



Headmistress: Mrs Z. Sylvester

19 Greencroft Gardens,  
London NW6 3LP  
[www.broadhurstschool.com](http://www.broadhurstschool.com)

Tel: 0207 328 4280

[zsylvester@broadhurstschool.com](mailto:zsylvester@broadhurstschool.com)

---

## NEWSLETTER 21st June 2019

Dear Parents

### Full Day Concerts

I have been privileged to attend the full day concerts this week which have been absolutely wonderful. The children and staff have put in an enormous effort to showcase their performance skills and confidence. The classrooms have been transformed into the most attractive backdrops with scenes to enhance and compliment the children's singing, poetry, spoken lines and dancing.

I would like to also thank you for your encouragement both at home with the children practising and also as supportive audiences throughout the shows.

### Visit to The Hall

I met with Kevin Dobson at The Hall yesterday to discuss the assessments for children who will be visiting the school early next year. It was interesting to hear how the assessments will be arranged logistically and more importantly, what the school will be looking for from the children. The overarching message was clear that the children that will make the strongest impression will be those that show curiosity and can demonstrate their own ideas and creativity through their play.

### Summer Party

We now have most of the arrangements in place for our summer party on Saturday 29<sup>th</sup> June. We have had a good number of responses from current parents and future parents of children starting at Broadhurst in the autumn.

Our parent reps have been working hard to organise a number of activities for the children to take part in. My thanks go to them for their time and effort with this.

One of the highlights of the party is the cake stall which is being run by Classes 1 & 6. We would very much welcome donations of cakes from parents which can be in any shape or form, as long as a clear list of ingredients is clearly included with any contributions.

Cakes can be delivered to school from 10.00am on Saturday morning or brought with you when you come for the party itself.

Thank you very much. We are really looking forward to the event.

### Parking

As we develop our curriculum and make plans for the children moving forward to their full day classes in September and for those starting with us in the half day classes, this is something that continues to be in the forefront of our minds.

The Hall ran two parallel Reception classes where I was able to see the children at play, freely moving from activity to activity following their own interests. It was also lovely to see some of the ex-Broadhurst pupils looking so at home.

### Children visiting their new schools

A number of full day children have continued to visit their new schools as part of the transition process. The feedback I have received so far has been very positive and we hope that the children have enjoyed their visits and are excited at the prospect of starting at their respective schools in September.

### Class 8 News

Class 8 have been busy performing their concert "In the garden". We have had lots of fun learning facts about minibeasts and flowers. The children had snails and worms to observe and look after in the classroom and were very sad to see them returned to the wild. We learned that worms make burrows and they breathe through their skin and we are continuing to find all kinds of minibeasts in the playground.



I would like to remind parents once again of the importance of being considerate to our neighbours and not parking to block any disabled bays or drives.

### Stop and Drop Volunteers for week of 24th June

I would also like to encourage all parents to contribute to our stop and drop programme particularly at this time of the year, when the children are that little bit older and more independent. It is good for the children and also helpful to parents that drive to school to make use of this arrangement.

Thank you for the volunteers that have helped this week. I would like to remind you that if you are unable to do your slot, we would ask for you to find someone to swap with.

Next week the rota is as follows:

Date	First Name	Last Name
24/06/2019	Harry	Telford
24/06/2019	Kasra & Koosha	Eftekhari
25/06/2019	Kiara	Hirdaramani
25/06/2019	Leila	Larizadeh
26/06/2019	Leonardo	Cora
26/06/2019	Liora	Trup
27/06/2019	Luc	Churlaud
27/06/2019	Manav	Dadlani
28/06/2019	Marco & Nico	Payne
28/06/2019	Maximilian	Becker

### Curriculum News – Principles of Early Years Education

Our thinking about play has been influenced over the years by the work of many educationalists, psychologists, researchers and practitioners, and much has been written about how young children learn and how adults can support this learning. This history of research spans from Rousseau and Kant in the 18th century, to the 19th century practitioners like Froebel, Montessori and Steiner, and on through to 20th century thinkers like Piaget, Vygotsky and Bruner. Today this knowledge base is being



### Spare clothes

Could we please remind all parents that we should have a spare set of clothes in school for every child? If any parents would be happy to donate any unwanted tracksuit bottoms, legging or tops, we would be very grateful as our supplies of spares have diminished significantly over the year.

I wish everyone a lovely weekend and I look forward to seeing you on Monday.

With best wishes

Mrs Sylvester

challenged further by the work of Howard Gardner, Ferre Laevers, Loris Malaguzzi, Chris Athey and others. What has emerged from all of this thinking is a set of common principles that underpin our Early Years curriculum. Well-planned and well-resourced play activities, which allow for progression in a child's thinking and understanding, can provide the context in which these principles become the reality for all our children.

The common principles of Early Years education include:

1. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
2. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
3. Children learn best when they are given appropriate responsibility and have opportunities to make decisions.
4. Children thrive when given choices and are respected as autonomous learners.
5. Children need their efforts to be valued and have opportunities for self-discipline.
6. There are developmental phases when children are especially able to learn particular things.
7. What children can do, rather than what they cannot do, is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour including, reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking, develop and emerge when conditions are favourable.
9. Relationships with other people, both adults and children, are of central importance in a child's life.
10. Quality education includes three primary aspects: the child, the context in which learning takes place and the knowledge and understanding which the child develops and learns.

Miss Belzer

**Proprietor**  
**Mr B. Berkery**