

NEWSLETTER 12/01/2024

Week 17

Dear Families,

Happy New Year to you all and welcome back!

The weather may be grey and gloomy but the children at Little Hadham Primary are as cheerful and ready to learn as ever. The staff have been hard at work making sure the children have been able to hit the ground running and new topics are already well underway. This term is a relatively short one in comparison to the Autumn term but that means there is a lot to pack into a short space of time!

I would ask for your continued support to ensure your children are in school on time and as regularly as possible so they maximise the learning opportunities we provide for them. This also extends to supporting and encouraging them to engage with any home learning they are set including practicing their number facts and times tables for their 'Winning with numbers' and 'Times Table Rockstars' as well as daily reading practice. Language and reading is so important to the educational outcomes of children and regular daily practice is key. I wanted to share with you something mentioned in the session from a piece of educational research as evidence of the importance of children reading outside of school:

- A student who reads 21 minutes per day outside of school reads almost 2 million words per year.

- A student who reads for less than a minute per day outside of school reads only 8,000 to 21,000 words per year.

From that evidence it is clear the advantage to vocabulary and comprehension by reading regularly at home. I would encourage you to ensure your child is not held back in their progress by not maximising the reading and exposure to new vocabulary that is so important to their successful cognitive development. A reminder that attendance at Little Hadham Primary continues to be a key priority for us this term and you may have seen in the press that this is also a national and government priority. Children miss out when they are not in school and poor attendance will affect your child's progress. In winter there are more bugs and colds going around. We do ask that you send your child to school unless they are very unwell, have a temperature or an upset stomach. If they become unwell at school we will always call you if they need to go home, but we know that sometimes being in school with their friends can help them feel a bit better. Please do check we have up to date contact details if these have changed recently.

Finally, the staff and I would like to thank you for your generous Christmas gifts and well wishes this year and for supporting your children and the school in events that took place in the last few weeks of term.

Have a lovely weekend

Sinead Connolly

## Diary Dates

06/02/24 Safer Internet Day

13/02/24 Maple Class Trip

14/02/24 Willow Class Trip

16/02/24 Half term begins

26/02/24 Return to school

27/03/24 Parents'

Consultations

28/03/24 End of Term- 1pm

## Learning Together

### Morning

#### For this Half-Term...

16<sup>th</sup> January Lime Class

17<sup>th</sup> January Willow Class

18<sup>th</sup> January Beech Class

19<sup>th</sup> January Maple Class

24<sup>th</sup> January Early Years

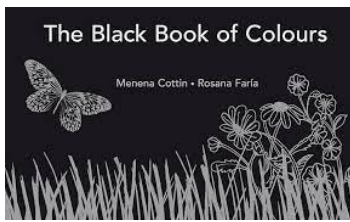
## The clock is now ticking...

Tell all your friends! This is a reminder that children born between 1st September 2019 and 31st August 2020 who is due to start school in September. The deadline to apply for their school place is Monday 15th January.

Don't be late!

This week's whole school assembly theme was to celebrate World Braille Day. This has been celebrated since 2019, is observed to raise awareness of the importance of Braille as a means of communication in the full realization of the human rights for blind and partially sighted people.

It was a great opportunity to raise awareness about issues facing the blind and the importance of continuing to produce works in Braille, providing the blind with access to the same reading and learning opportunities as the sighted.



We shared, 'The Black Book of Colour' by Menena Cottin

This is a book which invites us to encounter the world in a very new way. A visually impaired boy introduces us to colours as he experiences them – through his senses of hearing, touch, smell and taste - for example, yellow tastes like mustard but is as soft as feathers.

It can be hard to imagine how someone who is not sighted experiences the world, and this remarkable book certainly helps to broaden horizons and challenge some assumptions.

**News from the classes...**In Early Years, we started our new term thinking about our wishes and hopes for this year. Their ideas ranged from hoping for snow to build a snowman all the way to wishing for a rocket to fly up into space! The children drew pictures of their wishes and added them to our New Year's tree.

In PE this week, Ash and Saplings were practising their ball skills by kicking and rolling a ball to a partner. They also worked on their balance by balancing on a hoop.



We have enjoyed starting our new topic, Traditional Tales. We are reading a new book, called Jack and the Jellybean Stalk, which is quite similar to another story the children are familiar with! The children thought about how Jack felt when he knew he had to sell

his cow for money. This carried on into our Tales Toolkit lesson, where the children developed their own story using some gold beans and trees. They were very creative with their story planning.



There has been lots of muddy suits this week as our digging area outside has been refilled with plenty of soil. Not only is this a super activity to enhance their gross motor skills through digging, scooping and lifting, they have also been very imaginative in their play as some have been digging for treasure and coins.



We are comparing amounts of objects in maths and deciding which has more or less. Ash and Saplings are also learning about the number zero. We have started our new maths song, Ten Fat Sausages and we are really enjoying singing along to it!

Saplings have started learning letter sounds this week and they have been fantastic at recognising the letters s,a,t and p. The teachers are really impressed with how well they are doing already! Ash children are continuing to astound us with their recall of digraphs and trigraphs in their phonics lessons!

During our PSHE lessons, we are thinking about how we can look after ourselves and what we need to do if we have hurt ourselves or are cold. The children had some very sensible ideas and we discussed why it is so important to take care of ourselves. We drew a life-size picture of a child (with thanks to Leila) and added pictures to the drawing to show what we can do to look after ourselves.

In Beech class the children made an exceptional start to the week with gymnastics. The children all grew in confidence throughout the session whilst they explored their skills of balance, agility and co-ordination.

In English the children have been writing recounts about their holidays. The children worked hard to include an introductory paragraph that briefly covered who, what, where, and when. They were also very good at remembering to write in the past tense and included time conjunctions for chronology.

In maths year 2 have been working on statistics. This week we focussed on tally charts and the children had the opportunity to make their own questionnaires and tally the class results. In year one the children have been looking at mass. They started the week by using the scales to weigh different objects. They then moved onto predicting the weight of objects and placing them in order by mass. They have also continued to work on their Winning with Numbers.

In art the children were delighted to design their robots. This week they worked on their sketching skills, carefully drawing their robots and looking at the key features their robots had. Next week we will be looking at collage in preparation for their final mixed media robot.

In science we have enjoyed working out which materials would be best for the 'Three Little Pigs' to build their houses out of. We have been testing materials to ensure that their houses will be waterproof and ensure that the Big Bad Wolf does not blow them down. The children are very excited about making their own miniature houses out of their chosen materials.



The children in Lime class have made an amazing start to the term with an introduction to their new History topic – The Indus Valley. We will be trying to answer four main questions over the half term: Where was it? Who lived there? What happened to them? Why was it important?

In Science we explored how sound is made by testing out some musical instruments and then pretending to be air particles! Our Maths this week has been all about measuring length and perimeter and we have learnt how to convert between mm, cm, m and km.

French made us hungry because it was all about fruit! We learnt how to name apples, peaches, bananas, strawberries and cherries- très bien tout le monde!



In English we have been counting syllables by reading and writing Haiku poems – hopefully we can publish them into an anthology which we can keep in the classroom.

We have also had our first dance lesson of the term which was so much fun and we have some very impressive moves and co-ordination!



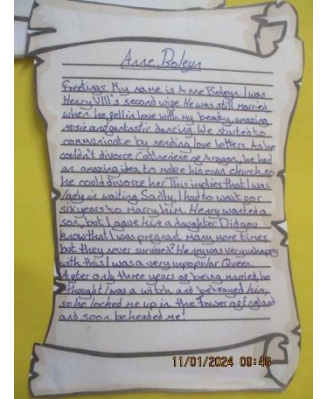


In Maple, this week, we started reading our new class book: *Treason* by Berlie Doherty. Adventure, friendship, treason, and betrayal – it promises to be a very rich and exciting historical novel of the Tudor period. The first chapter already inspired us to write a suspense story and impress with various suspense techniques, such as short sentences and repetition. In our reading



sessions, we worked on explaining, retrieving and interpreting with reference to the text.

Linking with our English work, in History, we learnt about Henry VIII and his six wives. We looked at a timeline of Britain history on display and identified the Tudor period. We then described how the Tudors came to power at the Battle of Bosworth and what the Tudor Rose symbolises. Finally, we worked in groups, use different resources to research about the wives and as a result, we wrote engaging speeches in role of the wives!



This week, we also had our first Gymnastics lesson. Children worked in groups and performed both symmetrical and asymmetrical balances. The lesson started with different stretching exercises, as they are very important to prepare the body for exercise, help to prevent injury and increase flexibility. The children then worked in small groups on using strong body tension to keep their symmetrical and asymmetrical balances stable.



In Willow Class, we have made a super start to the spring term.



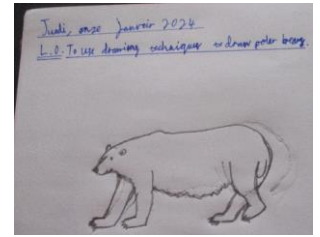
We have begun our new topic 'Frozen Kingdoms - Poles apart?' This week we have been researching facts about icebergs in preparation to write a non-chronological report. It has been fun finding out about these floating blocks of ice. Did you as many as 40,000 icebergs break off their glaciers every year – although they don't all make it to our shores.



In our Geography lesson, we learnt about the topography of the Arctic and Antarctica. The chilly weather we've had this week helped us feel like true Geographers conducting our fieldwork! Did you know the coldest temperature recorded in Antarctica was  $-89.2^{\circ}\text{C}$ ? It's no wonder people don't live there permanently.



Things also took a chilly turn in art as we used line and shading techniques to draw polar bears. We looked carefully at the proportions of the bear and the positioning of the legs.



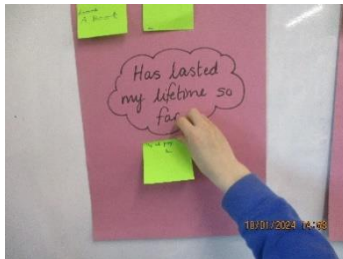
In our SPAG lesson, we played Hyphen Huddle-Up! We learnt about the many different ways hyphens are used and just how important it is to use them correctly. There is quite a difference between a 'man eating shark' and a 'man-eating shark'!

In our gymnastics lesson, we have been perfecting different rolls: forwards, backwards and straddle. We impressed with our starting and finishing positions when performing these rolls.

We also reviewed different gymnastics positions for our floor work including front support, straddle, pike and dish.



Is anything ever eternal? That was the question we explored in our RE lesson this week. What fabulous and thoughtful discussions we had about this topic. We shared our ideas about things we wish would be eternal, the most popular being family, friends and love.





Little Hadham  
Primary School



Dear Parent / Carer,

### **We are becoming a UNICEF UK Rights Respecting School**

Little Hadham Primary wants to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of UNICEF UK.

UNICEF UK works with schools to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award supports schools to put in place a set of standards based on equality, dignity, respect, non-discrimination and participation. These values stem from the UN Convention on the Rights of the Child (CRC).

At Little Hadham Primary children will learn about their rights by putting them into practice every day. You can find out more about the Award here: [unicef.uk/About\\_RRSA](https://www.unicef.uk/About_RRSA)

We really hope that you will support our school on our Rights Respecting journey. On the back of this letter you will find a few frequently asked questions along with more information UNICEF and the CRC.

You may wish to share this short video with your child.

[https://www.youtube.com/watch?v=LN\\_70HXxd5Y](https://www.youtube.com/watch?v=LN_70HXxd5Y)

Yours sincerely,

*Lucy Tweedale*

Deputy Head Teacher  
Rights Respecting Schools Co-ordinator



# Know your rights



All children have rights and also the right to know their rights. Which do you know? On this poster you will find all the rights that apply to you and all other children in the world. These rights are stated in the United Nations Convention on the Rights of the Child. It states what every child should have or be able to do.

|                                     |   |  |  |  |   |                                    |  |
|-------------------------------------|---|--|--|--|---|------------------------------------|--|
| 1<br>-18<br>DEFINITION OF A CHILD   | 2<br>NO DISCRIMINATION                      | 3<br>BEST INTERESTS OF THE CHILD         | 4<br>MAKING RIGHTS REAL                        | 5<br>FAMILY GUIDANCE AS CHILDREN DEVELOP | 6<br>LIFE, SURVIVAL AND DEVELOPMENT           | 7<br>NAME AND NATIONALITY          | 8<br>IDENTITY                          |
| 9<br>KEEPING FAMILIES TOGETHER      | 10<br>CONTACT WITH PARENTS ACROSS COUNTRIES | 11<br>PROTECTION FROM KIDNAPPING         | 12<br>RESPECT FOR CHILDREN'S VIEWS             | 13<br>SHARING THOUGHTS FREELY            | 14<br>FREEDOM OF THOUGHT AND RELIGION         | 15<br>SETTING UP OR JOINING GROUPS | 16<br>PROTECTION OF PRIVACY            |
| 17<br>ACCESS TO INFORMATION         | 18<br>RESPONSIBILITY OF PARENTS             | 19<br>PROTECTION FROM VIOLENCE           | 20<br>CHILDREN WITHOUT FAMILIES                | 21<br>CHILDREN WHO ARE ADOPTED           | 22<br>REFUGEE CHILDREN                        | 23<br>CHILDREN WITH DISABILITIES   | 24<br>HEALTH, WATER, FOOD, ENVIRONMENT |
| 25<br>REVIEW OF A CHILD'S PLACEMENT | 26<br>SOCIAL AND ECONOMIC HELP              | 27<br>FOOD, CLOTHING, A SAFE HOME        | 28<br>ACCESS TO EDUCATION                      | 29<br>AIMS OF EDUCATION                  | 30<br>MINORITY CULTURE, LANGUAGE AND RELIGION | 31<br>REST, PLAY, CULTURE, ARTS    | 32<br>PROTECTION FROM HARMFUL WORK     |
| 33<br>PROTECTION FROM HARMFUL DRUGS | 34<br>PROTECTION FROM SEXUAL ABUSE          | 35<br>PREVENTION OF SALE AND TRAFFICKING | 36<br>PROTECTION FROM EXPLOITATION             | 37<br>CHILDREN IN DETENTION              | 38<br>PROTECTION IN WAR                       | 39<br>RECOVERY AND REINTEGRATION   | 40<br>CHILDREN WHO BREAK THE LAW       |
| 41<br>BEST LAW FOR CHILDREN APPLIES | 42<br>EVERYONE MUST KNOW CHILDREN'S RIGHTS  | 43-54<br>HOW THE CONVENTION WORKS        | <h2>CONVENTION ON THE RIGHTS OF THE CHILD</h2> |  |   |                                    |  |

# Becoming a UNICEF UK Rights Respecting School:



## Questions and Answers

| You might ask...  | As school leaders we think...  |
|---|--|
| What is a UNICEF UK Rights Respecting School?                       | A UNICEF UK Rights Respecting School is a school that ensures children's rights are taught, understood and lived in school. Rights Respecting schools put in place a set of standards based on equality, dignity, respect, non-discrimination and participation based on the UN Convention of the Rights of the Child. These values are ever-present in a Rights Respecting school, from the classroom to the canteen. As a result, the Rights Respecting Schools Award transforms whole schools into places where children feel safe, nurtured and in control of their futures.   |
| Why is this happening?  | A UNICEF UK Rights Respecting School models rights and respect in all its relationships, whether between adults and pupils, between pupils or between adults. It is proven to benefit everyone in the school community to grow and learn together. Read more about the Award at <a href="http://www.unicef.org.uk/rrsa">www.unicef.org.uk/rrsa</a>   |
| How will becoming a Rights Respecting School benefit my child(ren)? | The RRSA Impact Report demonstrates that children and young people who attend a school that has progressed through the Award are engaged in their education, feel a shared sense of community in school, believe they can change the world for the better, develop self-esteem and value themselves and have a school environment where they feel safe and cared for.  |
| How can I get involved?   | We hope you will support the school's journey to become a UNICEF UK Rights Respecting School. Please do read about the Convention and UNICEF's work to see what it's all about. Read more: <a href="http://unicef.uk/intro_to_crc">unicef.uk/intro_to_crc</a>  |
| What is the UN Convention on the Rights of the Child?               | <p>In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention recognised that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The rights in the Convention describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child, no matter who they are or where they come from.</p> <p>The Convention changed the way children are viewed and treated – in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity. It is the most widely ratified human rights treaty – only the United States has not ratified it. The UK signed up to it in 1991.</p> |
| What is UNICEF?   | <p>UNICEF is the world's leading organisation for children and young people, promoting the rights and wellbeing of every child, in everything they do. Together with their partners, UNICEF works in 190 countries to translate that commitment into practical action.</p> <p>UNICEF UK is a registered charity. It raises funds through donations from individuals, organisations and companies and campaigns to keep children safe. UNICEF UK also works with schools, hospitals and local authorities in the UK to put children at the heart of what they do.</p> <p>To find out more about Unicef, go to: <a href="http://www.unicef.org.uk">www.unicef.org.uk</a></p>   |