



Barnsole Bulletin

TERM 6 | WEEK 2 | Friday 12th June 2026



Dear Parents/Carers,

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In a few weeks' time, our local community will come together for the Medway Mile (<https://www.medway.gov.uk/medwaymile>), taking place at Medway Park in Gillingham on Friday 17 July 2026. It is a free community event where people of all ages and abilities can walk, jog or run a mile together. The Mile begins at 8pm, with family activities taking place from 5pm. I love the idea behind the Medway Mile because it reminds us that achievement does not always have to be about being the fastest or the best. Sometimes, achievement is simply about joining in, having a go, taking the first step, and keeping going. These are exactly the qualities we like to nurture in our children at Barnsole: confidence, resilience, teamwork and pride in being part of our wider Gillingham and Medway community. A mile can sound like a long way, especially if running is not your favourite thing. But a mile can be walked, jogged, skipped, wheeled or completed at your own pace. What matters most is participation. For children, this is such an important message: we do not need to compare ourselves with others; we can set our own goals and celebrate our own progress. Over the next few weeks, families might like to create their own mini "mile challenge". This could be a walk around the local area, a few laps of the park, or simply adding a little more movement into the journey to school. You could talk together about how it feels to start something, to keep going when it feels difficult, and to feel proud at the end. Whether or not your family attends the Medway Mile itself, the message is a powerful one: small steps matter. Every child can make progress, every child can contribute, and every child deserves to feel the joy of crossing their own finish line.

Best wishes,

Mr J Smales

Headteacher



House Points (Overall Total for the Academic Year)



2270

Invicta

2182

Medway

1429

Gordon

1623

Adams





If you have concerns about a child in school, please contact one of the Safeguarding team:

Designated Safeguarding Lead: Mr Smales (Headteacher)

Deputy Designated Safeguarding Lead: Mrs Kramer (Deputy Headteacher)

Deputy Designated Safeguarding Lead: Mrs Barber (Assistant Headteacher)

Deputy Designated Safeguarding Lead: Ms Tollervey (Assistant Headteacher)

Deputy Designated Safeguarding Lead: Mrs Kagan (FLO)

Deputy Designated Safeguarding Lead: Ms Rixon (Office Manager)

If you are concerned about a child outside of school, either after school, at the weekends or during a school holiday, you can contact the following to report your concerns:

Helpful Contact Numbers

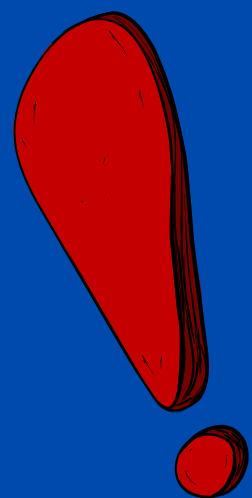
Medway Children Services – 01634 334466

Out of Hours Duty Team Medway – 03000 419191

NSPC – 0800 800 500

Police – 101

[Medway.gov.uk/mscb/](https://www.medway.gov.uk/mscb/)



Nursery

The Nursery children took part in their first ever sports day. They enjoyed the variety of races, even the tricky ball and spoon race which got away from some of them!



Reception

Reception had a fantastic trip to Joss Bay. We were very lucky that the weather held off so we could enjoy a dip in the sea and some sandcastle building. We had a talk from some lifeguards who taught us all about the different flags and what they mean. We know that if we ever get lost or in trouble at the beach we can find a lifeguard and they will be able to help.



Year 1

Year 1 have had an exciting start to their new English literacy unit this week after receiving a special letter from the LEGO Museum inviting them to become official LEGO testers! The children have been eager to take on this important role, carefully following and exploring new sets of instructions linked to their learning. Alongside this, the children have been undertaking their Phonics Screening Check with fantastic confidence, resilience and enthusiasm. We are incredibly proud of the positive attitude they have shown and the progress they have made. Every member of the Year 1 team has been thoroughly impressed by their hard work and determination, and we would like to congratulate them all on their achievements.



Year 2

Over the past couple of weeks in English, we have been learning about dragons after receiving a special request from Professor Puddlewhiskers to create a dragon encyclopedia. We discovered a mysterious dragon egg and designed our own dragon that could be inside it, which we will then use to write a non-chronological report. To help us decide where our dragon might live, we explored trays filled with objects from different dragon habitats. From the object clues, we identified a forest, a cave, a snowy mountain and a beach. We used exciting adjectives such as mysterious, mossy, peaceful and icy to describe them.



Year 3

Year 3 have continued to make excellent use of their Chromebooks to support and enhance their learning across a range of subjects. Using Spelling Shed, pupils have been practising weekly spelling patterns and developing their confidence with new vocabulary through engaging and interactive activities. Regular use of IXL has also helped children strengthen their understanding of key maths and English concepts, allowing them to work at their own pace while receiving immediate feedback on their progress.

Google Classroom remains an important part of our learning environment, enabling pupils to access resources, complete assignments and share their work digitally. The children have become increasingly independent and responsible when using technology, demonstrating excellent digital skills and enthusiasm for learning. It has been wonderful to see how confidently Year 3 are using these tools to support their learning both in the classroom and at home.



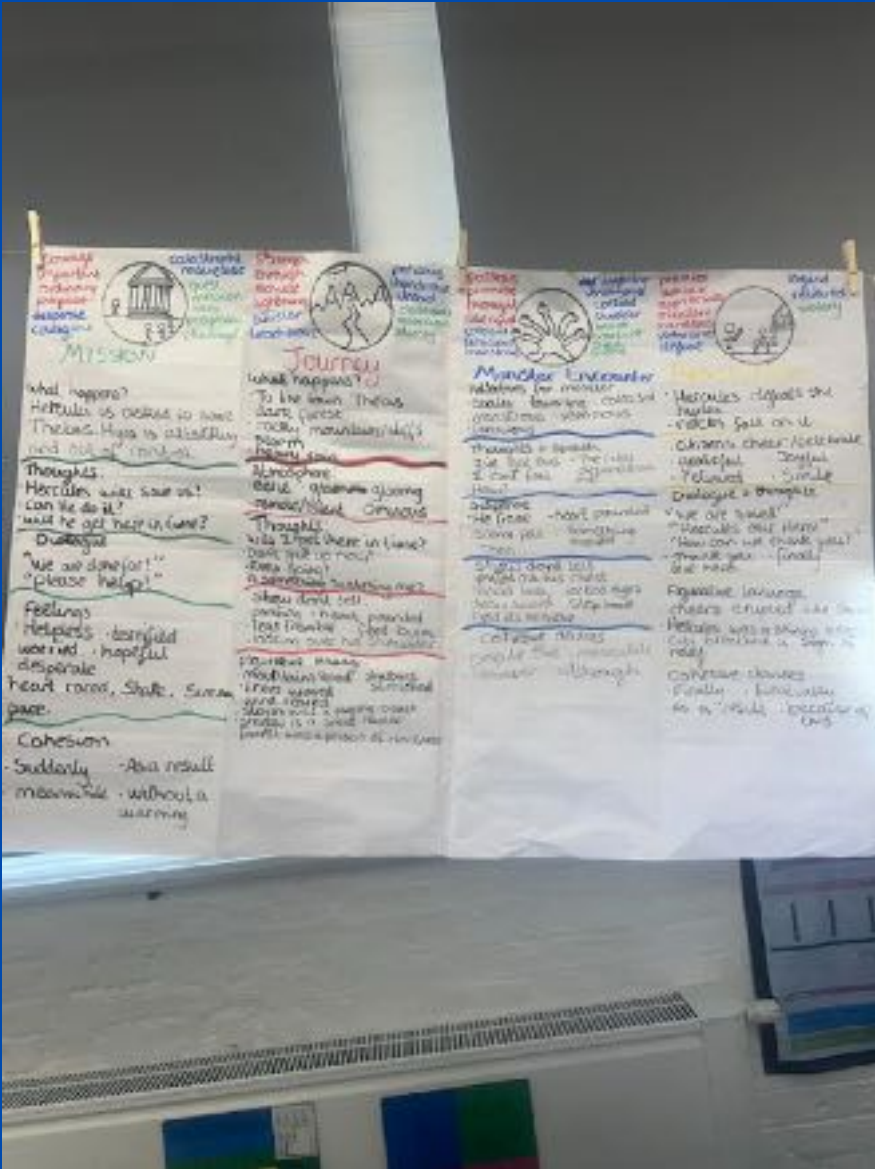
Year 4

Year 4 have been very busy since returning from half-term. In English, they have immersed themselves in the underwater kingdom of Atlantis, exploring the setting of their story through a range of engaging activities. The children faced dilemmas involving mythical sea creatures and used techniques such as conscience alley and role-play to step into the shoes of their characters, helping them make decisions and develop creative solutions. In Art, Year 4 have been creating sea creatures inspired by the different layers of the ocean. Using clay, they have developed their understanding of a variety of sculpting techniques and tools, carefully crafting and refining their final pieces.



Year 5

In English this week, Year 5 have begun exploring mythic narratives, taking inspiration from the story of Hercules. Working collaboratively, the children have been planning a class myth using a four-part structure: a mission, a journey, a monster encounter and a resolution. Through discussion and shared ideas, they have explored how heroes overcome challenges and how myths are structured to engage the reader. We look forward to continuing our work on myth writing over the coming weeks.



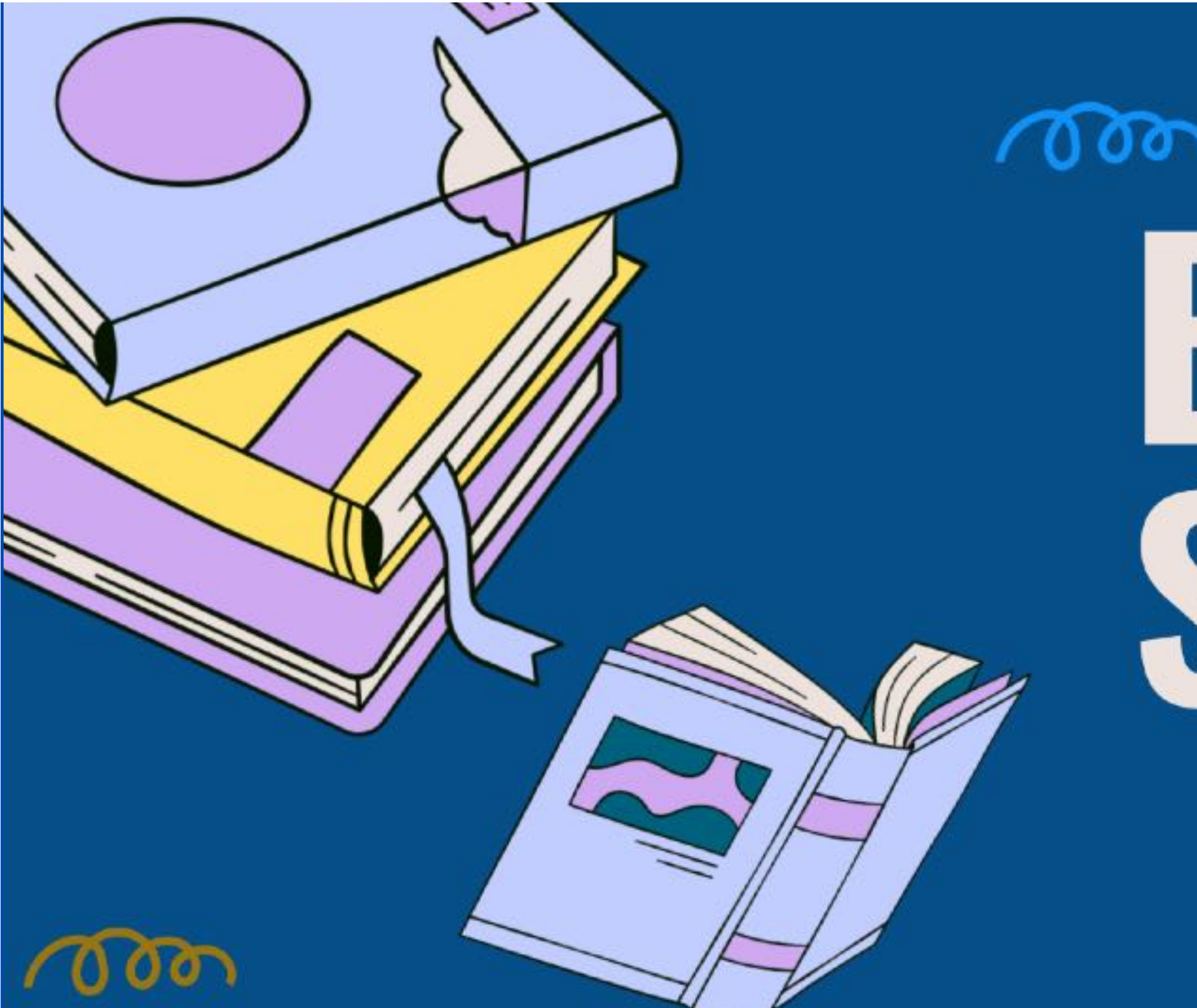
Year 6

Year 6 have been enjoying a fun and engaging Friday rotation of learning, giving them the opportunity to explore a range of creative and practical skills.

In Design Technology, the children investigated architecture and bridge design. They explored how engineers make bridges strong and sturdy, considering the impact of different shapes, structures and supports. Working collaboratively, they designed, built and tested their own bridges, evaluating how effectively their designs met the challenge.

In Art, the children explored traditional Inuit art. They learned about the soap carving process and investigated how printing is used to create artwork. Inspired by Inuit artists, the children designed and printed their own pieces using foam tiles, carefully considering colour choices and the significance of animals and nature within Inuit culture. The finished prints showcased both their creativity and their growing understanding of this unique artistic tradition.



An illustration in the top left corner shows a stack of books with yellow, purple, and blue covers. One book is open, showing a pink bookmark. A blue swirl is positioned above the title.

Book Swap

An illustration in the middle right shows a yellow book with a blue cover and a yellow swirl is positioned above the sub-header.

Bring a book, swap a book

Next term, we will be hosting a book swap for all year groups to join.

Bring along a book you're ready to pass on, and in return, choose one to take home and enjoy. It's a great way to discover new stories and share the love of reading with others.

More details, including the date, will be confirmed soon we look forward to seeing you there!



TIME TO PLAY!



Maritime
Strong
Foundations

Come and join in our
weekly stay and play session at
Barnsole Primary School!

Looking for something fun to do with your little one? Join us for a relaxed and engaging session of songs, rhymes and early learning activities for under 4s. Led by a qualified nursery teacher, these sessions are open to everyone in the community and are a lovely way to learn, play and connect.

Every Thursday
Morning
8.50am - 10am



Location:
Key Stage 1 Hall,
entrance by
Neptune Class

FREE



Barnsole Primary School
Barnsole Road
Gillingham
ME7 2JG
01634 333400



Barnsole Food Bank

Our foodbank is here to support members of our school community who may be finding things a little difficult. We know that a sudden drop in finances can happen to any of us, at any time, and for many different reasons. Our community looks after one another. Support is here whenever you need it.



Food Bank Q&As



Who is the food bank for?

Our food bank is for anyone in our school community who needs a little extra support.

Do I have to use it every week?

No. You can contact us whenever you need support. Some people may need help once, others may need it more than once, there is no judgement and no obligation.

Do you only provide food?

No, we also have hygiene items available, such as toiletries and other everyday essentials.

How do I access the food bank?

You can email the food bank directly or speak in confidence to Michelle, Mel or Frankie. All conversations will be handled sensitively and discreetly.

Contact



foodbank@barnsole-maritime.org



Michelle



Mel



Frankie

Barnsole Food Bank Donations

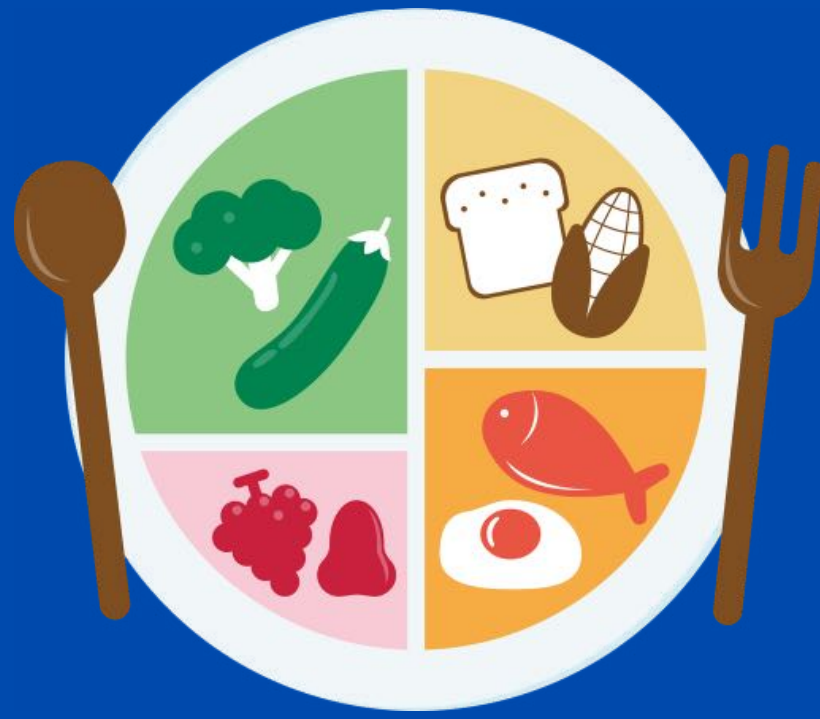
Just to remind you our Food Bank Donation baskets are located in both our Infant and Junior Offices, this is for anyone in our school community who needs a little extra support. Many parents ask us what items are needed the most or struggle knowing what to buy.

We thought it might be helpful to give you some examples:

- Garden peas
- Rice Pudding
- Tinned fruit
- Tins of spaghetti
- Sweetcorn
- Ketchup
- Baked Beans



HEALTHY LUNCHBOX TIPS FOR PARENTS



Providing a balanced lunch helps children stay focused, energetic, and ready to learn throughout the school day. When packing your child's lunchbox, try to aim to include a variety of foods from the main food groups to support their growth and wellbeing. There is also the option of ordering a free hot meal each day for your child in Reception and KS1 or a paid hot meal in KS2.

What a Balanced Lunchbox Looks Like:

- Starchy Foods

These give children the energy they need to learn and play. Good options include wholemeal bread or rolls, wraps, rice, pasta, or crackers.

- Protein

Protein supports growth and keeps children feeling full for longer. Try lean meats, eggs, hummus, tofu, beans, or cheese.

- Dairy or Dairy Alternatives

These foods help support strong bones and teeth. Include plain or low-sugar yoghurt, cheese, or plant-based alternatives where appropriate.

- Fruit and Vegetables

Aim for at least one portion of fruit and one portion of vegetables each day. Fresh, chopped options all count.

- A Healthy Drink

Water is the best choice for staying hydrated. Please avoid sugary drinks.

A lunchbox that includes a mix of these foods helps children get the nutrients they need to thrive at school. Thank you for supporting healthy eating habits at home and at school!

IMPORTANT UNIFORM REMINDER



PE Days

On allocated PE Days, children expected to wear the correct PE kit.

This consists of:

- House colour t-shirt
- Dark blue joggers or shorts
- School jumper or cardigan
- Plain white t-shirt if they do not yet have their house t-shirt.

Jewellery

Earrings must be small studs only. Hoops and larger decorative earrings (including character earrings) are not permitted. This is a health and safety requirement and school expectation.

School Uniform

School uniform footwear should be black shoes or all black trainers. White, pink or other coloured trainers are not in line with our uniform expectations.

NO SMOKING OR VAPING POLICY



Please note that there is a no smoking/vaping on the school site. This includes outside areas, such as the playground, car park and outside the school gates.





Class Attendance for the year so far ...

Infants

Saturn - 95%
Neptune - 94%
Mercury - 94%
Comet - 93%
Venus - 91%
Moonbeams - 91%
Jupiter - 91%
Mars - 87%



Juniors

Oberon - 96%
Apollo - 95%
Phoenix - 95%
Icarus - 95%
Polaris - 95%
Titan - 95%
Dragon - 94%
Aquarius - 93%
Pegasus - 93%
Juno - 93%
Orion - 92%
Capricorn - 92%
Aquila - 89%

FRIENDS OF BARNSOLE

CALENDAR OF EVENTS

2026



JUNE



18/06: Fathers Day Shop
26/06: Donation non uniform day - revised date



JULY



01/07: Summer Fair - Revised date
09/07 : CommuniTea
10/07: Inflatables afternoon - Revised date

CommuniTea

Join us for a relaxed tea & coffee morning once a month right after drop-off.

A chance to meet, chat and connect with other parents in our school community.

Babies and pre-school children are very welcome.

If you can bring a mug, that would be great!

We'd love to see you there!

Thursday 2nd April

Thursday 7th May

Thursday 11th June

Thursday 9th July

Free to attend!



STAY UP TO DATE WITH ALL EVENT DETAILS ON OUR FACEBOOK PAGE



facebook.com/friendsbarnsole



friends@barnsole-maritime.org

Dates for the Diary

Tuesday 16 th June	Yr 1 Sports Day (Infant Field) (2.00-3.00pm)
Thursday 18 th June	Fathers Day Shop
Friday 26 th June	Summer Fair Donation non uniform day
Wednesday 1 st July	Summer Fair
Thursday 9 th July	CommuniTea - Join us to meet, chat and connect with other parents in our school community (younger children welcome) (9am-10am) KS1 Hall
Friday 10 th July	Inflatables afternoon - <i>more details to follow</i>
Friday 17 th July	Yr 6 Production (Third Avenue Church) 10am-11.30am
Tuesday 21st July	End of School Year



June 2026 Timetable

All regular sessions delivered live online via zoom, 90 minutes long

£24 each or FREE with School Membership

Book online at facefamilyadvice.co.uk

Recordings available for 48 hours

Understanding Anger	1 June 10am
School Anxiety	1 June 7pm
Facing Defiance	2 June 10am
Supporting Healthy Screen Use	2 June 7pm
Anxiety Explained	8 June 10am
Cannabis & Ketamine Awareness	8 June 7pm
Introduction to OCD	9 June 10am
What is ACT?	9 June 7pm
Decreasing Depression	15 June 10am
Raising Self-Esteem	15 June 7pm
Understanding the Teenage Brain	16 June 10am
Supporting Healthy Sleep	16 June 7pm
Improving Family Communication	22 June 10am
Autism-Improving Communication	22 June 7pm
Supporting a Child with ADHD	23 June 10am
Understanding Addictive Behaviour	23 June 7pm
ADHD and Homework	25 June 7-8pm



Summer Music Courses



Courses available for anyone aged 5 - 18
No experience to the more advanced musicians



APPLY NOW

www.medwaymusicassociation.co.uk

25-27

July 2026

3 Day Instrumental Course

Play in small instrumental groups and a large ensemble.
Plus fun musicianship activities and a concert on day 3.

For instrumentalists Grade 2 - 8 standard

26

July 2026

KS1 Music Course

Musical games, fun songs and the chance to perform together using a range of percussion instruments.

For anyone going into YR1 in Sept or currently in YR1 or 2.

28

July 2026

Beginner Music Course

A range of fun musical activities, such as bucket drumming, playing boomwhackers, singing, body percussion and being part of a band.

For those with no musical experience to the young instrumentalists up to Grade 1.

29

July 2026

Beginner & Intermediate Music Tech Courses

Online Music Tech courses for complete beginners and those with experience using BandLab.

For complete beginners to the more advanced Music Techies

Supported using public funding by



ARTS COUNCIL
ENGLAND



Music Hub
Partner Organisation

Are you caring for someone else's child?

Financial
support
is available



Visit:

Medway.gov.uk/Kinship



Medway
GOVERNMENT
Serving You

GILLINGHAM FC FOUNDATION

August SOCCER SCHOOLS

WEEK 1 AUG 4 | 5 | 6
WEEK 2 AUG 11 | 12 | 13
WEEK 3 AUG 18 | 19 | 20
WEEK 4 AUG 25 | 26 | 27

Football Fun and Games
 Official GFC First-Team Training Ground
 Win Tickets
 9:00am - 3:00pm
 5-14 Year-old Boys & Girls
 £25 per day | £66 for 3 days






GILLINGHAM FC FOUNDATION

TURN UP & PLAY EVERY FRIDAY

FREE!

Football Fun & Games
 6-10 year-old Boys & Girls
 Every Friday 6-7:00pm
 Starts June 12th

The Strand Leslure Park
 (PlayZone located by tennis courts)
 Pier Road
 Gillingham
 ME7 1TT

SIGN UP TODAY




BASKETBALL TRIALS & CAMPS

LEARN. COMPETE. IMPROVE.

COACHES
 ADAM DAVIES & OLI PARR
 TAKE YOUR GAME TO THE NEXT LEVEL

BASKETBALL CAMPS

COMMUNITY CAMP
 OPEN TO ALL SKILL LEVELS
 AGES 8-16 | BOYS & GIRLS
TUESDAY 26TH MAY
WEDNESDAY 27TH MAY
 10:00 - 16:00
 £25 ONE DAY
 £45 FOR TWO DAYS

NATIONAL LEAGUE CAMP
 OPEN TO PLAYERS WHO HAVE
 PLAYED IN THE NATIONAL LEAGUES.
 AGES 11-16 | BOYS & GIRLS
THURSDAY 28TH MAY
 9:30 - 12:30 U12s and U14s
 13:00 - 16:00 U16s and U18s
 £30

TH COACH ADAM &
 SENIOR WOMEN'S ASSISTANT COACH OLI PARR
 LOCATION
 CHATHAM GRAMMAR, ME5 7EH

TRIALS
BOYS & GIRLS

GIRLS TRIALS

U12 GIRLS	MONDAY 1 ST JUNE	5:30 - 7:00PM	CHATHAM GRAMMAR
U14 GIRLS	MONDAY 1 ST JUNE	7:00 - 8:30PM	CHATHAM GRAMMAR
U16 GIRLS	TUESDAY 2 ND JUNE	6:30 - 8:00PM	CHATHAM GRAMMAR
U18 GIRLS	THURSDAY 4 TH JUNE	5:30 - 7:00PM	CHATHAM GRAMMAR
U18 GIRLS	THURSDAY 4 TH JUNE	5:30 - 7:00PM	CHATHAM GRAMMAR

BOYS TRIALS

U12 BOYS	MONDAY 1 ST JUNE	6:00 - 7:30PM	CHATHAM GRAMMAR
U14 BOYS	MONDAY 1 ST JUNE	7:30 - 9:00PM	CHATHAM GRAMMAR
U16 BOYS	TUESDAY 2 ND JUNE	8:00 - 9:30PM	CHATHAM GRAMMAR
U18 BOYS	THURSDAY 4 TH JUNE	8:00 - 9:30PM	CHATHAM GRAMMAR

COST £5
 ONLY ATTEND ONE SESSION

SCAN ME TO SIGN UP!




MEDWAY Mile 2026 GILLINGHAM

GET READY

FRIDAY, 17 JULY FROM 5PM
 MEDWAY PARK, GILLINGHAM




MEDWAY SPORT Gillingham

10 Top Tips for Parents and Educators

BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term impacts. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the DfE-funded NELI programmes available to settings in England.

1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELI can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say, "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and validate children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visuals and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting with their child before they start, helping them become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELI programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND reforms, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education for schools in England, and for NELI Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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