

Diary Dates

- 18/05-22/05 Willow Class Bikeability
- 19/05/26 Maple Class Performance @6pm
- 02/06/26 Learning Together Morning Lime Year 3
- 04/06/26 Learning Together Morning Willow
- 05/06/26 Learning Together Morning Lime Year 4
- 04/06/26 Learning Together pm 2:45 EYFS
- 12/06/26 Learning Together Morning Maple Class
- 12/06/26 Lime Class Trip
- 17-19/06/26 Gilwell Trip Willow
- 24/06/26 EYFS School Trip
- 29/06/26 Beech Class Trip

**The last day of this
Half term is Friday 22
May Children will
return to school on
Tuesday 2nd June**

Dear Families,

As we reach the end of another busy and successful fortnight, we would like to begin by congratulating our Year 6 pupils for the mature and determined way they approached SATs week. They demonstrated excellent resilience, focus, and perseverance throughout the assessments and should feel incredibly proud of themselves. We would also like to thank parents and carers for the encouragement and support you have given at home during this important time.

Over the coming weeks, we have a number of exciting school trips and visits planned. We are always very grateful for the support of parents and carers who volunteer to accompany classes on these experiences. If you are able to help, please speak directly with your child's teacher to discuss arrangements. Occasionally, the number of adult places is limited depending on the venue, so it is always best to check availability with the class teacher first.

Reading at home continues to be one of the most valuable ways you can support your child's learning. Just a few minutes of regular reading each day can make a remarkable difference. Research consistently shows that children who read for pleasure perform more strongly across the curriculum, including in subjects such as mathematics and science. More importantly, reading together helps to develop vocabulary, imagination, empathy, and curiosity about the world. One of the highlights of my week is reading the children's book reports. It is wonderful to see so many pupils developing a genuine love of reading and sharing thoughtful, reflective, and often humorous responses to the books they enjoy. Their enthusiasm shines through in their writing and demonstrates how reading can inspire children for life.

One child beautifully reflected on the classic story *Heidi* by writing:

"Heidi taught me that if I want a friend, I have to be a friend first."

Another child wrote:

"The book made me feel like I was on the adventure with the characters and I didn't want it to end."

These thoughtful reflections remind us of the power books have to help children understand themselves, others, and the wider world.

Just a reminder that by adding a quick comment in your child's reading record, you provide valuable support for both your child and the school. Your feedback helps us to:

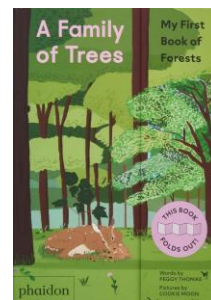
- Discover new authors and books that children are enjoying;
- Make informed decisions about books for our library, book corners, and class teaching;
- Identify areas where children may need extra support with reading skills or vocabulary;
- Celebrate achievements and encourage resilience and perseverance when completing books.

Thank you, as always, for your continued partnership in supporting your child's learning journey. If you would ever like advice about reading at home, recommendations for books, or guidance on using the reading record, please do not hesitate to speak to a member of staff.

Have a lovely weekend,
Sinead Connolly, Headteacher

Empathy Assembly – *A Family of Trees* by Peggy Thomas

In our empathy assembly, we shared the beautiful story *A Family of Trees* by Peggy Thomas. This thoughtful book explores how trees in a forest are connected to one another, supporting and helping each other to grow through an underground network of roots and fungi. The children loved hearing that trees can “communicate,” share nutrients, and even help weaker trees survive.



The story led us into some great discussions about empathy, kindness, and community. We reflected on how people, like trees, thrive when they support one another and work together. The children spoke thoughtfully about the importance of helping others when they are struggling and how small acts of kindness can make a big difference.

These empathy assemblies encourage our children to think deeply about the world around them and their place within it. It reminded us all that strong communities are built on compassion, understanding, and support for one another.



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

- How can we help others feel supported?
- Why is teamwork important?
- What can we learn from nature about kindness and community?

News from The Forest...

EYFS had a brilliant time in Forest School building homes for animals, mostly impressive stick nests and increasingly ambitious log piles that looked more like “designer hedgehog estates.” One carefully guarded “boggle egg” was treated like royalty until a frantic search revealed it safely tucked in someone’s pocket. There were also big questions to solve, including how a football ended up behind a fence and a lively debate about what on earth an alpaca actually is.



Across Beech and Maple, the forest was full of discoveries and friendly chaos. Birdwatchers gathered after spotting a birdhouse visitor, armed with stick cameras and confident (if slightly questionable) identification skills. The digging zone evolved into something between a trench and a swamp thanks to enthusiastic excavation efforts, while nearby “The Cute Café” served luxury hot chocolate and biscuits. Maple also impressed with woodland sound detectives listening for baby birds, competing cavemen tribes, and a very successful shelter build—proof that Forest School continues to be equal parts learning, teamwork and wonderfully muddy imagination.

This week in Early Years, the children enjoyed listening to the story “Argh spider!” by Lydia Monks. We used sentence stems to discuss the story...

“I see...” a spider!

“I think...” a spider would not be a good pet!

“I wonder”... what would make a good pet?

The children used each sentence stem to support their partner work. Some people thought spiders would make a good pet because they love them and they wouldn’t take up much space! Others disagreed and thought that spiders would not be good because you can’t train them!

We wondered if dinosaurs might make good pets as you could slide down their necks, and if cats would make good pets because they are cuddly and come back when you call them.



This brilliant critical thinking continued throughout the week in their choosing time, where we had children taking on the role of doctors, solving the mysterious problem of invisible body parts (!), and discovering the optimal amounts of water to add to crushed chalk to make water paint!

In maths, Ash have continued using the ‘first’, ‘then’, ‘now’ format to create calculations, this time to explore the concept of subtraction. Saplings have been trying to catch cheeky Mrs Lammin out, by spotting her trick within a repeating pattern!

During PE the athletics skill the children have been working on this week is throwing. The children practised using under arm and over arm to the throw the balls as far as they could.

There was great excitement as the children competed to see how far they could throw their balls.

There was even more excitement when we all had to make a speedy dash inside at the end of the PE lesson to avoid the hail stones!



In Tales Toolkit this week, the children created an exciting story about an adventurous spider! They worked collaboratively to develop imaginative ideas about how the spider escaped from his cage and, during his adventure, fell into water and had to cleverly weave a web to escape. The Ash children are becoming such confident writers and were able to use their phonics skills to help scribe and write the story independently for us.



This week, we have also been learning about how to stay healthy and make healthy choices. The children discussed ways to keep their bodies clean, including washing themselves and remembering to wash their hands at school after using the toilet and before eating. We also talked about the importance of brushing our teeth, and some of the children proudly reminded us that we should brush them twice a day!

The children enjoyed sharing their favourite ways to exercise and keep their bodies active. We also explored the idea of a balanced diet and learned how different food groups provide important nutrients to help our bodies grow strong and healthy. In addition, we discussed how sleep helps our bodies to rest, recover, and prepare us for the day ahead. We also talked about the importance of relaxing and giving our minds time to rest too.

We hope all of the children are able to enjoy a restful weekend after such a busy and exciting week at school!

In Beech Class, we have had another exciting and engaging week full of creativity, curiosity and thoughtful learning across the curriculum.

This week in English, we have had a wonderful focus on Sir David Attenborough and his incredible work helping people to understand and protect our natural world. We began by researching who he is, learning about his life, achievements and the importance of caring for the environment and all living things. The children were fascinated by the different habitats and animals he has explored throughout his documentaries. Inspired by this learning, we created our own kennings poems using imaginative phrases such as “savanna walker”, “nature hero” and “wildlife protector”. The children showed fantastic creativity and used powerful vocabulary to capture his adventurous spirit and passion for conservation. Later in the week, we explored what Sir David Attenborough might keep in his bag when travelling around the world. The children generated thoughtful ideas and used a wide range of descriptive adjectives to explain and expand upon their choices, helping to develop their vocabulary and sentence-writing skills.



In DT, the children have continued carefully sewing and constructing their hand puppets. They have shown excellent perseverance, concentration and resilience while practicing and improving their sewing techniques. The children worked hard to thread needles independently, join fabrics together and add thoughtful details to make their puppets unique and expressive. It has been wonderful to see their confidence and fine motor skills develop throughout the project, and the children have taken great pride in their creations.



In Geography, our research into biomes has continued. We explored the Arctic biome in greater depth and learned about the extreme weather conditions, landscapes and wildlife found there. The children then wrote diary entries from the perspective of Inuit people, carefully considering what daily life would be like in such a cold and challenging environment. They thought deeply about how the biome influences housing, clothing, food, transport and daily routines, making excellent links between the physical environment and the lives of the people who live there. The children demonstrated empathy and a strong understanding of how humans adapt to different biomes around the world.

In PSHE, our work on first aid has continued. Following on from last week’s role play of 999 calls, this week we focused on kindness, compassion and why helping others through first aid is so important. We discussed how acting calmly and responsibly in an emergency can make a real difference to someone’s life. The children also learned about the important work carried out by the British Red Cross and how they support people in times of crisis both in the UK and around the world. This linked closely to our Rights Respecting work, particularly Article 24 of the UNICEF United Nations Convention on the Rights of the Child, which states that every child has the right to good quality healthcare, clean water and support when they are unwell. The children reflected thoughtfully on how kindness and helping others can positively impact our communities.



This week in Lime Class, the children have been working hard across a range of exciting subjects and showing great enthusiasm for their learning.

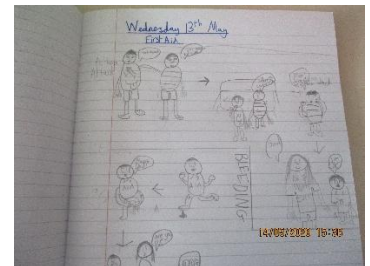
In English, we focused on grammar skills, exploring determiners, prepositions and adverbial phrases. The children practised identifying these features in sentences and using them to improve their own writing by adding more detail and description.

In Maths, our MoneySense learning helped the children develop important financial awareness and real-life maths skills. We learned about banks, different ways to pay for things, and discussed what a mortgage is. The children enjoyed taking part in the activity "Can They Afford It?", where they had to make sensible spending decisions and think carefully about budgeting. We also explored the differences between debit cards and credit cards and discussed why it is important to manage money responsibly. This supports the Year 3 and 4 curriculum focus on solving practical problems involving money and applying maths to everyday life situations.

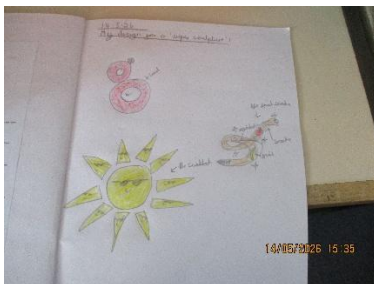


In History, we became detectives while investigating the mystery of the empty grave at Sutton Hoo. The children learned about the famous Anglo-Saxon burial mounds and examined clues to work out who may have been buried there. They narrowed the possibilities down to four Anglo-Saxon kings before deciding which ruler they thought was the best fit based on the evidence. The children were fascinated to discover that Sutton Hoo is one of the most important archaeological discoveries ever made in Britain because it gave historians valuable information about Anglo-Saxon life, beliefs and royal traditions.

In PSHE, we focused on basic first aid and learned how to respond in different emergency situations. The children discussed what to do if someone is having an asthma attack, suffering from a bad bleed, a broken bone or a burn. Knowledge and how to stay calm in an emergency. They showed maturity and thoughtful discussion during these sessions, learning important life-saving knowledge and how to stay calm in an emergency.



Our paper sculptures are now proudly on display in the classroom. The children were completely engrossed in creating them and demonstrated fantastic creativity, patience and perseverance. It has been wonderful to see how carefully they experimented with shaping and joining paper to create unique sculptural pieces. In our latest art lesson we looked at famous sculptures from around the world and designed our own 'super sculptures'!



In French, we learned the names of different shapes and played a fun mystery listening game. The children listened carefully to a number and a shape being spoken in French and then had to draw exactly what they heard. This activity helped develop both listening and vocabulary skills while building confidence in speaking and understanding another language.



This week in English, linking to our Maya topic, the children became familiar with the Kapok trees and explored the features of persuasive writing. They gathered information and ideas about the effects of deforestation and discussed some of the issues caused by cutting down trees in the rainforest.



Using their understanding of persuasive language and their knowledge of the rainforest, the children drafted thoughtful letters to a logging company, explaining why the rainforest should be protected.

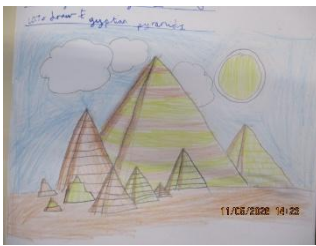


In preparation for the Maple class play about the Ancient Egyptians, the children have begun working hard with great enthusiasm! They have been collaborating effectively to create and perform their drama, learning to listen carefully, build on each other's suggestions and respond appropriately to others in role. It has been wonderful to see their teamwork, imagination



and growing confidence on stage.

The children have also learnt the songs for their play, adding actions to bring each performance to life. They are developing their ability to sing with accurate pitch and in a style that suits each song. As they rehearse, they are learning to perform with control over their voices and with increasing awareness of others, ensuring their singing is both expressive and well-coordinated.



In Art, the children used their drawing skills to create a cityscape and Egyptian pyramids, recapping their knowledge from our previous Ancient Egypt topic. They carefully considered shape, detail and proportion in their artwork.



In PSHE, the children explored the topic of Star Qualities. They discussed the positive qualities often associated with celebrities and considered how the media portrays famous people. The children recognised that the way people are presented in the media is not always an accurate reflection of who they are in real life. They also reflected on the 'star' qualities shown by ordinary people in everyday life, identifying attributes such as kindness, resilience, honesty, and teamwork. This



encouraged thoughtful discussions about valuing positive qualities in themselves and others.

In Maths, using place value grids to support their understanding, the children practised dividing numbers by 10 and 100, while the Year 5 children extended their learning further by dividing by 1000. They also worked collaboratively in pairs using the iPads to revise and consolidate their knowledge of shape terminology.

The biggest event of the week in Willow Class has, of course, been SATs week. We are incredibly proud of ourselves for showing just how much we have learnt throughout the year and performing at our very best. We approached each test with determination, resilience and positivity, and we should all feel extremely proud of what we have achieved.

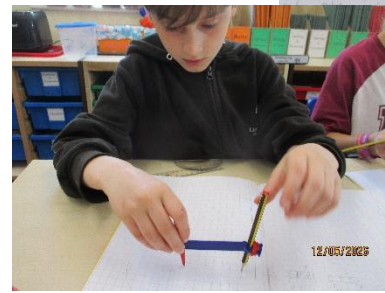
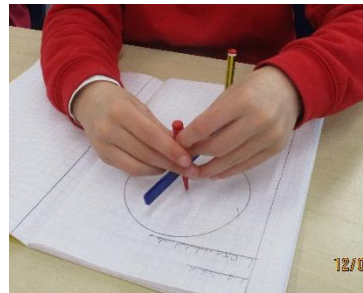
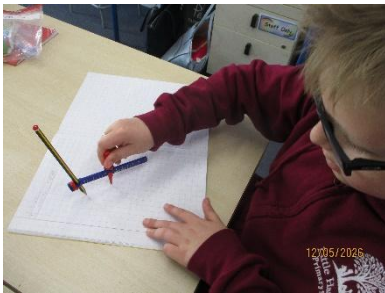
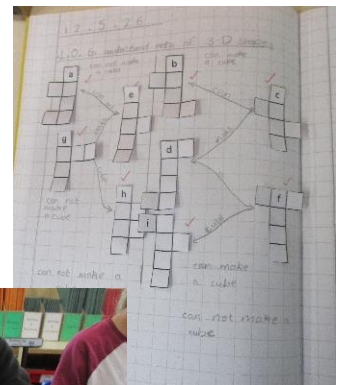
One of the definite highlights of the week has been our daily SATs breakfasts! The servings of Biscoff spread and toast, fruit and juice, along with plenty of friendly chatter with our friends each morning, certainly helped us feel more comfortable, relaxed and ready to take on the world. It was such a lovely way to start each day together and helped calm any nerves before the tests began.



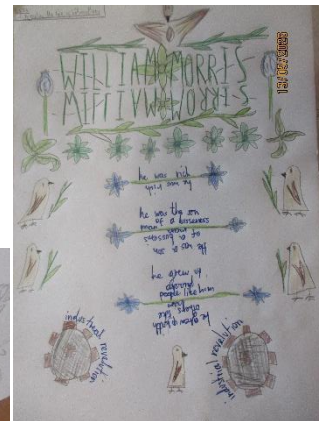
Despite a whole host of tests, we have still managed to keep our learning going across the

curriculum.

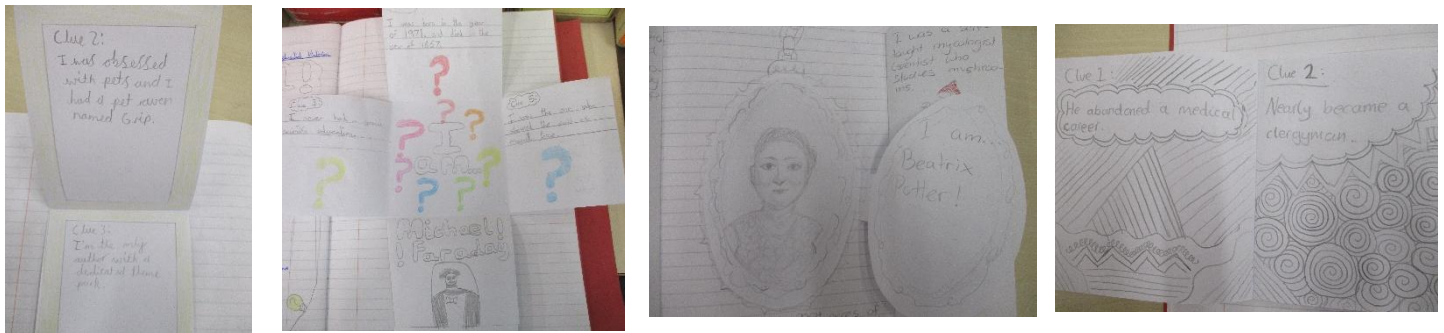
In Maths, we have been learning about the properties of circles and had lots of fun using compasses to draw them. It proved to be quite a tricky skill to master drawing the perfect circle, but we had great fun trying — and succeeding! We also explored nets of cubes and had a wonderfully fiddly time testing different nets to discover which ones could be folded into cubes. We carefully recorded our results and enjoyed the challenge of investigating the different possibilities.



In Art, we have been learning about the Victorian artist and printmaker William Morris. We discovered how the Industrial Revolution helped his designs become popular through the mass production of wallpaper and printed fabrics. We created beautiful title pages for William Morris, decorating his name with detailed botanical patterns inspired by his work. We then selected part of one of his designs and carefully continued the pattern ourselves, noticing just how intricate his artwork was and how important nature was within his designs.



In History, we researched a Victorian figure of our own choice and created fun “Who Am I?” booklets. We wrote cryptic clues for others to solve and had great fun trying to guess each other’s famous Victorians!



After such a busy and successful week, we are all certainly looking forward to a well-earned restful weekend.

RE Pupil Voice Update from Mrs Courtman-Stock

It was a pleasure to speak with pupils across the school about their learning in RE, and the feedback was overwhelmingly positive. Children were proud to share their books and talk confidently about their learning, demonstrating strong knowledge, enthusiasm and excellent recall of prior learning. In the Early Years, RE is thoughtfully woven into play-based learning, where children begin to explore beliefs, celebrations and special stories through role play, storytelling, discussion and creative activities. This helps to build early understanding of themselves, others and the diverse world around them in a meaningful and age-appropriate way.

In Key Stage 1, pupils spoke enthusiastically about the stories they enjoy reading and writing about, including *David and Goliath*, and proudly shared their beautiful Mehndi pattern work completed during their learning about Eid al-Fitr. They were excited to explain that they had recently begun learning about Judaism. In Year 3, pupils confidently used new vocabulary such as “miracles” and “healing” and described using *The Last Supper* as an artefact to deepen their understanding of christianity. They also spoke enthusiastically enjoying the story of Rama and Sita when learning about the Hindu festival of Diwali. In Year 4, children shared how much they enjoyed making Christingles and creating “Trees of Affirmation,” commenting that their RE lessons “stimulate my brain” and are “fun.”

In Upper Key Stage 2, pupils demonstrated impressive maturity and reflection when discussing their learning. Year 5 children explained how learning about different religions helps them to understand others better and said they particularly value the deep thinking and thoughtful questioning that takes place in lessons. Year 6 pupils spoke passionately about enjoying questions that stimulate meaningful conversations and discussions. They reflected on the importance of diversity and explained how RE helps them to better understand the wider world. They confidently used ambitious vocabulary such as “secular,” “non-secular,” and “commitment,” demonstrating both strong subject knowledge and the development of thoughtful, respectful worldviews. Overall, pupil voice clearly showed that RE is a highly valued subject across the school that inspires curiosity, reflection and respect.