



Longlands Primary School

Friday 17th October 2025

A Message from the Headteacher



Dear Parents and Carers,

As we come to the end of our first halfterm, I want to say a big well done and thank you to everyone in our school community.

It's been a fantastic start to the year. The children have settled in brilliantly – they've shown such enthusiasm, kindness and a real eagerness to learn. It's been lovely to see that our classrooms continue to be full of energy and curiosity.

There have been so many highlights this halfterm – including exciting lessons and creative projects. It's been especially rewarding to see pupils growing in confidence, supporting one another, and taking pride in both their work and their wider contributions to school life.

It's been a real team effort from staff, pupils and families, and we're proud of everything we've achieved together already.

A huge thank you goes to our dedicated staff team for their hard work and care. Another huge thank you to all our families for your continued support and partnership – it really does make a big difference. Working together, we are laying strong foundations for a successful year ahead.

Wishing you all a relaxing and enjoyable half-term break. We're looking forward to seeing everyone back soon for the second half of the term, refreshed and ready for the exciting weeks to come!

Mr Baines

Mr Baines

Head Teacher

EYFS

We are so incredibly proud of all the children for how well they have settled into school life! They have quickly learnt to follow our three school rules: Be Ready, Be Respectful, and Be Safe, and it has been wonderful to see them apply these every day.

The children are kind, considerate, and supportive of one another, and they listen attentively during class discussions and activities.

Over the past weeks, we have had many thoughtful conversations about feelings, exploring how we feel in different situations. The children have shown a real ability to express themselves clearly, showing empathy and understanding towards their friends.

In phonics, the children are learning their Level 2 sounds, and we are very impressed by their progress. Their handwriting has improved significantly, with many children demonstrating neat and careful letter formation. In maths, the children have been exploring numbers and patterns, creating and describing repeating patterns, matching objects to numerals, and representing numbers in a variety of ways. They are developing a strong understanding of early maths concepts and are confident in applying these skills in practical activities.

Our class artist displays may feel like a distant memory now, but the children's dedication and concentration when creating them were truly impressive. They really showed off their creativity, using colour, texture, and design thoughtfully to produce some fantastic artwork.

This week, we have particularly enjoyed our Skills Builder project, where we transformed our classroom into a bakery. The children engaged in a range of activities, including tasting different biscuits and recording their favourites on a tally chart. They also made baker hats, chocolate cornflake cakes, and, on the following day, baked their own biscuits. These activities not only allowed the children to develop practical skills but also encouraged teamwork, communication, and problem-solving.

Looking ahead to next half term, we will be learning about seasons, exploring Night and Day, and delving into the story and traditions of Christmas. We will also begin practising for our Reception Christmas Concert, which promises to be a very exciting event for everyone.

We are so proud of the children's achievements so far this term and look forward to seeing their continued growth, curiosity, and enthusiasm for learning in the weeks to come!



Mrs Allen, Ms Sheridan and Mr Murphy

KS1

We've had a busy first term in KS1, full of lots of fun learning and activities. Our Power of Reading book was 'The Adventures of Egg Box Dragon' by Richard Adams. The children have explored poetry, letters, invitations and created their own zig-zag books. The children have enjoyed exploring adjectives and nouns to create expanded noun phrases and used these to improve their writing. In the book the Queen holds a tea party, so the children wrote their own invitations and had their own tea party in the hall. The children thoroughly enjoyed spending time as a phase, eating cakes and fruit and dancing together.

Using our book as inspiration, the children looked at moving models and created their own. They had to cut out a dragon and put the pieces together using split pins, so that some parts could move. They attached the dragon to a lolly stick and designed a background. The dragon could move around their background to make a moving picture. The children really enjoyed the process of designing, creating and evaluating.

In Science, KS1 have been learning about materials. The children have learnt what a material is, what different objects can be made from and explored how the properties of materials can be different. The children have learnt to use scientific language such as absorbent, waterproof and transparent. To finish the half term, the classes were set a challenge to design a tea pot. The children first had to think of what properties a teapot needed. They had four materials to try: cloth, chocolate, glass and paper. The children were able to test each material and had to decide whether it would be a suitable material. The cloth absorbed the liquid, the paper ripped and the chocolate melted in their hands. It was decided that glass would be best, but the children learnt that not all glass is suitable, as some glass can break with hot water inside.

The children finished off the term with a Skills Builder challenge called Brilliant Bakes. The children were challenged to create a bakery. We discussed what a bakery sells, even taking a walk to the local bakery to look through the window. The children taste tested so items that they could create, such as chocolate cornflake cakes and rice krispies cakes. The children had to vote in their groups to find out which sweet treat they were going to make. The children also learnt about hygiene within a bakery and created recipe cards. The children then set about making their treats, ready for a bake sale in the afternoon! Whilst doing the project, the children have been thinking about their listening, speaking and problem solving skills and aiming high to create the best product they could.

The children have all been settling into their new classes really well, working hard and making their teachers proud. Well done to everyone on such a lovely start to the academic year. We hope you all have an enjoyable half term and we look forward to seeing you in November!

Miss Brook, Miss Artis, Miss Taylor, Mrs Laughland and Mr Morand

Lower Key Stage 2

We have had a great first half term back at school with lots of exciting learning opportunities.

Our core book this term was 'Pugs of the Frozen North' by Philip Reeve. It is set in the Frozen North, on the edge of the Arctic. It is about a character called Shen, who is ship-wrecked with 66 pug puppies. He goes on to enter the great race to 'The Top of the World'. The children have really loved this story, and they have enjoyed writing lots of different pieces of work based on the text. They have created programmes for the race, with a description of each of the competitors. They have also written diary entries in role and descriptive pieces of writing. We have also recreated lots of the scenes in the book through drama.



This story has linked to our geography lessons as we have been learning about the Polar Regions. The children have learnt the differences between the two polar regions and the changes that are happening in the regions due to rising temperatures. It was wonderful to see the informative posters that they made for homework. They shared the facts that they learnt with each other.

In science, the children have been exploring States of Matter. They have learnt how the different molecules behave and look like for a solid, liquid and a gas. They have also taken part in lots of different experiments, where they have changed the states of matter through melting, freezing, evaporation and condensation.



In PE, the children have enjoyed learning hockey this term. They have learnt how to dribble the ball and aim the ball. They built up their skills and then they played matches on the final week. It was great to see how far they had progressed.

Miss Gayson, Miss Almond, Mrs Payton and Mrs Baines

Upper Key Stage 2

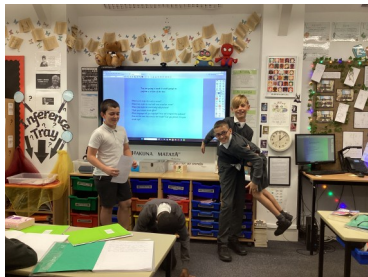
Years 5 and 6 have made a brilliant start to the school year, showing great enthusiasm, creativity, and teamwork in everything they do.

In English, both year groups have thoroughly enjoyed reading *Skellig* by David Almond — a mysterious and thought-provoking story that has inspired some truly impressive work. The children have produced thoughtful writing, created powerful freeze frames to capture key moments, and taken part in conscience alleys to explore the characters' feelings and decisions. Their engagement and imagination have really brought the story to life!

In art, the children have been learning about their class artists and have created beautiful pieces inspired by their unique styles and techniques. From bold colour work to detailed sketches, the classrooms are already filling up with vibrant examples of their artistic talent.

In maths, the focus has been on deepening understanding of number and calculation. The children have been exploring place value, factors and multiples, prime numbers, and both multiplication and division. Their confidence and fluency are growing every day as they tackle increasingly challenging problems.

It's been a fantastic start, and we can't wait to see what Years 5 and 6 will achieve as the term continues!



Mr Allen, Mrs Harris and Miss Childs

Tri Golf Festival

On Wednesday 1st October, children from year 4 took part in the Tri Golf Festival which was held at Hurstmere. At the festival, the children enjoyed taking part in lots of different activities to uplevel their golfing skills. As they went round each activity, they improved their swing and their aim. The children had lots of fun, and it was great to the progress they made.



Miss Gayson

Dates for the diary 2025

Friday 31st October—Year 6 deadline for UKSA deposit

Monday 3rd November—Return to school

Monday 3rd November—LKS2 Kent Life

Tuesday 4th November—Flu immunisation

Wednesday 5th November—Year 6 Weiwei Citizenship

Friday 7th November—FOLS disco

Monday 10th November—Year 5 Ashevak Citizenship

Monday 10th November—Kindness week

Thursday 14th November—Word Guerilla

Friday 15th November—Children in Need

Tuesday 18th November—Alexander Banjii (author visit)

Monday 1st December—Happy Puzzle

Friday 5th December—FOLS own clothes day

Saturday 6th December—FOLS Christmas Fete

Tuesday 9th December—Rock Steady Concert

Wednesday 10th December—Longlands Choir Concert

Friday 12th December—Christmas jumper and dinner

Monday 15th December and Tuesday 16th December—KS1 nativity

Wednesday 17th December—EYFS Christmas concert

Friday 19th December—Last day of term



Attendance

Monet	93%
Matisse	100%
Murakami	98%
O'Keeffe	98%
Warhol	96%

Thomas	98%
Kahlo	97%
Basquiat	96%
Malone	95%
Ashevak	96%
Wei Wei	98%

Have a relaxing and October half term, from all at Longlands Primary

OCT '25

AN UPDATE FROM



WE ARE DELIGHTED TO HAVE SUPPORTED VARIOUS PROJECT IN SCHOOL THIS TERM, FROM SKILLS BUILDER, TO ADDITIONAL BOOKS AND SOME EXCITING VISITORS BOOKED FOR NEXT TERM. A VERY FUN FILLED TERM IS COMING UP WHEN WE RETURN WITH LOTS OF INFO INCLUDED BELOW. THANK YOU IN ADVANCE FOR ALL YOUR SUPPORT AND WE HOPE YOU HAVE A GREAT HALF TERM BREAK!



FRIDAY 7TH NOVEMBER
EYFS & KS1 - 4:30-5:30
KS2 - 6-7:30



SCHOOL DISCO IS BOOKED FOR FRIDAY 7TH NOVEMBER.
EYFS & KS1 - 4:30-5:30
KS2 - 6-7:30

WE REALLY HOPE EVERYONE CAN MAKE IT - THE CHILDREN LOVE DISCO NIGHT.

IF ANY PARENTS CAN VOLUNTEER PLEASE LET US KNOW IN YOUR WHATSAPP GROUPS!

CHRISTMAS DATES ARE AS FOLLOWS:

3RD DEC - WREATH MAKING:
[HTTPS://WWW.TRYBOOKING.COM/UK/FLDS](https://www.trybooking.com/uk/flds)

5TH DEC - OWN CLOTHES DAY - BRING A BOTTLE FOR THE TOMBOLA

6TH DEC - CHRISTMAS FETE - 1-4PM



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.



EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.



MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.



HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.



Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.



MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.



TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.



FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.



Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website



The National College®