



## Message from Mrs Martin

I can't quite believe that we are already approaching the end of September. Where has the time gone? The first few weeks of the academic year have flown by, and it has been wonderful to see our children settling so positively into their new classes and routines.

This week has been another busy and enjoyable one at Westfield. Our KS1 children were delighted to welcome Paul Wilmot, who shared a variety of engaging stories and inspired our children through his wonderful storytelling. We also welcomed our school photographer and I am sure you will agree that all of the children looked incredibly smart and represented our school brilliantly.

Today, we came together to support the Macmillan Coffee Morning, enjoying a fantastic selection of delicious treats while raising money for a wonderful cause. Thank you to everyone who donated, baked, attended and supported the event. Thanks to your generosity, we have raised over £500 so far, with the final total to be confirmed after the last count.

From what I have been told, this was our most successful Macmillan Coffee Morning yet! We were also delighted to have some leftover cakes, which Westy kindly delivered to local care homes so that even more people could enjoy them.

A special thank you must also go to our PTFA members, who generously gave up their time this morning to set up and run the stalls. Their hard work and dedication helped make the event such a success, and we are incredibly grateful for their support.

Thank you once again to our whole school community for your incredible generosity and enthusiasm. Together, you have helped make a real difference to a fantastic charity.

As always, thank you for your continued support. I hope you have a wonderful weekend with your families.





# Macmillan Coffee Morning 2026



Westy was out and about in Wombourne this morning, spreading smiles throughout our community!

Following the incredible generosity of our Westfield families, who donated so many fantastic cakes for our fundraising event, we wanted to give something back to our local community. With plenty of delicious treats to share, Westy made his way around the village delivering cakes to some of our wonderful care homes and local charities.

A huge thank you to all of our families for your amazing donations and support. Your kindness not only helped make our event a success but also allowed us to brighten the day of others in our community.

Thank you to everyone for the warm welcome. Westy loved every minute of his visit!





# Attendance Matters

## Attendance Matters

At our school, we want every child to be an Attendance HERO!

HERO means:

Here  
Everyday  
Ready  
On Time

Regular attendance plays a vital role in your child's learning, confidence and wellbeing. Every lesson builds on previous learning, so being in school every day helps children make the best possible progress and enjoy all aspects of school life. Thank you to all families who continue to support excellent attendance and punctuality. By working together, we can ensure every child has the opportunity to succeed.

Our whole school attendance this week was...

**96.53%**

Let's keep up the good work and keep our attendance above 96%

## Important Dates Coming Up

- 28th September - Y6 Residential departs
  - 1st October - New EYFS parent open morning
  - 2nd October - Y6 Residential returns
  - 5th October - Harvest Festival
  - 6th October - Y1 Writing Open the Door
  - 7th October - Bright for Sight Day - MUFTI Day (bright clothes) and charity donation
  - 7th October - Y2 Writing Open the Door
  - 8th - Reception Phonics Open the Door
  - 9th - Y3 Writing Open the Door
- 

## **Celebrating our Learning!** **Take a look at our wonderful learning!**

Last week, I shared that one of our school development priorities this year is mathematics. This week, our children have been working incredibly hard to develop their mathematical fluency while deepening their understanding by applying their skills to a range of challenges and problem-solving activities.

Across the school, pupils have been demonstrating resilience, reasoning confidently and explaining their thinking as they tackle increasingly complex mathematical tasks. It has been wonderful to see their enthusiasm and determination as they build both their confidence and competence in mathematics.

We are incredibly proud of the progress our children are making and look forward to sharing more of their mathematical learning with you throughout the year.

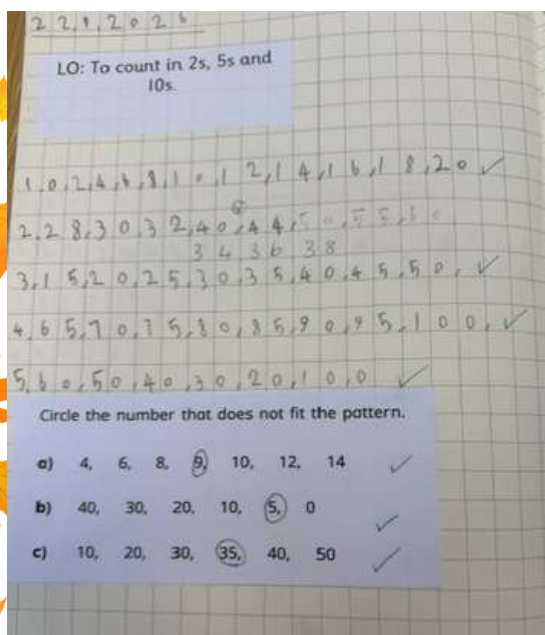
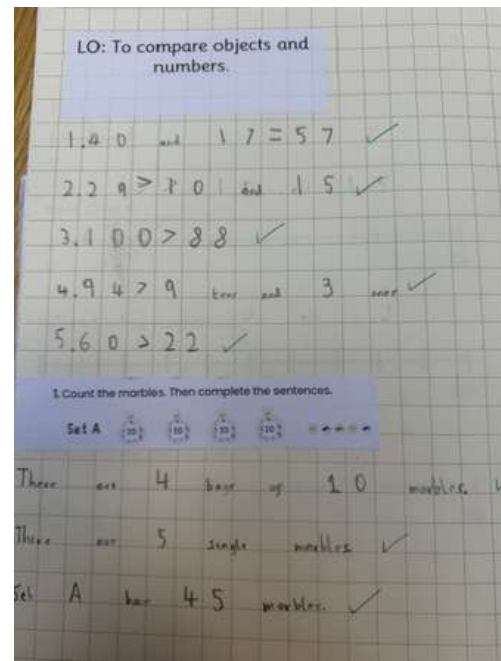
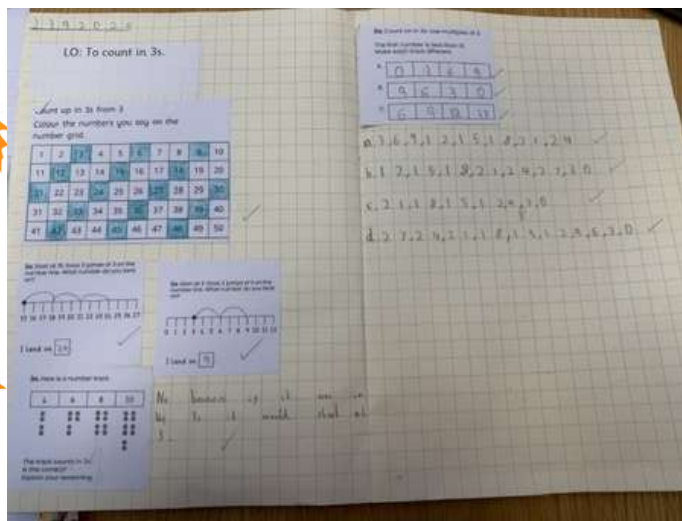
### **Nursery**

This week, the children explored emotions through activities linked to The Colour Monster. They used language of quantity, such as 'more', whilst mixing colours on cotton pads to represent different feelings, built enclosures for the Colour Monster soft toys using Duplo, created emotion faces using natural objects, and completed feelings puzzles by arranging pieces to form different facial expressions.

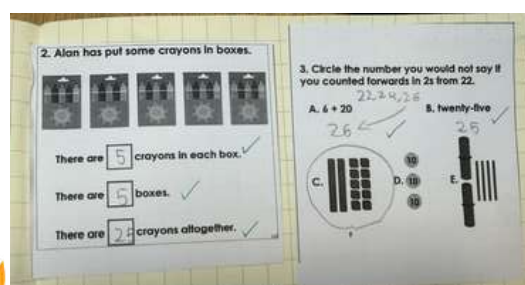


This week, the children in Reception have been exploring colour and developing their fine motor skills through their book of the week, Elmer by David McKee. They carefully filled Elmer's picture with coloured blocks, using their spatial awareness and problem-solving skills. The children have also been investigating 2D shapes, including squares, triangles, circles and rectangles, finding them in the environment and discussing their properties. In maths, they have begun exploring number recognition, looking closely at what numbers look like and becoming familiar with their shapes.

This week, Year 1 have been securing their understanding of finding 1 more and 1 less than a given number. They have also begun exploring number bonds, using practical resources and engaging games to develop and demonstrate their understanding of number relationships in a fun and interactive way



This week, Year 2 have been focusing on place value, developing their understanding of numbers and practising counting on in different groups. The children have worked hard to build their confidence with number recognition and counting skills, using a range of practical activities to support their learning. They have also enjoyed tackling some of the challenges, showing great perseverance and enthusiasm as they applied their understanding in new ways.



21.09.26

Lo: To use arrays to represent multiplication.

1. Draw an array to represent  $3 \times 4$

$$\begin{array}{cccc} \circ & \circ & \circ & \circ \\ \circ & \circ & \circ & \circ \\ \circ & \circ & \circ & \circ \end{array}$$

Repeated addition:  $4 + 4 + 4 = 12$  ✓  
 Multiplication:  $3 \times 4 = 12$  ✓

$$\begin{array}{r} 4 \times 3 \\ \circ \circ \circ \\ \circ \circ \circ \\ \circ \circ \circ \end{array}$$

Multiplication:  $4 \times 3 = 12$  ✓

2. Draw an array to represent  $2 \times 5$

$$\begin{array}{ccccc} \circ & \circ & \circ & \circ & \circ \\ \circ & \circ & \circ & \circ & \circ \end{array}$$

Repeated addition:  $5 + 5 = 10$  ✓  
 Multiplication:  $5 \times 2 = 10$  ✓  
 Multiplication:  $2 \times 5 = 10$  ✓

22.9.26

Lo: To identify multiples of 2.

1. Colour the multiples of 2

|   |   |    |    |    |    |    |    |    |    |
|---|---|----|----|----|----|----|----|----|----|
| 4 | 7 | 18 | 29 | 33 | 46 | 52 | 55 | 60 | 67 |
|---|---|----|----|----|----|----|----|----|----|

2. complete

2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34 ✓

23.9.26

Lo: To identify multiples of 5 and 10.

1. Colour the multiples of 5

|   |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|
| 6 | 10 | 12 | 15 | 25 | 30 | 37 | 41 | 45 | 53 |
|---|----|----|----|----|----|----|----|----|----|

2. Colour the multiples of 10

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 10 | 18 | 20 | 24 | 30 | 35 | 40 | 48 | 50 | 52 |
|----|----|----|----|----|----|----|----|----|----|

3.

5, 10, 15, 20, 25, 30, 35, 40, 45, 50 ✓  
 10, 20, 30, 40, 50, 60, 70 ✓  
 25, 30, 35, 40, 45, 50, 55 ✓

This week, Year 3 have begun exploring multiplication. They have been representing multiplication using arrays and linking these to repeated addition and multiplication number sentences. The children have also been identifying and recognising numbers in the 2, 5 and 10 times tables, helping to build confidence and fluency with key multiplication facts

**Challenge:**  
 I am a multiple of 2. I am greater than 20 but less than 30.  
 My ones digit is 6.  
 What number am I?  
 Can you write another clue for a different multiple of 2?

26 ✓

I am a multiple of 2. I am greater than 60 but I am less than 80. What number am I? ✓

**Extra Challenge:**  
 What is an even number?

1. even number is in the 2 times table ✓  
 2. 4, 6, 8, 10, 12, 14, 16, 18, 20, 22 ✓  
 2. 24 ✓  
 23 09.26

Lo: To identify multiples of 5 and 10.

1. Colour the multiples of 5

|   |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|
| 6 | 10 | 12 | 15 | 25 | 30 | 37 | 41 | 45 | 53 |
|---|----|----|----|----|----|----|----|----|----|

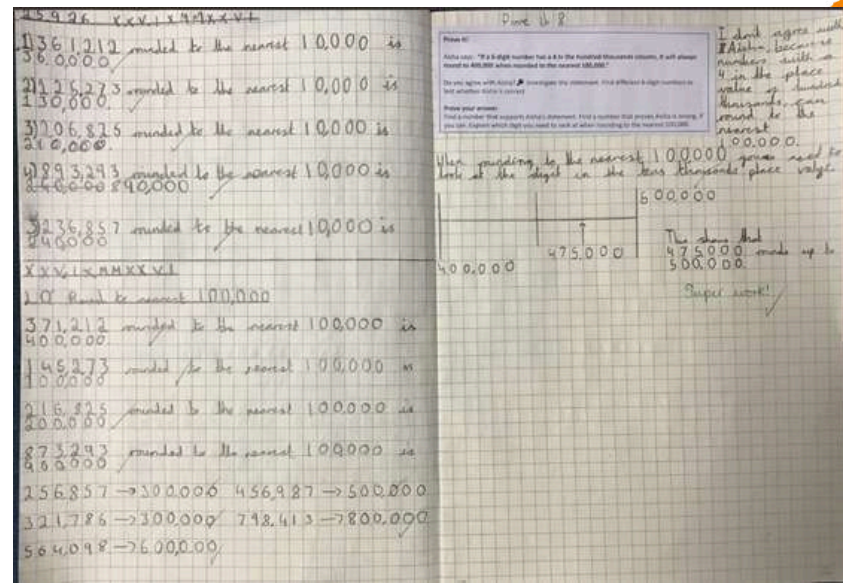
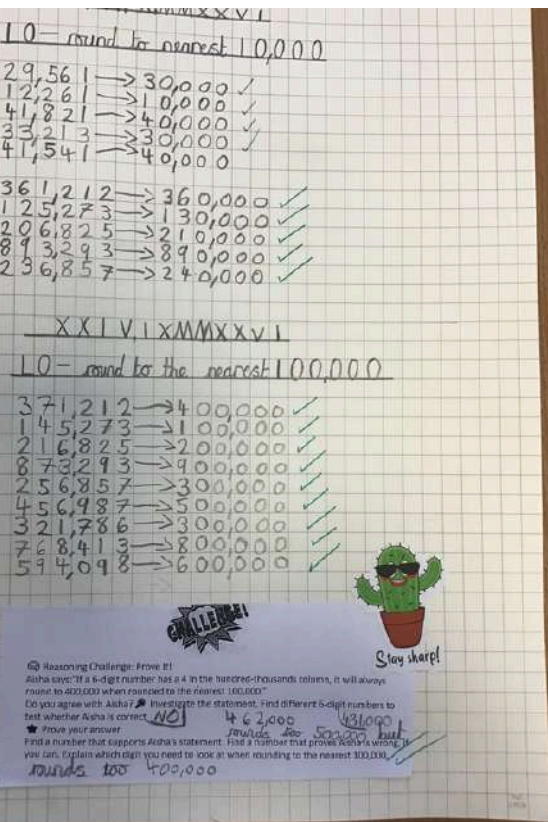
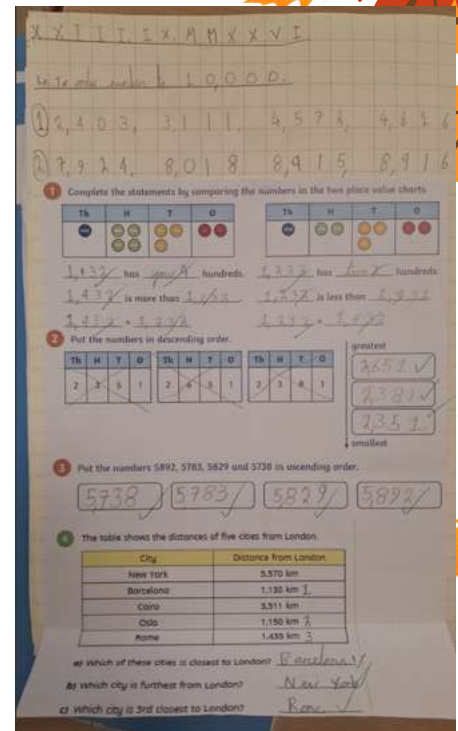
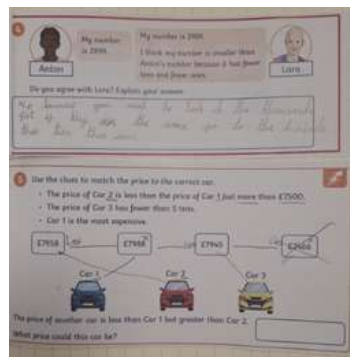
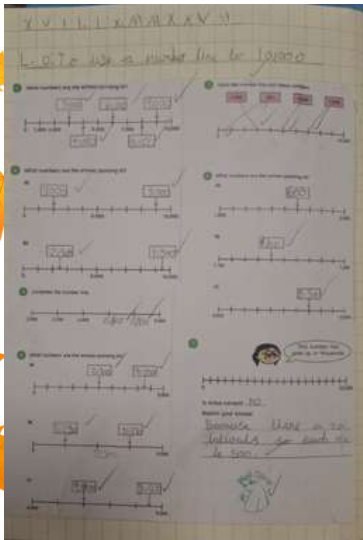
2. Colour the multiples of 10

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 10 | 15 | 20 | 24 | 30 | 35 | 40 | 48 | 50 | 52 |
|----|----|----|----|----|----|----|----|----|----|

**4. Reasoning: True or false?**  
 45 is a multiple of 5 and a multiple of 10.  
 Explain your answer.  
 True/false because...

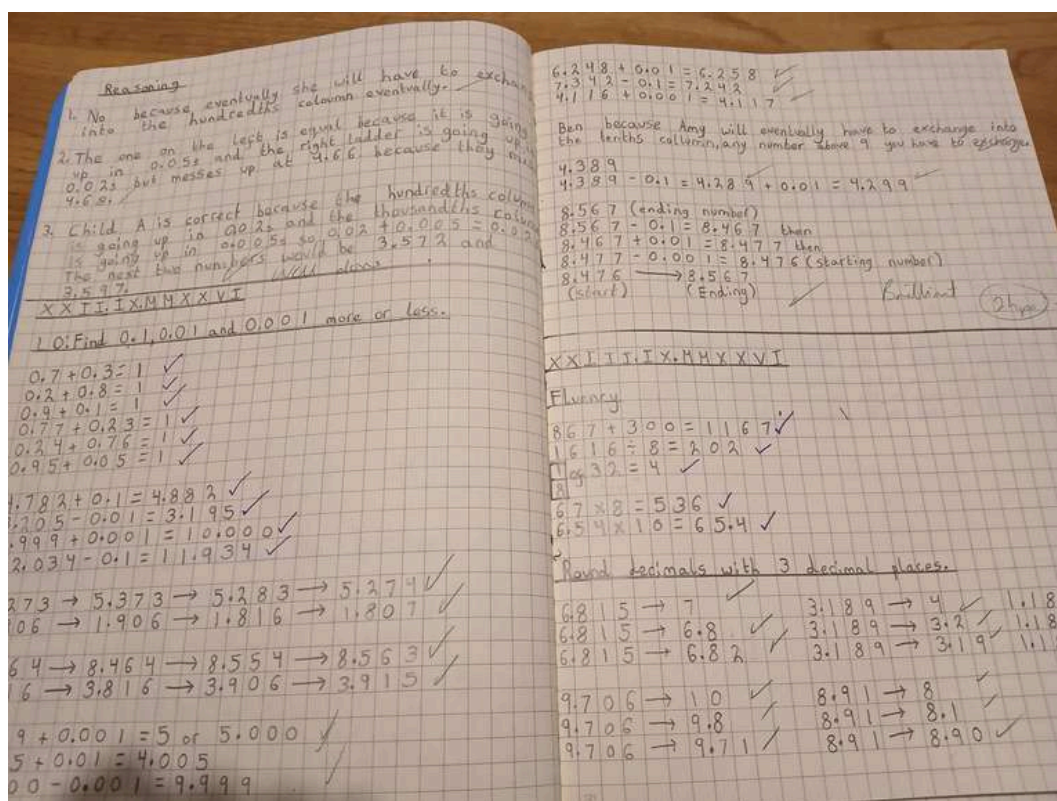
False because 45 does not end in 0. It ends in 5. ✓

This week in Maths, Year 4 have been exploring numbers up to 10,000 and practising placing them accurately on number lines. The children have also been comparing and ordering 4-digit numbers, developing their understanding of place value. In addition, they have applied their mathematical reasoning skills to solve a range of number problems, explaining their thinking and justifying their answers.



This week, Year 5 have been developing their understanding of rounding and have been working towards rounding six-digit numbers to the nearest 100,000. They have worked hard to recognise the value of each digit within a number and have used place value grids to support their understanding. The children have shown great determination and are becoming increasingly confident when applying their place value knowledge to rounding larger numbers.

This week, Year 6 have been exploring numbers to three decimal places. Through a range of fluency, reasoning and problem-solving activities, the children have been finding 0.1, 0.01 and 0.001 more or less than a given number. They have also been developing their understanding of rounding decimals to the nearest tenth, hundredth and thousandth. The children have worked hard to apply their place value knowledge and have shown increasing confidence when explaining their mathematical thinking and solving challenging problems.



## Maths at Home

There are many opportunities to practise maths in everyday life. Encourage your child to use their maths skills when shopping by estimating totals, calculating change or comparing prices. At home, ask them to read and discuss numbers they see around them, such as temperatures, timetables or house numbers. For older children, practising with decimals can be as simple as discussing money, measuring ingredients when cooking, or rounding numbers they encounter in real-life situations. Regular times table practice and mathematical conversations can also help to build confidence and fluency.