



NEWSLETTER SPRING 2 2024



Where do the weeks go, here we are nearly at the end of the spring term. The children have been working so hard across the federation. Year 6 have just finished a week of mock SATs where they have shown great resilience and perseverance. Pre-school, Year R and Year 1 did some fantastic sponsored welly walks. We had an amazing turnout and eventually had the weather we needed to compete them all. Thankyou so much to everyone for collecting sponsorship money. We cannot wait to update you with what we achieve with the money. Year 5 have been working with Pompey in the Community to enhance their maths learning using data analysis linked the English Premier League, and to improve their physical fitness and mental wellbeing via the Joy of Movement project.

We are also excited to be moving to BromCom please ensure you have signed up to the new My child at school App.

Update regarding our school's catering services, particularly in light of recent news about our catering company, Chartwells.

You may have come across news reports regarding Chartwells in the media. While we understand your concerns, we want to reassure you that we are fortunate to have an exceptional team working in our school kitchens. Our dedicated staff members consistently strive to provide nutritious and delicious meals for our Children.

We conduct regular checks on the quality of the food being served to ensure it meets our high standards. I want to emphasize that any issues with food quality or safety are extremely rare occurrences, and when they do arise, our team handles them promptly and effectively.

To provide you with further peace of mind, our kitchen team takes photos of the food daily as part of their quality control measures. We would like to share a few of these photos with you to showcase the efforts and dedication of our kitchen staff in providing wholesome meals for our children.

If you have any questions, concerns, or feedback regarding our school catering services, please do not hesitate to reach out to us. Your input is valuable to us as we work to provide the best possible experience for our children.



Federation dates for Summer Term

Monday 15th April- First Day of Summer 1 Term **Friday 24th May** - Last Day of Summer 1 Half Term

Monday 3rd June - First Day back of Summer 2 Half Term **Monday 3rd June** - Class Photos

Friday 21st June - INSET Day **Monday 24th June** - Sunshine Day - Fundraiser

Friday 28th June - INSET Day **Thursday 18th July** - School Reports coming home

Tuesday 23rd July - Last day of Term **Summer Term : Monday 15th April - Tuesday 23rd July 2024**

See individual schools' calendars for additional activities



Attendance

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



This month, the Department for Education launched a national campaign - Moments Matter, Attendance Counts - to remind families of the importance of children's attendance at school. The campaign responds to a worrying national increase in child absences.

Data from the 2022-2023 academic year for the end of Key Stage 2 shows that 71% of pupils who had 99% attendance or above achieved the expected standard in reading, writing and maths, compared to only 50% of pupils with 90% attendance

This drops to only 42% of children achieving the expected standards with 85% attendance

While the link between attendance and attainment is clear, absence is not just about exam results. It's about all the other important moments in school that help shape young people: building positive peer relationships, taking part in extracurricular activities and trips, developing important personal skills and finding a sense of belonging within the school community. We all have hopes and dreams for our children. But the statistics show young people will only be able to realise their full potential, academically and personally, if they are in school and ready to learn at least 97% of the time. However, it is never too late to benefit from good attendance. There are times when absence is unavoidable and a student is too unwell to attend. In a post-pandemic world, it's sometimes difficult to know when children suffering from mild coughs and colds can and should be sent into school. To help parents make an informed decision, please see the [advice and guidance from the Chief Medical Officer](#).

Equally, for some families, the challenges around attendance are very real and there are significant barriers preventing children from coming into school. If you are struggling and need support, please contact us and we will work with you to put a plan in place.

Ultimately, as parents and teachers, we all want the best for our children. At Wallisdean, we will always strive to place them at the heart of everything we do. Please help us to do our very best for them by ensuring they come to school each day and on time.

Thank you for your support.

WIS 95.4%



WJS 95.7%



FFT National
Attendance Award
2023/24

Online Safety

This half-term's Online Safety newsletter's focus is...

Self-Image and Identity is all about how we see and present ourselves online. For Infant School children this means learning about how going online makes us feel, recognising that people online can make others feel sad, embarrassed or upset. For Junior School children this means learning about what identity means, that others can copy or change their identity online as well as positive ways we can interact online.



A few conversation starters

Having open and transparent discussions about wellbeing, authenticity and self-image can guide young people towards more positive uses of social media platforms.

What type of editing app did she use to create that look?

Using editing tools can be fun and create a little sparkle, but young people should have a sense of when the editing is carried too far.

Why is the image blurry in certain spots? Do you think he really looks like that in real life?

A large number of the images that we see online are heavily edited and having discussions about what is real, what is altered, what is photoshopped, can help young people realize the illusion.

I wonder how it must feel to meet someone in person when the image doesn't match the person?

Providing opportunities for young people to understand the disappointment when someone doesn't 'match their online illusion' may provide empathy and awareness for their own images.

Advertisement: Online Safety is being used by... Empowering parents, carers and educators with the information they need to help their children understand, negotiate and use online safety with their children, should they feel it needed. Please visit nationalonlinesafety.com for further guidance and tips for adults.

What you need to know about... ONLINE AVATARS

What is it?
Online avatars are digital characters that look like you. They are a form of self-representation without using an actual picture. The use of online avatars is popular in online communities and on video gaming platforms. There are usually two different types of avatars: found online (cartoon, animal and image avatars, which tend to be the most popular). Parents can be good at protecting their own child's identity online and reduce the risk from imposters or identity theft. However, they can also be misused by other users who can use them for their own advantage.

Know the Risks

- Catfishing**
Catfishing is when someone pretends to be someone they are not. The 'catfish' is usually very friendly and will have lots of photos and a detailed online profile. You may not see the person's real identity in the photos. The catfisher usually pretends to be someone you would like to chat to or someone you would like to meet.
- Trolling**
Trolling is a term used when someone goes out of their way to make you feel bad or angry. They will usually write a person can be seen to have their identity and all their posts will be seen by their friends. Trolling usually happens on social media, chat rooms, online forums and general forums and is often on for long periods.
- Stalking or harassment**
When talking to someone on social media, a lot of your own personal information is shared. How social media and how you use it can be used to track you and your avatar and the information provided to you or to other people.
- Grooming**
Online avatars can be a way for online groomers to build a relationship with their victims. They will usually be very friendly and will be very interested in you. They will usually be very interested in you and will usually be very interested in you. They will usually be very interested in you and will usually be very interested in you.

Safety Tips

- Beware**
If someone tells you about the dangers and encourage them to be wary of anyone that seems to be too good to be true. If you are unsure about someone's identity, you can ask for a video call or a photo of their face. If you are unsure about someone's identity, you can ask for a video call or a photo of their face.
- Keep personal info private**
Encourage your child to never disclose any personal information to anyone online. If you are unsure about someone's identity, you can ask for a video call or a photo of their face.
- Talk openly**
Keep lines of communication between you and your child open so they feel comfortable coming to you if they are unsure about someone's identity. You should also make sure that you are aware of the risks of using social media and that you are aware of the risks of using social media.
- Change privacy settings**
Spending time looking at privacy settings of apps and social media platforms and changing them to protect your child's personal information. You should also make sure that you are aware of the risks of using social media and that you are aware of the risks of using social media.

How to Respond

- Record evidence**
If your child is being harassed or stalked, it is important to record evidence. This can be done by taking screenshots of the messages and saving them to a safe place. You should also make sure that you are aware of the risks of using social media and that you are aware of the risks of using social media.
- Get external help & support**
If your child has been affected by someone using an avatar or they feel that they are being stalked or harassed, it is important to get external help and support. This can be done by talking to a trusted adult or a professional expert if needed.
- Try to understand**
It is important to try to understand why your child may be using an avatar. This can be done by talking to your child and trying to understand why they may be using an avatar.

Our Expert
Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Risk 101, a web resource that helps parents and children thrive in a digital world.

Timothy FRIENDS
82 Followers

Top Tip: One way to protect their identity online is talking about, creating and using

www.nationalonlinesafety.com Twitter: @nationalonlinesafety Facebook: /NationalOnlineSafety Instagram: @nationalonlinesafety

Selfies, self-esteem and body image

Empowering children to develop positive body image

Internet matters.org

Here are some tips on empowering children to develop positive body image

Why is it important?

- Using selfies as a comparison tool**
Seeing constant streams of perfect bodies can put unrealistic expectations on young people to look a certain way which can lead to low body-esteem.
- Pressure to post the perfect selfie**
Wanting to be accepted by the in-crowd can put pressure on young people to share personal images simply to improve their social status.
- Link between likes' and self-esteem**
Young people may put more value in how others see them so, getting a negative comment or less likes on a post can have a real negative impact on their self-esteem and mental health.

Tips to support young people

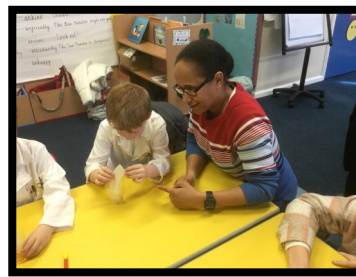
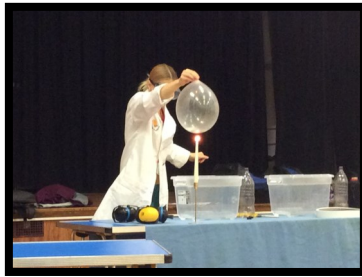
- Help children think critically about images they see online**
Explain that when we look at idealised images - it's natural to compare ourselves. The way to deal with these images is to recognise that they are more like press releases, they showcase the best possible version of a face or body.
- Encourage them to be selective about who they follow and images they see**
Being bombarded by images of people with abs or a certain body type on their social feed can lead them to think that this is the norm. Making them aware of a range of body types can help them develop a balanced view of body image.
- Empower them not to put all self-esteem eggs in the beauty basket**
Remind children that they are more than what they see in the mirror. Encouraging them to put value in the range of talents and skills they have can help them develop a strong sense of self and improve self-esteem.
- Talk positively about your own body image**
Be aware of the language that you use to talk about your own body. Children pick up on this so it's best to try and keep it positive to encourage them to stay positive about their own body image.
- Discuss what it really means to 'like' something on social media**
Talk about the reasons behind why they are liking a picture. Is it because others have liked it or because they've genuinely engaged with the photo? Getting them to think critically about this can help them develop a balanced view when it comes to seeking likes on social media.
- Focus on positive images online**
Encourage them to celebrate what makes them unique, rather than comparing themselves to others online. Posting images that empower and inspire others can be a great tool to encourage others to do the same.

Science day 2024

Science day in the Infant School kicked off with a show from the brilliant company Spark2!

The look of DELIGHT on the children's faces at the demonstrations was priceless!

The rest of the day was spent visiting different classrooms and trying out a variety of experiments: cunning camouflage, super skittles, magic milk, dancing raisins, coke rockets, the unpopable balloon and the electricity room ⚡. The day ended with our parent workshop, how to grow a rainbow!



At the junior school, we started the day with a parent workshop in which we looked at how capillary action works. We talked about how plants live and how water is transported through the plants. To put this into a practical context, we used coloured water and kitchen roll to show the capillary action.



After the parent event, the children started their activities for the day. We had a challenge group in both upper and lower school. Upper school investigated extracting DNA from fruit and lower school investigated how to create a catapult to launch a Lego figure. Finally, the children were treated to a science show where they learnt all about 'time'. They experimented with pendulums, whirlpools and the time it took for smoke to go from one end of the hall to the other! They finished with an experi-



What an amazing day!

Mental Health and Wellbeing

Weekly whole school assemblies have continued in the Junior School. These have encouraged the children to thinking about their well-being through stories.

The mental health team have created a questionnaire about lunchtimes that the children will soon be completing at school . Mental health training has continued for the mental-health leads with a focus on whole school development.



All classes have started to implement stormbreaks into their weekly timetable.

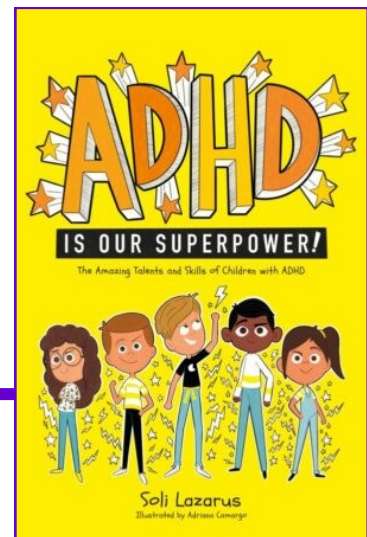
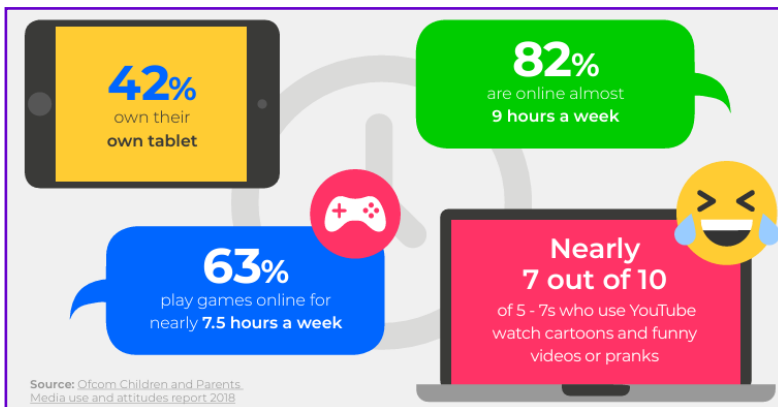
Year R have been focusing on resilience. Year 1 have particularly enjoyed the cross country stormbreak. Year 2 have been focusing on self-worth and relationships. They have particularly enjoyed Tech Stretch where they have practiced stretching different parts of their body.

SPECIAL EDUCATIONAL NEEDS

Screen Time—Top Tips

As screens become a bigger part of young children’s lives, both at home and at school, it is important to put balance and purpose behind screen time.

1. Set digital rules together
2. Stay engaged in their screen use
3. Discuss online risks, and how to deal with them
4. Set a good example with your own screen time.
5. Use tech tools to manage time and access.



Spotlight on...

ADHD

ADHD stands for Attention Deficit Hyperactivity Disorder. It is a neurodevelopmental (neuro - to do with the brain; developmental - present from early development) disorder. It means that people have problems with concentration, hyperactivity and impulsivity. Most symptoms of ADHD begin in childhood, occur across multiple settings (home, school and social life) and continue into adulthood.

The NHS states that ADHD affects approximately 5% of the population (children and adults).

CAMHS have set out a clear pathway, which has been developed for professionals to highlight how to access support for children and young people with symptoms suggestive of ADHD, or have received an ADHD diagnosis. → → →

Early help/parenting courses → Pre referral → Significant difficult (2 areas of life)

Alternative support accessed? → Referral to CAMHS.



Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire

PARENT SUPPORT

Making a calm jar

You will need

A clean clear plastic bottle

Hot water 2/3

Food colouring

Glycerine 1/3

Glitter

Method

Mix the water and glycerine together, add the food colouring and glitter. If you want the glitter to float for longer add extra glycerine.



Anxious Child?

Get outside

Being outside for even as little as 10 minutes per day will begin to lower blood pressure and improve mood and focus. Instant relief can be felt simply by leaving the house. Outside activities are clearly a benefit for our physical health and studies show that simply being outside gives us a mental boost as well.

Confidential help and advice

It's safe and easy for you to speak to a qualified healthcare professional. Just send a message, you don't have to give your name. Discreet and quick, it only takes one message to start making a difference.

Contact information

If you would like a meeting or a place on a course, please call or email the school office and Mrs Brown will contact you directly to arrange a meeting.

Email: p.support@wallisdean-inf.hants.sch.uk



WFA



Please could we have any donations of Red Jumpers or Cardigans. Please ensure they are washed and all names are removed. Please hand them in to the Junior school office. Many thanks

We are looking forward to seeing all the Easter Hats/Bonnets next week !

co op
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adminoffice@wallisdean-inf.hants.sch.uk
adminoffice@wallisdean-jnr.hants.sch.uk

Book Recommendations

Pre-School

WHO TO READ NEXT?

What is at the top of beanstalk?

Can you draw a beanstalk?



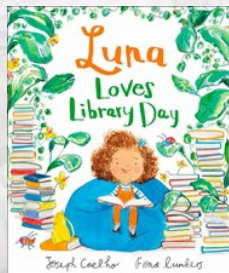
What does the giant say?

Is the giant big or small?

Infant School

WHO TO READ NEXT?

Sophia Payne and Sandhya Prabhat



Joseph Coelho and Fiona Lumbers

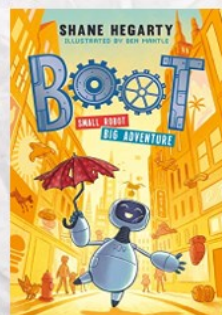
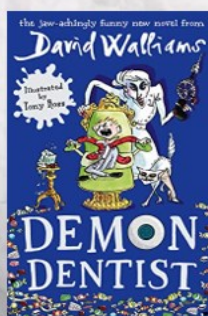
Alex T-Smith



Junior School

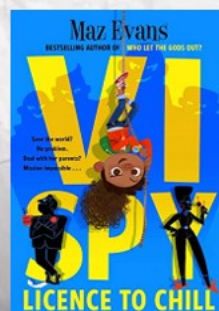
WHO TO READ NEXT?

If you liked reading...
Books by David Walliams



Try...
Books by Shane Hegarty for ages 7+

Try...
Books by Maz Evans for ages 8+



Try...
Books by Ross Welford for ages 9+

Pre—School



We have been learning the story of **Goldilocks and the Three Bears**. Our focus area of learning was **Maths** and we have enjoyed using this topic to develop our mathematical skills. The children have explored the different **sized** beds, chairs and bowls. We have used **shapes** to create bear faces, looked at quantities of porridge and created **patterned** bedding for the bears. Goldilocks has been hiding around the house and we have

used **positional language** to talk about where she was found.

The children have also enjoyed mark making with porridge, playing games with dice & bear counters and drawing story maps

We are continuing to learn new vocabulary and have been using words such as 'curly' and 'golden' to describe Goldilocks' hair.



Forest Schools



At Forest School we have been joining in with lots of games and activities to develop our language and social communication. We made shakers with natural materials, Blobsters (imaginary creatures) with mud and even medals on our last session. We enjoyed singing songs, drinking hot chocolate and eating snack around the fire pit. We also learnt 3 rules to stay safe when outdoors: "No pick! No lick! Watch that stick!" The children told us their favourite things at Forest School were the rope swing, mud and hot chocolate.



World Book Day

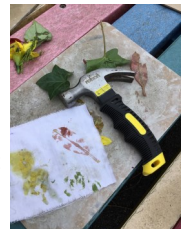
We shared lots of books at Pre-School and talked about our favourite stories. In the afternoon, Year 5 children came to read us some stories.



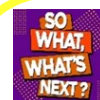
Sponsored Welly Walk

We raised enough money for the farm!

The children and their parents enjoyed creating hap-zome prints, learning new facts about bugs, making wood spirit faces and building dens for animals.



- * *Play 7 spy games using initial sounds or colours*
- * *Make marks with sticks in mud*
- * *Look for numbers when out and about*



Sowing & Growing



Year R Attendance 95.7% Lion 97% Giraffe 95%

WEEK 1

This week we have read the story of The Gingerbread Man to continue our “Who can tell a story?” topic. We drew our own story maps to help us remember the story. We have also been busy creating our pencil cases ready for our “Money matters” sale next week. Finally we have enjoyed taking part in some “Stormbreak” activities to help get our bodies moving and help us build resilience.

Star of the Week :

Giraffes - Reece

Lions - Jake

Gold Book:

Giraffes - Sienna and Ava

Lions - Nabilah and Oscar



This week we made Gingerbread Men and ate them for our snack. We then labelled a picture of a Gingerbread Man and practised writing simple sentences such as “He is yum” and “He is fast”. Our teachers were really proud to see us using and applying our sounds that we have been learning in phonics. As part of “Money Matters” week we learnt about money, talked about what we use money for and in Maths practised finding one less using pennies.

Star of the Week :

Giraffes - Jack

Lions - Tyler

Gold Book:

Giraffes - Aubree and Arthur

Lions - Alastair and Archie



WEEK 3

At the beginning of the week we took part in a STOMP workshop. We learnt a dance using claps, stamps and other movements. “I like the bit when we jump up,” said one of the children.

On Thursday we loved welcoming some Year 5 children into our classroom for World Book Day. They shared some of their favourite stories with us and we listened respectfully.

We have also been busy creating our Mother’s Day cards this week. We used our observation skills to look carefully at the pansies and then practised our cutting and joining skills to create our own image of a pansy for our cards.

Star of the Week :

Giraffes - Aubree

Lions - Alastair

Gold Book:

Giraffes - Ernie-Joe and Luella

Lions - Ami and Jake



This week we enjoyed taking part in our Sponsored Welly Walk with our grown ups. We had great fun in the woodland completing our different tasks. Thank you to everyone who took part and sponsored us! We also celebrated Science Day this week and conducted experiments involving raisins, skittles and camouflaged worms! One child said “I’ve never been a Scientist before. I liked making a rainbow with the skittles”. We have also been learning about stories Jesus told in our RE lessons and have enjoyed sharing and reading our own favourite books as part of our lessons.

Star of the Week:

Giraffes – Axel

Lions – Dexter

Gold Book:

Giraffes – Emelia-Jayne and Piper

Lions - Archie and Chloe



WEEK 5

This week we became story tellers and retold the story of ‘The Gingerbread Man’ to Pre-School. We remembered the words, events and even did some actions. We’ve also been using Mash Cams and Chatterpix on Ipads to tell stories too. We have enjoyed taking part in a Big Play with Pre-School too and played with lots of new equipment like 3 seat scooters and played games together; including target practise, throwing and catching. In RE we have started learning about how eggs are a sign of new life and read the Easter Story.

Star of the Week:

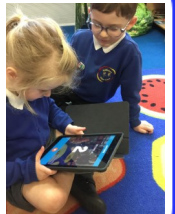
Giraffes - Piper

Lions—Helena

Gold Book:

Giraffes - Piper and Reece

Lions - Helena and Oscar



We have been encouraging children to using their writing skills at school. Here are some ideas for writing together this Easter holidays:

- Write Easter cards for loved ones.
- Keep an Easter holiday scrapbook or diary. Fill it with drawings, write captions, labels and/or stick in things you’ve collected.
- Make some Easter Eggs out of paper or card hide them then write clues or make a map to find them.
- Make your own story books with pictures and captions.

For more advice on supporting young children in learning to write at home visit [‘Getting your little ones writing and build a love of language’](#) .



After Easter we shall be learning about animals and their habitats. We will be reading Non-Fiction texts to help us learn lots of facts. The Petting Farm will also be visiting us so thank you to everyone who raised money.



Year 1 Attendance 94.6% Elephant 94% Crocodile 95%

WEEK 1

Gold Book:

Crocodile - Dani and Lola

Elephants - Emily and Jessica

Star of the week:

Crocodile - Victoria

Elephants - Blake

To start our new topic all about the Navy, we visited the HMS Victory which was Lord Admiral Nelson's ship. We learned that this ship was important in the Battle of Trafalgar which took place in 1805. We enjoyed looking around the ship and learning how the sailors would have lived in the past.



Gold Book:

Crocodile - Brendon and Teddy

Elephants - Thomas and Manisha

Star of the week:

Crocodile - Hazel

Elephants - Jessica

This week, we had a special visitor come and see us from the fire service. They taught us about the 4 different rescue services and what you need to do if you ever have to call 999.

We learnt a song to help us remember and all earned a sticker at the end of the session.



WEEK 3

Gold Book:

Crocodile - Delilah-May and Hazel

Elephants - Taran and Jenson

Star of the week:

Crocodile - Georgia

Elephants - Harper

This week, we finished our history journey by re-enacting the Battle of Trafalgar. We had half of our classes as the French and the Spanish ships whilst the other half were the British. We learned about how Britain won by splitting into two lines and cutting through the middle of the other fleet.



Gold Book:

Crocodile - Tobias and Faith

Elephants - Ted and Tinashe

Star of the week: **Crocodile - Delilah-May**

Elephants - Emily

This week, we have started our art journey where we are studying the work of JMW Turner. He was an artist born in 1775 who painted scenes of the Battle of Trafalgar. We used the medium of watercolours and started by mixing the primary colours red and blue to create purple. Once we had done this, we painted our sunset backgrounds ready to mount our HMS Victory sketches onto.



WEEK 5

Gold Book:

Crocodile - Otis and Dani

Elephants - Jeanelle and Lex

Star of the week:

Crocodile - Charlie

Elephants - Emilia

This week, we finally got the chance to do our sponsored welly walk! We loved being outside and completing all the different activities. Some of our favourite activities were making the spirit faces for the trees out of clay and the leaf rubbings.



Coming up soon, Year 1 have their statutory phonics screening where they will need to read a selection of real words and made-up words. Over the half term, any practice of reading of these words would be beneficial for them.

Next half term we will be moving onto the topic mini beasts. We will be using our scientist brain lots and even have some short-term class pets! We will also be going on our school trip to Swanwick Lakes



Year 2 Attendance 96% Monkey 96% Tiger 96%

WEEK
1

Star of the Week in Tigers is Brody.

In Gold Book for Monkeys is Logan and Isaac for carefully and confidently creating their money matters mug designs. In Gold Book for Tigers this week is Annabelle and Hamidat for confident designing a mug in the style of Roy Lichtenstein. This week we have started our new English Learning Journey based on the story Little Red and The Very Hungry Lion. We enjoyed discussing what happened in the story and whether we think that was the right thing to do. We also enjoyed hot seating as the characters.

Star of the Week in Monkeys is Ella-Mae.



Star of the Week in Tigers is Lillie-Mai.

In Gold Book for Monkeys is Theodore and Harriet for confidently using commas in a list in English. In Gold Book for Tigers this week is Jacob and Thomas for confidently using commas. This week we have started our new DT Learning Journey based all about towers. We enjoyed discussing what towers are and looking at different types of towers around the world. We also enjoyed learning about different ways to fold, join and cut materials in preparation for making our tower designs and thinking about which method will be the strongest.

Star of the Week in Monkeys is Dylan.



WEEK
3

Star of the Week in Tigers is Willow.

In Gold Book for Monkeys is Mia and Freddie for respectfully sharing their ideas when designing a tower in a group. In Gold Book for Tigers this week is Elodie and Logan for confidently showing an understanding of the inverse. This week we have designed our own towers in our groups ready to make them next week. We will be testing them to see if our towers can hold a marshmallow without falling over! We have also carried out a Science investigation to find out which material would be the best to make a bridge. We have thought carefully about the materials of properties and used this to explain our ideas.

Star of the Week in Monkeys is Alice H.



Star of the Week in Tigers is Harriet.

In Gold Book for Monkeys is Alba and Olivia for independently using the resources to support their story writing. In Gold Book for Tigers this week is Reggie-Dean and Tommy Holden for confidently using the inverse to solve missing number sentences. This week in DT we got to build and test our towers. We were attempting to make our towers as tall as possible while still remembering we needed to make them balance a marshmallow. We worked well in our groups to make sure everyone had a job and we were all involved. We used different joining techniques as well as bending, twisting and squashing the straws if needed.

Star of the Week in Monkeys is Alice H.



WEEK
5

Star of the Week in Tigers is Hamidat.

In Gold Book for Monkeys is Jaxon and Leo for confidently creating texture with paint for their Spinnaker tower backgrounds. In Gold Book for Tigers this week is Lillie-Mai and Harriet for confidently creating texture with paint. This week we finished our English story writing about Little Red and the Very Hungry Lion. For our outcome, we went over to the junior school and shared our stories with the year 3's. They were really impressed with what we did and loved our stories. As a surprise they performed their Egyptian Dance flash mob! We found out they have been working hard on learning their dance and did a great job!

Star of the Week in Monkeys is Mia.



We have been using our number fact knowledge in order to solve problems. It would be useful if you could continue to practise your number facts at home for e.g. counting in 2s, 5s and 10s and recalling number bonds to 20. You may challenge yourself to recall number bonds to 100! We are continuing to work on forming our letters correctly. It would be useful if you could practise forming your letters correctly at home! You might write a thank you letter for an Easter egg or a postcard to a friend!

Our next topic is the Sensational 1960s!
It would be great if you could start to research the 1960's and share with us what you find out!



Year 3 Attendance 96.3% Class 1 97% Class 2 96%

WEEK 1

This week, we had a few pieces of work to finish off from our previous topic. This included writing a non-fiction leaflet about Extreme Earth. We used different coloured pieces of paper to help us to organise and layout the features. We also finished off the details of our magazine front covers that we made on Publisher. It was great to learn how to make the font bigger, smaller and change the style.

Written by Cass and Hollie (Class 2)



Star of the Week: Class 1 - Phoebe

Class 2 - Cass

Class Cup: Class 1 - Johan

Class 2 - Lainey



After digging up an Ancient Egyptian artefact last week, this week we have been trying to discover what this artefact could be. We have begun by finding out the process of mummification. Did you know they hooked the brain out the nose!? In maths this week, we have been learning how to add and subtract numbers using the column method. We have had to be resilient but are very proud of our achievements.

Written by Lainey and Lillie (Class 2)

WEEK 2

WEEK 3

Star of the Week: Class 1 - Lily

Class 2 - Ava

Class Cup: Class 1 - Kacey

Class 2 - Saina

In maths this week, we have been using a number line and partitioning to add three digit numbers and ones. It was great to have another strategy to help me answer questions and be successful in Maths. In History, we have been learning about the afterlife in Ancient Egypt. This week, we have been focusing specifically on The Journey Through Duat (the underworld). Once we had got all the information we needed, we created a board game with our peers and then got to play them.



Star of the Week: Class 1 - Brooklyn

Class 2 - Miya

Class Cup: Class 1 - Avani

Class 2 - Darwin



The highlight of the week, this week, would have to be Science Day. Some of us worked with Mrs Freeman for the whole day and the rest of us got to make our way round different classes, carrying out different Science experiments. With Mrs Freeman, we got to research, design and make a catapult. It was great fun testing them at the end when we catapulted Lego people and measured how far they went. We also really enjoyed the parent activity where we got to make water walk. It was very exciting to see our results when we returned back to our classes at the end of the day.

Written by Joseph and Edgar (Class 1)

WEEK 4

WEEK 5

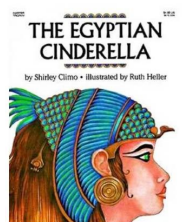
Star of the Week: Class 1 - Oscar

Class 2 - Oskar

Class Cup: Class 1 - Samuel

Class 2 - Reuben

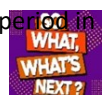
This week, we have been preparing our English Ancient Egyptian Cinderella stories ready to share with Year 2 on Thursday. This has involved tightening up our planning and writing our stories to the best of our ability. We have enjoyed being able to change different parts of the story to make them our own. In Science this week, we have been using the data loggers to find out which material will make the most reflective book bag. We worked in small groups of 4 to decide on 5 different materials we are going to test. We look forward to finding out the results. Written by Adam and Molly (Class 2)



Helpful TIPS

- Please continue to practise telling the time to the nearest minute with your children at home.
- We have learnt to add and subtract using column in Maths this half term, it would be good if your children could continue to practise using this at home.
- Children also need to practise their times tables and spellings regularly to support them with their weekly tests.

Next half term, the children will be learning about the Stone Age to the Iron Age. Please see their half termly home-work sheet with some ideas to help them prepare for their topic. Towards the end of this topic, the children will be going to Buster Ancient Farm to deepen their understanding of this period in history.



Year 4 Attendance 95.5% Class 3 95% Class 4 96%

WEEK
1

This week we began our Harry Potter topic. We were sorted into houses with the sorting hat and then we started to plan our stories. In Geography we learned about different cities and places in Great Britain and how to use 4 figure grid references. We also did our 500 star treat. The darts were hard to get on the board. **By Isla & Peyton.**



Class Cup:

Class 3 - Kudiwanashe

Class 4 - Freddie

Star of the week:

Class 3 - Edward

Class 4 - Isla

This week we have continued reading our Harry Potter book, which is different to the film and really interesting. In science it was fun melting chocolate. We were trying to find out how heat affects the state of matter. Next time we would like to try that experiment in our mouths. **By Ava & Jason.**

WEEK
2

WEEK
3

Class Cup:

Class 3 - Teddy

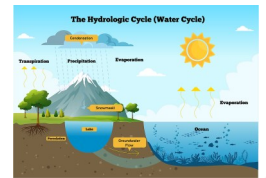
Class 4 - David

Star of the week:

Class 3 - Karl

Class 4 - Elsie

In PE, this week we have been learning to play cricket. We have been practicing our batting and bowling skills. In gymnastics we have been creating a routine with balances and shapes. Our science has been all about the water cycle. Did you know that all the water we drink today, was being drunk by dinosaurs? **By Elsie & Jake**



SCIENCE

Class Cup:

Class 3 - Kyrlo

Class 4 - Christopher

Star of the week:

Class 3 - Lauren

Class 4 - Elijah

This week we had science day, some people learnt how to make a catapult all day while others did 3 different activities which included, pollution solution, Plastic in the ocean and snot zone. We all did a fun workshop all to do with time. In art, we started studying the artist Renoir. We are aiming to make a picture of the forbidden forest like in Harry Potter with water colours. We have just read the chapter named forbidden forest. **By Elizabeth and Lauren**

WEEK
4

WEEK
5

Class Cup:

Class 3 - Scarlett

Class 4 - Sze Wun

Star of the week:

Class 3 - Peaches

Class 4 - Corren

This week we have been writing forbidden forest poetry in English. In art, we have painted our own versions of the forbidden forest. In guided reading we have almost finished Harry Potter. During PE we have practiced our bowling and batting skills for cricket. In Music, we did a performance in the music room and we recorded it on an iPad. **By Karl and Freddie Po**



Helpful
TIPS

- Please continue to practise telling the time to the nearest minute with your children at home.
- This half term we have been using decimals to add and subtract. This is a good skill when using money. Maybe you could encourage your child to write a shopping list and add up the total.
- Children also need to practise their times tables and spellings regularly to support them with their weekly tests.
- Please continue to encourage your child to read. Reading is a fundamental skill for your child's education. Any ready will support their learning.

Next half term, the children will be learning about the Roman Empire Please see their half termly homework sheet with some ideas to help them prepare for their topic.

We look forward to sharing all the homework projects completed.

Have a wonderful Easter.

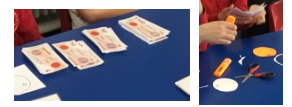


Year 5 Attendance **94.5%** Class 5 **95%** Class 6 **96%**

WEEK 1

This week we have introduced our new topic which is all about Fairtrade! As our topic hook, we completed the Orange Game. We had to pretend that we were farming families and the aim of the game was to make money. We soon realised that the game was very unfair, as some people were paid more for their oranges than others and some people paid more taxes. The point of this game was to realise the effect that Fairtrade has on farmers and their families.

The Orange Trading Game



WEEK 3

Star of the Week:
Class Cup:

Class 5 - Zachary
Class 5 - Penelope

Class 6 - Erin
Class 6 - Phoebe

This week, we watched a news clip of a 4 year old girl who had to call 999 when her mum was poorly. We were shocked at how she knew what to do and realised how important it is that we know how to call the emergency services when needed. In maths this week, we had a visit from Pompey in the Community who taught us how to use their web site to find and analyse statistics from all the players and teams in the Premier League. Thursday was World Book Day and we chose a picture book and went over to share our books with children from Early Years to Year 2. We loved it. **By the children of class 5 and 6.**



Star of the Week:
Class Cup:

Class 5 - Adriana
Class 5 - Noah

Class 6 - Freddie M
Class 6 - Lacey

On Tuesday of this week we made our own cereal bars as part of our design technology work. We made bars that could be eaten by child workers on a cocoa plantation. We were in groups and then we could pick our own ingredients that would be less than 15g of sugar and between 150 –200 calories, in our finished cereal bar. The bits we liked the most were making the actual bars and tasting them of course! We also had to design our own logo and packaging. We all agreed that it was a fun day, **by Jensen and Sonny.**

WEEK 4

WEEK 5

Star of the Week:
Class Cup:

Class 5 - Freya
Class 5 - Emily

Class 6 - Landi
Class 6 - Cally

This week we have been investigating in Science. Our question was, "Can we get the salt back from salt water?" Each group designed an investigation, choosing the equipment and method that they thought was the most appropriate. After carrying out the tests, we concluded that we needed to evaporate the water.



Make sure that you are ready for school everyday ~ bring your water bottle, snack for break time and PE kits in school.

Swimming starts next term. Class 5 will be going for the first 5 weeks ~ swimming stuff will be needed every Friday.



Year 6 Attendance 95.6% Class 7 96% Class 8 95%

**WEEK
1**

Year 6 started our CSI topic by immersing ourselves in the world of spies and espionage. We started the topic by completing a code-breaking activity to find who a culprit would be. In guided reading we started reading *Alex Rider: Stormbreaker* by Antony Horowitz. In English, we learnt about gadgets spies have used in history including a radio suitcase and pigeon cameras.



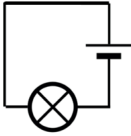
Star of the week: Class 7 - Alexis

Class 8 - Oscar

Class cup:

Class 7 - Eden

Class 8 - Frankie



In science we began our electricity topic in science and made circuits from different diagrams and drew circuits using the correct symbols. We improved and modified our scratch games in computing. We explored percentages in Maths and continued to use the IPADS to compose music in our music lessons.

**WEEK
2**

**WEEK
3**

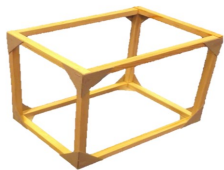
Star of the week: Class 7 - Natalia

Class 8 - Ivy

Class cup: Class 7 - Emilie

Class 8 - Bria

This week Year 6 completed a science enquiry looking at what happens when you add a component (or resistor) into a circuit. We designed our own enquiry in groups and carried out the experiment looking at how the lux or decibels change.



Star of the week: Class 7 - Oscar

Class 8 - Teigan

Class cup: Class 7 - Leyla

Class 8 - Mia

This week year 6 started our Design and Technology learning by starting our spy training tool. We had to use a saw to cut wood into the correct lengths and then glued it together into a cuboid.

**WEEK
4**

**WEEK
5**

Star of the week: Class 7 - Freddie

Class 8 - Iris

Class cup: Class 7 - Zachary

Class 8 - Lucas

During this week, Year 6 worked really hard in their mock SATs, showing resilience and independence. They completed their spy training tools ready to test them out!



Learn your key facts in Maths.

Keep practicing your times-tables.

Complete your revision homework in preparation for SATs

**Our next topic is the
Ancient Greeks.**

Year 6 SATs are in May.

