

Dear Families,

As always at this point in the year, it's hard to believe how quickly time is flying, the children certainly haven't slowed down—even with the dreadful weather we have had!

This week we joined schools across the country in celebrating **Safer Internet Day 2026**, which focused on the theme: '**Smart tech, safe choices – Exploring the safe and responsible use of AI**'.

The children were having some very interesting discussions about artificial intelligence – what it is, how it helps us (from voice assistants to helpful homework tools!), and most importantly, how to use it wisely. So, check out the news sections from the classes!

As always, online safety is not just a one-day conversation here, it is very much woven into our curriculum throughout the year. We also reminded pupils that social media platforms such as **Facebook, TikTok, Instagram** and **Snapchat** have a minimum age requirement of 13 and are not appropriate for primary-aged children. Finally, a gentle reminder about the importance of punctuality. Our mornings begin with the gates opening at 8:45 and closing at 8:55am with purposeful learning activities – from reading and spellings to times tables practice – giving children a calm and confident start to their day. Being on time truly makes a difference, setting the tone for success and building those lifelong habits of responsibility. Thank you for continuing to work in partnership with us, both online and offline, to help our children make safe, smart choices.

Have a lovely half term,
Sinead Connolly, Headteacher



A Proud Moment at the Houses of Parliament from Ms Sassis

I am absolutely delighted to share some wonderful news with you all.

Little Hadham Primary School has once again been awarded the prestigious **International School Award** from the British Council, recognising our outstanding commitment to bringing a truly global dimension into our classrooms.

This award is not simply a certificate on the wall. It represents the curiosity, compassion and cultural understanding that our children demonstrate every single day. It celebrates our commitment to helping them see beyond our village, beyond our country even – and to understand their place in a richly diverse and interconnected world.

On Monday 2nd February, the 2026 award ceremony took place at the magnificent Houses of Parliament. I was incredibly proud as MFL Coordinator, alongside Mrs Silva, to represent our school. Together, we joined Members of Parliament and fellow school leaders from across the UK to celebrate the power of international partnership and education- there was a great ambiance!

To stand in such an iconic setting and see Little Hadham Primary recognised on a national stage was a moment of immense pride. It was a celebration not only of our curriculum, but of our children, their open-mindedness, their empathy and their eagerness to learn about the wider world.

I truly believe this is what makes our school special. Whether through language learning, cultural exchanges, global projects or our curriculum themes, we are equipping our children with the confidence, awareness and respect they need to flourish — here in Hertfordshire and far beyond.

Thank you, as always, for your continued support. This achievement belongs to our whole community.

Diary Dates

- 24/02/26 Gymnast Visit
- 02/03/26 Learning Together afternoon EYFS
- 03/03/26 Learning Together Morning Year 4
- 05/03/26 Learning Together Morning Year 3
- 06/03/26 Science Day- ECO workshops
- 09/03/26 Learning Together Morning Beech
- 10/03/26 Learning Together Morning Willow
- 12/03/26 Learning Together Morning Maple
- 24/03/26 Poetry by Heart
- 25/03/26 Parent Consultations 1pm
- 27/03/26 End of term 1pm

We are counting down to our Great Athletes event straight after half term, and excitement is already building!

As you know, we are delighted to be welcoming **Steve Frew, Commonwealth Gold medallist gymnast**, to our school. The children will take part in a high-energy sponsored fitness circuit led by Steve himself, a brilliant opportunity to get everyone moving, smiling and perhaps just a little bit out of breath!

Steve will also share his inspiring journey to success in a lively and interactive assembly, speaking about resilience, determination and what it takes to achieve your goals. There will be time for a Q&A session too, so children can put their curious (and possibly very technical!) sporting questions to a real-life champion.

A gentle reminder that sponsorship forms came home on 10th February. Please do continue to gather sponsorship over half term and return forms promptly after the break. The funds raised will go directly towards enhancing our PE provision and purchasing new sports equipment to further develop physical activity across the school.

And of course, half term provides the perfect opportunity for a little "light training" at home, whether that's star jumps in the kitchen, a family walk, or practising balance poses in the living room! We look forward to seeing some finely tuned athletes back after the holiday... 😊

Last week in our Empathy Assembly, we shared the beautiful story ***Grandpa and the Kingfisher*** by **Anna Wilson**. This book explores love, loss and the way memories can keep someone close to us, even after they are gone.

The story follows a child and their grandpa, whose shared love of watching kingfishers becomes a powerful symbol of connection. Through the changing seasons, the children reflected on how nature can help us process big feelings and how remembering someone special can bring comfort rather than only sadness.

During our discussion, we explored thoughtful questions such as:

- How can we show empathy to someone who is missing a loved one?
- What might someone feel when they lose someone important to them?
- Why is it important to listen carefully when a friend is sharing a memory?
- How can nature sometimes help us feel better?



The children spoke with remarkable maturity and such kindness. One child shared, *“If my friend was sad, I wouldn’t try to fix it straight away, I would just sit with them so they’re not alone.”*

You may wish to continue the conversation at home by asking:

- *What does empathy mean to you?*
- *When have you helped someone who was feeling sad?*
- *What helps you when you miss someone?*

As always, it is lovely to hear your children’s thoughtful voices and to watch their understanding grow, not just academically, but emotionally too.

Rights Respecting Schools

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IDENTITY

This week, as we mark Children’s Mental Health Week, we have been thinking about this year’s theme: *‘This Is My Place.’* The theme encourages children to reflect on where they feel they belong, who helps them feel safe and valued, and how they can help others feel that way too.

In this week’s Rights Respecting Schools assembly, we explored Article 8 of the UN Convention on the Rights of the Child – the right to identity. Article 8 reminds us that every child has the right to their own identity, including their name, nationality, family connections, culture and beliefs.

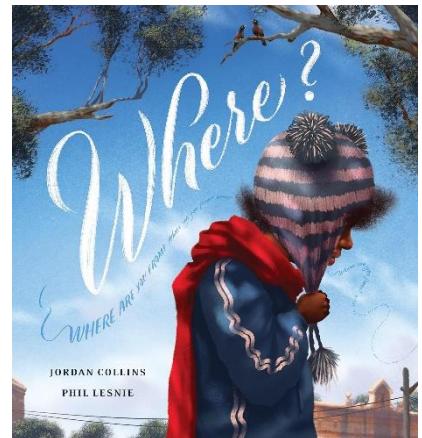
To help us think about this important right, we shared the powerful picture book *‘Where?’* by Jordan Collins.

The story follows a child who is often asked the question, “Where are you from?” Although it can sound like a friendly question, the book gently explores how it can sometimes carry a different meaning — such as:

“Why is your skin a different colour?”

“Why is your hair like that?”

“Why don’t you look like me?”



The story highlights how being asked this repeatedly can make someone feel as though they don’t truly belong — even when this is the place they call home.

Linking this to Children's Mental Health Week, children were asked to think about how feeling that we belong is deeply connected to our wellbeing. When children feel accepted for who they are — their culture, appearance, family background and personal story — it strengthens their confidence and sense of security. When they feel that 'this is my place,' their mental health and self-esteem are supported.

During the assembly, we spoke about how our identities are made up of many wonderful parts: our families, traditions, languages, talents, beliefs, interests and experiences. We also reflected on how we can show respectful curiosity about others without making assumptions based on appearance.

You may wish to continue this conversation at home by asking:

What makes you feel that you belong?

Where is your "place" and why?

What parts of your identity are you most proud of?

How can we help others feel that this is their place too?

Together, we are continuing to build a school community where every child feels seen, valued and that they truly belong.

Thank you for your ongoing support.

Mrs Tweedale
Rights Respecting Schools Co-ordinator
Deputy Head



This week in EYFS we have been thinking carefully about our mental health, particularly the feeling of belonging, as we marked Children's Mental Health Week.



We spent time discussing the different groups we belong to, including our families, our friendships and our school community. The children shared thoughtful ideas about what makes them feel welcome, valued and safe. To celebrate our individuality and unity, we worked together to create a class tapestry, representing how we are all different and how we all belong.

We also marked Safer Internet Day by learning a catchy song to help us stay safe when using technology:

"Before you click, click, click,
You need to stop and think...
And tell someone!"

The children practised this message using the interactive whiteboard. When the paint programme 'went wrong', they confidently told an adult straight away. This helped reinforce our understanding that technology should always be used with adult support and that we must speak up if something doesn't seem right.



In Literacy, we brought our Traditional Tales topic to a close by writing or illustrating our own stories. The children have truly blown us away with their enthusiasm and engagement this week. It has been wonderful to hear Saplings confidently exploring initial sounds in their words, and to see Ash class beginning to include digraphs in their writing.

In Maths, the children have been enjoying using subitising during dice games in their play, quickly recognising amounts without counting. They have also been applying their knowledge of number patterns to build fluency and confidence.



During Knowledge and Understanding of the World the children were learning about Chinese New Year!

This week in Beech Class, the children have been engaged in a wide range of exciting and thought-provoking activities, developing skills across PSHE, Art, DT, and English, while also deepening their understanding of key concepts and reflecting on their learning.



In PSHE, the children focused on Safer Internet Day. They explored the SMART rules for staying safe online. S stands for Safe, reminding them to only share information they are comfortable with. M is for Meeting, emphasising that online friends should never be met in real life without an adult. A represents Accepting, encouraging caution when receiving messages, links, or files from strangers. R is for Reliable, helping children understand that not everything online is true or trustworthy. Finally, T stands for Tell, reinforcing the importance of telling a trusted adult if something online makes them feel worried or uncomfortable. The children discussed real-life examples of online safety and considered how they can protect themselves and support friends in digital spaces. They then worked collaboratively to design informative posters, illustrating what each letter of SMART stands for. These posters will be displayed around the classroom as reminders of the importance of safe online behaviour. Through this activity, the children strengthened their understanding of digital responsibility, teamwork, and communication skills.



In Art, Year 2 have been finishing their sculptures inspired by Barbara Hepworth. After carefully shaping their designs, the children used paint to bring their ideas to life, thinking carefully about colour, texture, and form. Following this, they wrote detailed evaluations reflecting on both the process and the final outcomes. They considered questions such as what techniques worked well, what was challenging, and how they might improve next time. This reflection allowed them to connect artistic skills with critical thinking, helping them to understand that creativity involves trial, adaptation, and personal expression.



In Design Technology, Year 1 children created their own fruit salads and then evaluated their work. They reflected on the process, considering how they chopped and combined fruits safely and hygienically, and they assessed the end product by thinking about taste, texture, and presentation. Through this, the children learned about planning, following instructions, and reviewing outcomes, linking practical skills with literacy as they recorded their thoughts and ideas. This activity also reinforced their learning about healthy eating, helping them understand the importance of making positive choices for their bodies.

In English, both Year 1 and Year 2 have been exploring writing in depth. Year 1 continued to study speech through the book *The Whale* by The Whale. They analysed how characters express emotions through dialogue and practised punctuating speech correctly in their own writing. This helped them understand how speech can reveal personality, feelings, and relationships in stories. Year 2 focused on emotive and dramatic writing linked to *Samson's Titanic Journey*. They explored how to sequence their ideas logically while maintaining tension and excitement. The children experimented with short sentences to build suspense and rhetorical questions to engage the reader and create a dramatic effect. They also learned about the importance of word choice, tone, and pacing, and applied these techniques in their own stories to make their writing more vivid and engaging. Through these activities, children are not only developing technical writing skills but also learning to think like storytellers, understanding how writing can affect a reader's emotions and keep them captivated.



Well done Beech Class, you all deserve a lovely week off!

This week in Lime Class has been full of energy, curiosity and fantastic learning across the curriculum. In maths, both Year 3 and Year 4 have been consolidating their understanding of multiplication and division. We explored different methods, compared strategies and tackled a range of word problems, thinking carefully about how to choose the most efficient approach. The classroom has been buzzing with discussion as the children explained their reasoning and supported one another in developing confidence and accuracy.

Tuesday was Safer Internet Day and we joined a live BBC lesson all about using AI chatbots. The children were fascinated to learn how useful this technology can be, but also why it has limitations. We discussed the important fact that chatbots do not have feelings, cannot think for themselves and can sometimes give incorrect information. Linking to this year's theme, "Smart Tech, Safe Choice", the children designed thoughtful and eye-catching posters to remind us all how to stay safe and make sensible decisions online.



In English, Year 3 have been working incredibly hard on an explanation text linked to our history learning, focusing on Anne Boleyn and why she remains such a significant historical figure. The children researched carefully, drafted their writing, reviewed their work and redrafted it to improve clarity and detail. It has been wonderful to see their pride as they prepared their finished pieces for display. Meanwhile, both Year 3 and 4 have been learning about different forms of the perfect tense. We explored how auxiliary verbs work alongside the main verb in a sentence and practised identifying and using these forms accurately in our own writing.



Our history lessons transported us back to Tudor times as we investigated England's quarrel with Spain and explored the reasons behind the failure of the Spanish Armada. To make our learning even more memorable, we were visited by a very disgruntled King Philip of Spain! The children had to explain to him exactly why his invasion had gone so badly wrong, using all the historical knowledge they had gathered. The role play sparked some excellent speaking and listening and showed just how much the children have understood.

We have also finished reading our class text, *The Iron Man*, which led to thoughtful discussions about empathy and understanding others. The children reflected on the powerful themes within the story, as well as the rich descriptive language and strong verbs used by the author. In PSHE, we explored how to make safe choices in tricky situations, offering sensible advice to imaginary characters. As half term approaches, we have been gathering together our beautiful Impressionist-inspired artwork and reflecting on the fantastic progress we have made. It has truly been a busy, creative and rewarding week in Lime Class.



This week in Maple Class, we finished reading our class novel *The Mystery of the Egyptian Scroll* by Scott Peters. The children responded thoughtfully to empathy-based questions, demonstrating an understanding of the characters' emotions, motivations and experiences throughout the story.

In English, the Year 5 children focused on writing historical narratives. They wrote descriptive openings using precise vocabulary to bring their settings to life. The children worked hard to build atmosphere through figurative language, proudly producing engaging pieces of writing inspired by their learning about Ancient

Egypt. The Year 4 children explored autobiographies and wrote paragraphs about their families for their autobiographies, using noun phrases and fronted adverbials.



In History, the children investigated the inventions and achievements of the Ancient Egyptians, exploring how these innovations have influenced the modern world. They also took part in a Diamond 9 activity, ranking key achievements and justifying their choices through discussion.



In Art, the children took part in a sculpture lesson where they created small pots and vases inspired by Ancient Egyptian art. They enthusiastically experimented with a range of tools and techniques, including coiling, pinching and slabbing.



Throughout the lesson, the children showed great creativity, care and perseverance, taking pride in shaping and refining their sculptural work.



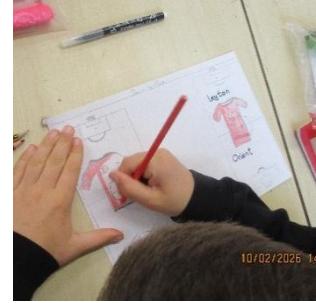
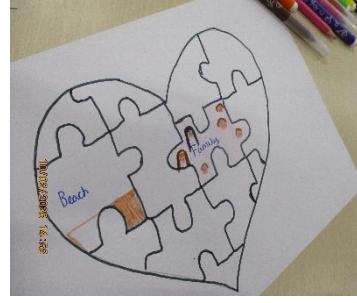
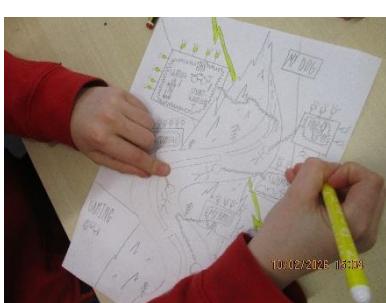
On Tuesday we celebrated Safer Internet Day 2026. The children discussed how to use technology safely, respectfully, and responsibly, how to recognise unacceptable online behaviour and how to understand that not all information

found online is credible. They explored how digital technologies can be used to search for, access and retrieve information to enhance learning, identified and assessed online risks, discussed the importance of accurate and reliable data and discussed when and where to seek help. The children then worked collaboratively to write and perform raps that shared important Safer Internet messages in a fun and memorable way.



In Willow Class, we spent time reflecting on the things that help us feel like we truly belong as this week has been Children's Mental Health Week, with the theme '*This is my place.*' From our families and friends to the clubs, teams and groups we are part of, we discovered that there are many special places and people who help us feel balanced, happy and relaxed.

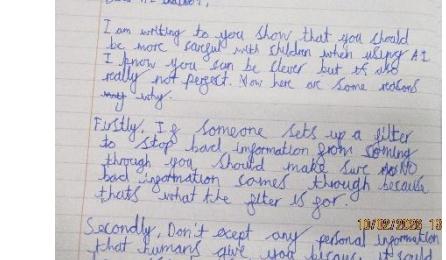
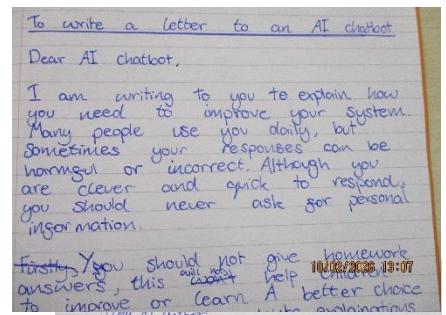
To bring our ideas to life, we created personalised maps showing the people, places and activities that support our wellbeing. The classroom was buzzing with creativity! Some maps were shaped like hearts, some like islands, and others looked like city plans filled with landmarks of happiness. We enjoyed expressing what makes us feel safe and valued.



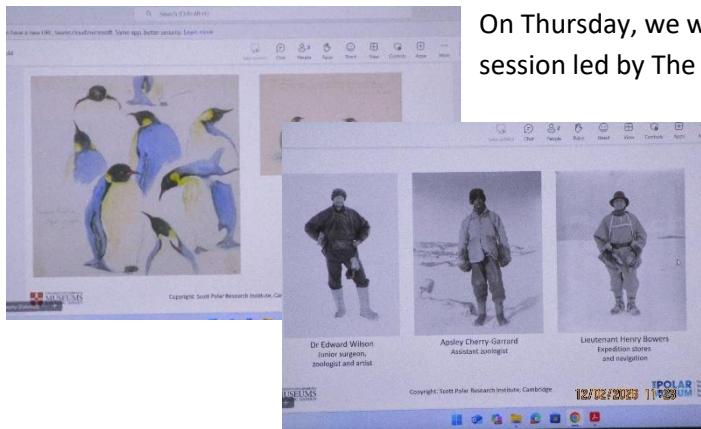
On Tuesday, we marked Safer Internet Day, where this year's theme was '*Smart tech, Safe choices.*' We explored how we can use AI safely and responsibly. We had some very mature discussions about the many benefits of AI — such as how quickly it can produce information — but we also talked carefully about its limitations. We were quick to point out that although AI is brilliant at gathering information, it is not always accurate!

We even wrote letters to an AI chatbot, explaining that while we appreciate how quickly it can generate ideas and information, humans still need to think critically and check facts. Together, we created three important rules for using AI safely:

1. *Do not share personal information with AI.*
2. *Always check AI-generated information for accuracy.*
3. *Use AI for helpful suggestions, but do not let it do your thinking for you.*



We finished by agreeing that **we** are the very best people to use our imaginations, creativity and original ideas — and that technology should support our thinking, not replace it.

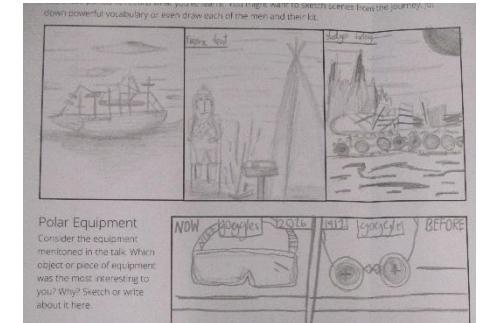
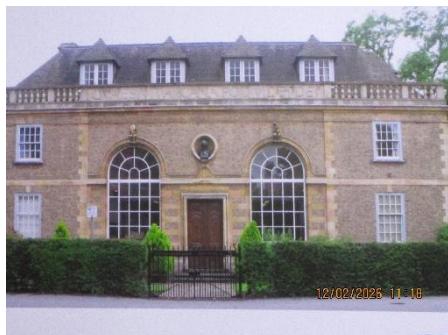


On Thursday, we were lucky enough to take part in a brilliant online session led by The Scott Polar Research Institute in Cambridge. During the session, an expert from the institute, Kat Murphy, shared many incredible stories about Captain Scott and his expedition to the South Pole.

We learned about the extraordinary challenges faced by the team, the harsh Antarctic conditions, and the determination and resilience needed for such an ambitious journey. We were fascinated and asked some excellent, thoughtful questions. We had the opportunity to share some of our thoughts on Scott's Terra Nova expedition and the expert thought our arguments were truly impressive. Kat commented how impressed she was with our subject knowledge and sent an email to us later that day saying,

'How absolutely wonderful to meet your class today - I was absolutely blown away with the depth of their knowledge and curiosity about Scott and his expeditions. Please pass on my thanks for their engagement and thoughtful, challenging questions! I also really appreciated the opportunity to hear the balanced arguments they've written and was very impressed with their conclusions!' Kat Murphy

It was a fantastic opportunity to bring our learning to life and hear directly from a specialist in the field. If you are looking for something to do during half term, why not visit the Scott Polar Museum in Cambridge!

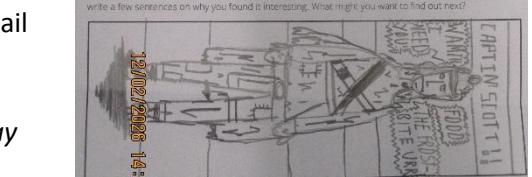


Polar Equipment

Consider the equipment mentioned in the talk. Which object or piece of equipment was the most interesting to you? Why? Sketch or write about it here.

Captain Robert Falcon Scott

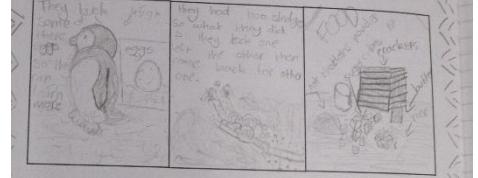
Choose one of the objects or images mentioned in the talk. Use this space to sketch it, jot some notes or write a few sentences on why you found it interesting. What might you want to find out next?



The Worst Journey in the World

Apsley Cherry-Garrard: Edward Wilson and Henry Bowers

Use these panels to record what you learn. You might want to sketch scenes from the journey, jot down powerful vocabulary or even draw each of the men and their kit.

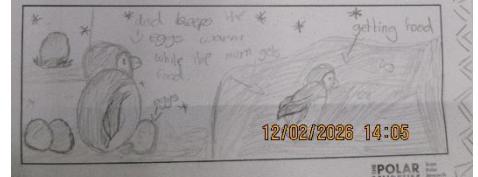


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POLAR MUSEUM