focusing on shading with hatching, cross-hatching and scum-bling. We used our new sketching skills to create a shaded sketch of a Roman sculpture, looking carefully for the light and dark areas and creating these with the appropriate pencil and mark making. This week we have used mirrors and our 'superpower of looking' to study our own facial features and create a self-portrait sketch using all the sketching skills we have learnt so far.

Science has created some exciting opportunities for getting out and about around the school to learn more about sound. We undertook an experiment in groups to find out how distance affects sound and we also just completed a sound hunt, reflecting carefully on the pitch and amplitude of each sound made (do quiz your children on what these words mean and see if they can remember!)

In History, we have explored some of the reasons why the Romans invaded Britain such as for our land, metals and wood. We found out about the layers used in building a Roman road, and how Roman towns were laid out with an outer wall with four gates and the important buildings such as the forum, baths and basilica placed centrally. More recently, we found out about Boudicca, the Queen of the Iceni



Tribe and her revolt against the Romans. It was interesting to see how the Celts and Romans positioned themselves in strategic places for battle alongside Watling Street.

In RE, we have been learning about the Old Testament and how different key figures showed their faith in God. We had a wonderfully thoughtful session last week, discussing what jobs we would like to have in the future. This discussion linked with our learning about Moses, who had been given an important job from God (a 'vocation'). We had such a variety of future aspirations in the class, from marine biologist to slime creator!



# NEWS from year 3

## Mr Tibble Writes...

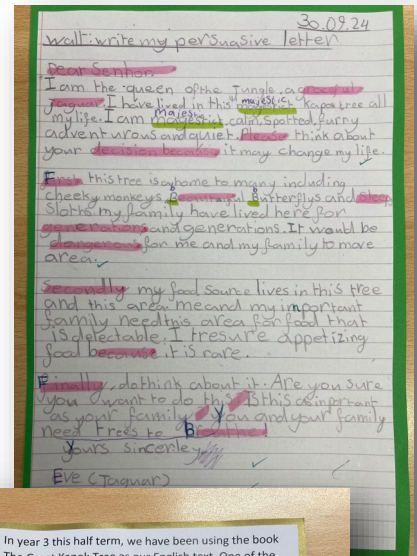
The children in year 3 have been working hard across a range of subjects! In English this half term, we have been using the book *The Great Kapok Tree* as our English text, we have just finished our letter to Senhor – a gentleman that has been sent into the Amazon Rainforest to cut down a great kapok tree. The children took on the role of one the animals that live in the tree with their families and who use it for food, to convince him not to cut it down. We also explored the concept of a dilemma through a conscience alley and that there may have also been other reasons why he might have to cut it down.

In maths we have been working hard on addition and subtraction – in particular a question such as  $435 + 66$  – where they children have no think what  $6 + 5$  looks like when we use a formal written method. We spent more time on it today and with more opportunity with missing number problems that the children loved.

In PE, the children have been loving our tag rugby sessions. Today, we worked on defending and what that looks like. We also discussed how we need to move forward in rugby and to not be afraid to have your tag removed. The children took this on and we had a wonderful lesson.

In music, we have been learning a song called *Let Your Spirit Fly* which the children have showed enthusiasm for as the weeks have gone on. We have also used the glockenspiels along with the song as well as finding the pulse within the song and how that helps us play in time.

In science we have been focusing on plants, in particular the structure of a plant and what plants need in order to grow. We finished our observation that we started the previous week about what plants need in order to grow. We concluded they need air, water, light, warmth and room to grow.



# young writers

We have some extraordinary writers at St Mary's and we love celebrating children's achievements. This year we will be entering St Mary's into **Arts Richmond Young Writers' Festival** and the **BBC 500 Words competition**.

## Arts Richmond young Writers

This competition is a chance for our pupils to demonstrate their writing skills. **This year the festival will be based on the theme of "Changes"** Entries are judged in four age groups with prizes for all winning entries. All shortlisted entrants will be invited to a gala awards event at prestigious venue.

We will spend some time writing our pieces in class. However, if you would like to plan some ideas with your children to scaffold their thoughts ready for writing, this is warmly welcomed.

Entries will be judged in the following categories:

- School Years 4 and under
- School Years 5 and 6

## BBC 500 words

For this competition there are two age categories: **5-7 and 8-11 year-olds**. All children need to do is write a story they would love to read in 500 Words or less.

We would love children of all abilities to enter therefore, **spelling, punctuation and grammar** are not marked - it's all about creativity!

50 finalists will be invited to go to a glamorous grand final at Buckingham Palace in February next year, where the bronze, silver and gold winners in each category will have their stories read out by celebrities.

There are also lots of prizes to be won - each winner will take home a bundle of books and the gold winners also win 500 books for their school library.

If the children would like to submit a story, they can either hand write it and bring it in to school or type it and email it to [admin@stmaryshampton.school.org.uk](mailto:admin@stmaryshampton.school.org.uk), marked for the attention of Mrs. Wayland. The deadline is **Thursday 24th October**.

Please take a look at the website if you need any further information: <https://www.bbc.co.uk/teach/500-words/articles/zctk7v4>



ARTS RICHMOND 2023

# Young Writers' Festival

Illustration by Astrid Vula

Please visit our website for more information and to submit your work: [ArtsRichmond.org.uk](http://ArtsRichmond.org.uk)  
Submissions close Friday, 1st December



**Anthony Horowitz** writes:  
I am very happy to be working with Arts Richmond and their Young Writers' Festival. I have recently moved to Richmond and love the area...in fact my next book is set here.

More to the point, I'm always keen to encourage young people to develop their creative skills and if they're living in this area, there's plenty to inspire them. Just walking along the river, in the park or on the green, we're surrounded by history and enchantment and there are stories everywhere. Good luck. And get writing!

Arts Richmond, Room 21, ETNA Community Centre, 13 Rosslyn Road, Twickenham TW1 2AR. Registered Charity in England and Wales No 251359



BBC

# 500 WORDS

OPEN FOR ENTRIES NOW!



# zones of regulation

When we refer to 'zones of regulation' at school, we're talking about supporting children with self-regulation and emotional control and encouraging them to recognise and acknowledge their emotions in different situations so they're better able to manage their feelings. This provides them with the toolkit they'll need to work through their emotions in future situations when they might feel angry, worried, upset or stressed. We all encounter potentially upsetting or stressful situations in our everyday life so it's really beneficial to establish and embed coping techniques as early as possible.

Learning about the four zones of regulation can support children in becoming familiar with language related to their emotions, providing them with the opportunity to express how they're feeling. The areas of regulation are based on four colours, which enable children to self-identify how they're feeling and make it a little bit easier for them to visualise the emotion.

**Red:** The red zone of regulation is for intense, uncomfortable, heightened emotions which are really difficult to navigate. These might include rage, fear and anger.

**Green:** Feelings in the green area of regulation are generally quite calm, yet alert. Children might feel happy and focused – the perfect area of regulation for engagement and learning!

**Yellow:** In the yellow area of regulation, children are still experiencing heightened emotions but at a less intense level, which means they might feel a little bit more in control. Emotions in the yellow area of regulation might include nervousness, stress or anxiety

**Blue:** The blue area of regulation includes feelings such as tiredness, sadness, boredom and a generally low mood. Levels of engagement and alertness are low; your little one might appear withdrawn and struggle to focus.

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified





# How to use zones of regulation at home..



## Talk

Talk to your child about how they're feeling and how they can use areas of regulation to understand and express their emotions. Discuss the emotions associated with each colour and how those emotions might present themselves. You could use the following questions as conversation starters:

What might cause us to laugh? What might cause us to cry? What might cause us to shout? What might cause us to experience these emotions?

How can we change the area of regulation we're in? How can we recognise which area of regulation others are in?

## Modelling

It can be really useful for your child to see and hear you using the areas of regulation and the language associated with emotions in everyday life. Whether you're feeling cross, excited or tired, you can use the areas of regulation to describe your emotions and model the areas of regulation in practice. For example: 'I'm feeling really tired. I think I'm in the blue area'.

## Practice

There are so many ways you can support your child in using the areas of regulation at home.

- ⇒ Identify your own feelings using the areas of regulation.
- ⇒ Model using regulation tools, such as deep breaths, to get you back to the green area.
- ⇒ Narrate what you notice so your little one can hear language surrounding the areas of regulation in use. For example: 'You're looking a little bit angry. I'm wondering if you're in the red area'.
- ⇒ Offer check-ins by asking your child how they're feeling regularly throughout the day.
- Display the areas of regulation and other visual tools around your home.

### How should I respond when my child is in the red area?

If your child is in the **red** zone of regulation, they're likely experiencing heightened emotions which can cause them to make unfortunate choices. It's important to provide them with the opportunity to express how they're feeling and allow them to calm down before trying to discuss the consequences of any negative behaviours they displayed. For example, if they hurt someone or damaged something, you can discuss apologies or fixing what's broken when they're calm, safe and back in the green area of regulation.



# Reminders...



Date	Event
<p>10th, 11th, 24th, 25th October at 9am 28th, 29th November at 9am</p>	<p>New Reception open morning (2025 intake)</p>
<p>Tuesday 15th October</p>	<p>Hampton School visiting (Greater depth writers workshop)</p>
<p>Wednesday 16th October</p>	<p>Year 5 and 6 Tag Rugby Competition (all day) at Richmond Rugby Club</p>
<p>Thursday 16th –18th October</p>	<p>Year 3 Richmond walk safely scheme</p>
<p>Friday 18th October at 9am</p>	<p>MHST Coffee Morning Managing anxiety in children</p>
<p>Wednesday 23rd October</p>	<p>Half termly spelling test</p>
<p>Thursday 24th October</p>	<p>Whole School photos</p>
<p>28th October—1st November</p>	<p>Half Term</p>
<p>Tuesday 12th November at 2.30pm</p>	<p>Year 6 Class Assembly</p>
<p>Wednesday 20th and 21st November</p>	<p>Whole school Parents Evenings</p>
<p>Friday 22nd November</p>	<p>Inset Day</p>
<p>Saturday 30th November</p>	<p>St Mary's Christmas Fair 2pm—5pm</p>
<p>Thursday 5th December at 9.10am</p>	<p>EYFS, Year 1 and 2 Nativity</p>
<p>Friday 13th December at 2.30pm</p>	<p>Rock steady concert</p>
<p>Friday 20th December</p>	<p>Christmas Church Service</p>



# Safeguarding

The safety and well-being of our pupils is the responsibility of every staff member at St Mary's. Regular training is provided to all of our staff to ensure they are able to act swiftly, effectively and compassionately should they be made aware of a safeguarding concern. This academic year, the safeguarding team is:



## Online Safety Updates: Online Gaming for Children

Online games can be a great way for children and young people to keep busy and stay in touch with friends and family, but it's important that they play safely.

Things to consider if your child games online:

- age ratings of games they play
- messaging and contact functions on the games
- in-game purchases
- trolling, griefing and scams
- how to report problems
- where they can get further support.



Also, if you have more than one child in your home, be aware that games suitable for one child to play or watch, may not be suitable for another.



# Online Safety Updates:

## Deciding if a game is appropriate

There are four main things that you can consider to help you decide if a game's appropriate for your child to play:

Check the content of the game and any chat function:

Content within games is regulated and rated into age groups based on elements within the game such as sex, violence, gambling, drugs, in-app purchases etc. There are lots of different age ratings around the world, such as PEGI used in the UK. Always check the age rating to help you decide to allow your child to download or play a game - this is normally visible next to the game title within gaming and app stores.

Consider who your child could have contact with whilst using the game: Consider any communication channels and if there are settings to turn off or limit chat functions. There can be different types of communications, e.g. group chat or private chat.

Communication in a game can increase the risk of bullying (sometimes referred to as being 'griefed' within gaming), being contacted by people they don't know and potentially groomed or exploited. Many games have a means of communication which includes private messaging and private chat. Look out for:

words like 'whisper' or 'private' next to messages if your child is playing in multiplayer games (especially if they are playing with people they don't know offline)

and any suggestion of taking the conversation to other messaging platforms.

### Does the game affect your child's behaviour?

The behaviour of your child could be affected by some games, it can include bullying or 'griefing' others, trolling or other inappropriate behaviour. Very intensive games can result in short-term bad behaviour such as poor temper or 'ragequitting', which is getting so upset they stop playing immediately. Ensuring a game's suitability can help, as can limiting playing time.

### Does the game have in-app purchasing?

In-app purchases normally enhance the game or gameplay, for example skins (design of the character or weapon) or loot boxes (treasure chests, but you don't always know what is in them). There can often be considerable pressure on children to be unique within their games (new skins) or to be better than others (purchasing power-ups). You should consider settings to turn off in-app purchases, or set a spending limit on the device or app.

Children need to be aware of scams involving free in-game currency (e.g. V-Bucks in Fortnite, or Robux in Roblox). Scam text messages, forum posts and videos may have content advertising free in-game currency. But they're often scams, designed to coax the player into revealing their gamer tag (username) and password in return for currency. This is known as a 'phishing' scam.



# Adverts



**ST MARY'S HAMPTON**  
CHURCH OF ENGLAND PRIMARY SCHOOL

**RECEPTION 2025 OPEN MORNINGS**

Thursday 10th October  
Friday 11th October

Thursday 24th October  
Friday 25th October

Thursday 28th November  
Friday 29th November

Join us from **9am** for a talk and tour

Please contact the school office to book your place

**Flourishing through faith, hope and love**

 [admin@stmaryshampton.school.org.uk](mailto:admin@stmaryshampton.school.org.uk)  020 8979 5102



# Adverts

**Elevate Eleven**  
www.ElevateEleven.com

Ofsted Registered

THE TUTORS' ASSOCIATION CORPORATE MEMBER

**Elevate Eleven year 4 parent talk!**  
Tuesday 22nd October  
3.15-3.45pm after school

Understanding the secondary school landscape  
Why tutoring?  
Grammar/independent/scholarships/bursaries  
SATs/supporting gifted and talented/learning needs

RSVP [info@elevateeleven.com](mailto:info@elevateeleven.com)

**ROSSLYN PARK FOOTBALL CLUB**

**ROSSLYN PARK RUGBY FOR MIXED MINIS & YOUTH**

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TRAINING EVERY SUNDAY!




CONTACT OUR LEAD COACHES FOR MORE INFORMATION

YOUTH BOYS	MIXED MINIS	YOUTH GIRLS
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GREG SENDELL @ROSSLYNPARK.CO.UK	(RORY MACDONALD) RORY@RORYMACPROPERTY.COM	ESME NEWTON @ROSSLYNPARK.CO.UK

Tel: 0208 876 1879 Web: [www.rosslynpark.co.uk](http://www.rosslynpark.co.uk)  
Rosslyn Park FC, Priory Lane, Upper Richmond Road, London SW15 5JH

Community Sports Trust

**PARA**  
PART OF ENGLAND FOOTBALL

**PARA FOOTBALL ENGLAND TALENT DAYS**

For players with cerebral palsy, hearing impairments or visual impairments.

- Age Group: 7 - 16, Boys & Girls Welcome
- Date: Sunday 27th October 2024
- Time: 10.30am - 12pm
- Indoor Dome at Uxbridge High School, UB8 3PH

Scan to register.  
To find out more visit:  
[EnglandFootball.com/Para](http://EnglandFootball.com/Para)

For more information, contact Craig Peters (Disability Manager):  
[cpeters@brentfordfcst.com](mailto:cpeters@brentfordfcst.com)

Supported by Premier League and Professional Footballers Association

# Adverts

## October Half Term WHAT'S ON

MON 28  
-  
WED 30

### FOOTBALL CAMP

St James Primary School



MON 28

### BEE'S ACTIVITIES DAY - FOOTBALL/DANCE/GYM

Gunnersbury Park



THU 31

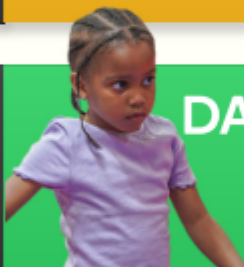
### HALLOWEEN MULTISPORT CAMP

Hazelwood Centre

WED 30  
-  
FRI 1

### DANCE & GYMNASTICS CAMP

Gunnersbury Park



**Book now!**



**ST MARY'S HAMPTON**  
Church of England Primary School



# Adverts

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and science  
tuition



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- Materials designed around the National Curriculum.
- Improves confidence.
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**Students from ages 5 to 16**

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**ST MARY'S HAMPTON**  
Church of England Primary School

