

Dear Parents & Carers,

Time seems to slip away before we even realise it, and somehow we already find ourselves it's nearly Half-Term! As the term flies by, it's been wonderful to see all our classes so fully engaged in their learning and producing such impressive work. Visitors often comment on the calm, positive atmosphere in school and how happy and focused the children are — feedback that truly makes us proud.

We're really looking forward to welcoming you to **Parents' Evening on Wednesday, 22nd October**. It's a lovely opportunity to hear how your child has settled into their new year group, celebrate their successes so far, and chat about how we can best support them together. We always enjoy these evenings — they're such a great way to create a strong partnership with our families. Your involvement makes such a difference!

We know how much the children love sharing their learning with you, and we feel so lucky to have a community where families are such an active part of the journey. Your encouragement and support mean the world — to us and to them!

Looking ahead, next half term is always one of our favourites (they say!) as we sprinkle a little **winter magic** across the school. There's so much to look forward to — pantomimes, performances, Christmas Jumper Day, *Little Hadham's Got Talent*, and our special Remembrance Day commemorations, to name just a few. It promises to be a joyful, meaningful, and memorable few weeks!

Have a wonderful weekend,
Sinead Connolly, Headteacher

Diary Dates

- 21/10/25 Poetry By Heart
- 22/10/25 Parents' Evening 1-7pm
- 23/10/25 Half-Term begins 3:15
- 24/10/25 Inset- staff only
- 31/10/25 Year 7 Admission Deadlines
- 03/11/25 Back to school

Secondary Transfer

The deadline for all year 6 students to submit their applications for secondary school next year will close at the end of October- **31st October 2024**. Any parents who would like any support with the online admissions forms please make an appointment to discuss this with the office. Also, it's very important to list as many schools as you are comfortable with, making sure your preference is clear. They will always allocate the highest ranked school on your list where you meet the admission criteria.

World Mental Health day-organised by Mrs Lawrence

We are pleased to announce that Little Hadham Primary School raised £264.41 for YoungMinds this World Mental Health Day! Thank you all for donning your yellow and raising money and awareness for this important campaign.

Here are just some of the ways your donations may help:

Every £15 could fund a call with a Parents Helpline advisor. Our Parents Helpline provides vital advice to parents or guardians to help them support a young person who is struggling with their mental health.

Every £75 could help train a young activist, building their confidence to speak up and influence the decisions that affect the future of young people's mental health.

Every £100 could help us reach 4,000 people online. Young people's mental health is in crisis, which is why it's vital that we reach more people than ever before online with our resources, so we can support young people and show them that they're not alone.

Empathy and Rights Respecting Assembly – *The Grand Hotel of Feelings*

This week in our Empathy and Rights Respecting Assembly, we explored the beautiful picture book *The Grand Hotel of Feelings* by Lidia Branković. The story takes us inside a grand hotel where every feeling has its own room – from happiness and excitement to sadness and anger – reminding us that *all* feelings are welcome and have a place.



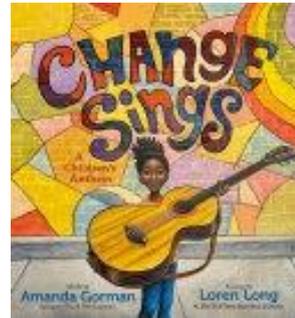
Two of our pupils took part in leading the assembly, confidently sharing extracts from the story and asking the audience thoughtful questions about emotions, such as “Which feeling do you find hardest to talk about?” and “How can we make space for other people’s feelings?” Their reflections helped everyone think deeply about how we show empathy and respect for one another’s emotions.

We also linked this to **Article 12 of the UN Convention on the Rights of the Child**, reminding us that every child has the right to express their thoughts and feelings and be listened to.

💡 If your feelings had rooms in a hotel, which one would be the biggest today – and why?

Rights Respecting Schools

On Tuesday we came together as a school for a special Rights Respecting Schools Assembly where we listened to the beautiful poem “Change Sings” by Amanda Gorman. This lyrical poem inspires us to build bridges with others instead of walls, reminding us that working together creates positive change faster and more powerfully than isolating ourselves from those who are different.



We explored how Amanda Gorman’s words connect deeply with Article 2 of the UN Convention on the Rights of the Child — the right to be free from discrimination. This message is vital not only during Black History Month but every day, as we strive to respect and celebrate diversity in our school community.



We invite you to enjoy the poem with your family by clicking the link below.

[Change Sings by Amanda Gorman](#)

Thank you for supporting our journey towards a more inclusive and respectful school for all.

Mrs Tweedale,

Deputy Head

Rights Respecting Schools Co-ordinator



The children have been absolutely loving the outside area in Early Years this week! The wheels, in particular, have been a source of brilliant investigative play, as the children scoped out the garden to find the best hills to roll them down. The children incorporated their foundational maths knowledge when calling out their countdowns, and even explored ordinal numbers to assign first, second and third places. It was lovely to see such active application of skills.



The children have been working hard with their listening skills this week, focusing on showing their super listening by looking at the speaker. Such foundational oracy skills are really important to ensure children develop the ability to listen during lesson times. We



enjoyed making super listening ear headbands during choosing time too!

On Thursday we were very lucky to have Aiden's mummy and daddy come in to talk to us all about Diwali, the festival of lights! The children enjoyed finding out about this special occasion and finding



similarities with celebrations that are familiar to them. They showed us how they make rangoli patterns, showed us the special clothes they wear and brought in some diva lamps for us to see.



On Friday we went to explore the new polycrub and talked about what might grow there and what else it might be used for. It was exciting to see this new learning space.

What a busy week we've had in Beech Class! In English, our Year 1 children have been exploring the fun of alliteration. They experimented with playing with sounds and words to create poems that were both playful and imaginative, and it was wonderful to hear them giggle as they came up with creative lines. Year 2 have been sharpening their thinking and writing skills by making predictions and asking questions inspired by a single picture. This encouraged them to use their imagination, think carefully about details, and explore the story that might be hiding behind the image.



In Design and Technology, Year 2 were absolutely thrilled to visit the polycrub, where they had the chance to bring their imaginations to life by creating 3D freestanding sculptures. The children discovered how important it is to work as a team, listening carefully to one another's suggestions and offering encouragement along the way. They also learnt valuable skills in design, exploring different ways of strengthening and balancing their sculptures so that they could stand independently. Meanwhile, Year 1 showed great creativity and patience while making autumnal cards with moving parts. Using levers, they designed beautiful cards that combined careful cutting, sticking, and decoration with an exciting interactive element.



In RE, both year groups have been reflecting deeply on kindness and caring for our world. Year 2 worked together to create a class recipe for kindness – a thoughtful list of the "ingredients" we all need to make our classroom, and our wider community, a warm and welcoming place. From "a spoonful of patience" to "a sprinkle of sharing," their recipe was full of wisdom and warmth. Year 1 expressed their ideas beautifully through poetry, capturing the importance of respect, love, and responsibility for nature and people alike.



In PSHE, the children spent time talking about what it means to be a good friend. They thought about the little actions that make a big difference from sharing and listening, to taking turns and using kind words. The discussions were full of thoughtful ideas, and it was lovely to see the children recognising the ways they already show friendship every day in the classroom and on the playground.

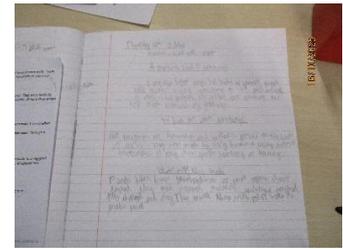


In Geography, the children have been busy learning how to use compass directions. They enjoyed finding out about the points of the compass North, South, East, and West and thinking about how we can use these directions to describe where things are, we found it a bit tricky at first! They practised giving and following instructions using the compass points, which led to lots of fun challenges.

It has been such a joy to see the children growing in confidence, creativity, and compassion. Whether writing poems, making predictions, building sculptures, designing cards, sharing recipes for kindness, reflecting on friendship, or navigating with compass directions, each child has shown us that learning is about so much more than skills it's about imagination, teamwork, and heart.

It's been another lively and engaging week in Lime Class, with the children throwing themselves into their learning with great enthusiasm. One of the highlights has been our work for *Poetry by Heart*, where the class has been learning *The Adventures of Isabel* by Ogden Nash. The children have loved exploring the poem's humour and rhythm, and it's been wonderful to see their confidence grow as they practise performing it aloud. There's been plenty of laughter as they've acted out Isabel's daring encounters with bears, witches, and crocodiles — Ogden Nash's clever wordplay has certainly captured their imaginations!

In English, the Year Threes have been studying a model report about cave paintings. They looked closely at how information is structured and presented in a report before having a go at rewriting their own versions in the correct format. This has linked beautifully with our History topic, as the children have been fascinated by life in the Stone Age and how early humans expressed themselves through their artwork. It's lovely to see them making connections between subjects and applying what they learn across the curriculum.

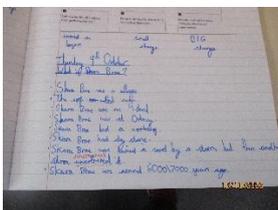


Maths has been all about developing flexibility and confidence with addition and subtraction. The children have been using different methods to help them understand number relationships — from partitioning and using base 10 equipment to working with place value counters and charts. As the week progressed, they began moving on to more formal written methods, showing growing independence and understanding in their calculations.



In PSHE, our focus has been on opinions — understanding that everyone is entitled to their own point of view and learning how to agree or disagree respectfully. The discussions were thoughtful and mature, with the children showing real empathy and an ability to listen to others.

Our French lessons have continued to build on pronunciation through phonics work, helping the children develop confidence in speaking and recognising patterns in the language. Meanwhile, in History, we have journeyed further through time, moving from the Stone Age into the Bronze Age. After learning about the fascinating village of Skara Brae, the class has been eager to discover how life changed as people began using new tools and materials; they also discussed what the significance was of the discovery of the 'Mold cape' using a fun true or false game.



Myths, Myths and More Myths!

Over the last two weeks, Year 4 have been diving into the world of myths — full of daring heroes, magical creatures, and mysterious quests! Inspired by the ancient tale of *The Salmon of Knowledge*, the children have explored what makes a myth so powerful: brave characters, moral lessons, and a sprinkle of the extraordinary. Now they're busy crafting their own mythical stories, brimming with imagination and creativity — and it's fair to say, we can't wait to see how their adventures unfold!



This week, the children explored crime and punishment in the Victorian period and examined how laws and punishments have changed over time. As part of their learning, they discussed different crimes and punishments with their learning partners and then wrote diary entries from the perspective of a child criminal in Victorian times, describing the crimes they committed and the punishments they feared.



In their reading sessions, linking the work to Black History Month, Maple class children learned about the inspirational mathematician Katherine Johnson. This learning linked to the UN Rights of the Child, particularly the right to education and the right to be treated equally, regardless of race or gender.



In English, the Year 5 children identified the key features of a biography and researched facts to help them write biographies next week about Katherine Johnson's life and achievements. In their plans, they included real quotes and factual information to highlight her remarkable contributions to space exploration. The Year 4 children explored writing predictions and planned paragraphs for their own myths.

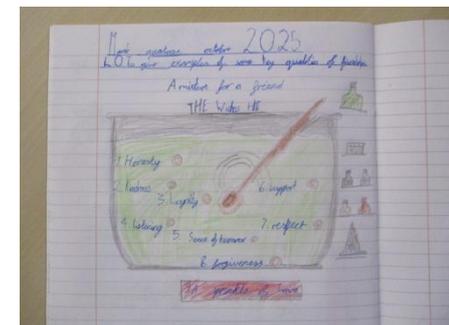
During their yoga session, the children practiced the positions and postures of the Sun Sequence. They also enjoyed interactive games such as the Sneaky Trees, where they practiced slow tiptoe movements, as well as the Rainstick and Ladybird Relaxation games. Afterwards, they reflected on which parts they enjoyed most, discussed how yoga helps them to relax, focus and stay active and shared their personal highlights from the session.



In PSHE, the focus was on friendship and healthy relationships. Through group discussions and real-life scenarios, the children identified key qualities of friendship—such as kindness, honesty, respect and trust—and reflected on their own qualities as friends. They also explored what makes a relationship unhealthy and discussed ways to build and maintain positive, supportive friendships.



In Art, the children explored patterns and shapes by creating their own tessellations. They experimented with different geometric shapes, carefully arranging them to fit together without gaps or overlaps.



Shhh! What Year 6 are about to share with you must be kept secret...

We had an absolutely fantastic day at Bletchley Park, immersing ourselves into the fascinating world of ciphers and codebreaking! From the moment we arrived, it felt as though we'd stepped back in time to the height of World War II, surrounded by the hush-hush atmosphere of one of Britain's best-kept secrets.

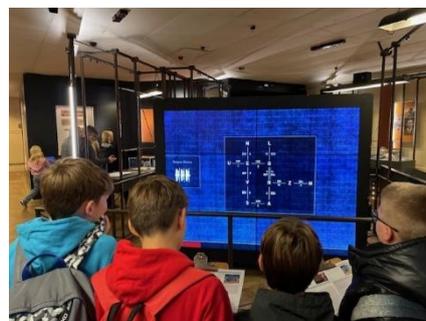
We were lucky enough to see the incredible Bombe machine, which played such a vital role in cracking enemy codes, and to visit Alan Turing's office in Hut 8 – complete with his famous mug, which he kept chained to the radiator so no one else could pinch it! We loved hearing stories about the brilliant codebreakers who worked tirelessly day after day to uncover secret messages that helped change the course of the war.

A real highlight of the day came when one of us discovered our great nan's story among the exhibits – she had been a Bombe operator at Bletchley Park! We even heard a recording of her voice describing her work. It was such a special and personal connection that made history truly come alive.

Our guided tour and workshop were both fascinating and great fun. We enjoyed dressing up as codebreakers, Oxbridge mathematicians, WRENS, and naval and army officers, and imagining what it must have been like to work there. As Henry said, *"I feel like I'm walking in Alan Turing's footsteps!"*

The dark, gloomy huts, the click-clack of typewriters, the crackle of the wireless, and the sense of secrecy kept us completely enthralled throughout the day. It really was an unforgettable experience – but of course, do keep all this under your hat... our work at Bletchley Park is *top secret*, you know!

A huge thank you to the adults who came along to help on the trip. Mr Sillett, Mrs Askew and Mrs Akester - your support, enthusiasm, and good humour made the day run so smoothly. We couldn't have done it without you!





Loose Parts Play

Little Hadham children very much love exploring our loose parts collection at breaktimes! From building dens and obstacle courses to creating imaginative inventions, their creativity really knows no bounds. It's wonderful to see children working together, problem-solving, and letting their imaginations flow freely.

One Year 5 child even turned into a budding cameraman this week, using his "camera" creation made entirely from loose parts — a fantastic example of creativity in action!



If you have any safe, interesting loose parts at home that you no longer need — such as fabric pieces, wooden reels, large buttons, pipes, crates, cable reels, or offcuts of wood — we'd love to give them a new life in our playground. Please bring any donations to the school office.

Thank you for helping to keep playtime creative and exciting!

We are now a Silver Rights Respecting School! 🇬🇧

We are absolutely delighted to share some exciting news with our school community — following a recent assessment visit, our school has officially been awarded the Silver: Rights Aware level of the UNICEF UK Rights Respecting Schools Award!

Achieving Silver means that we have met the high standards set out across all 9 outcomes of the award and are successfully embedding the values of the UN Convention on the Rights of the Child (UNCRC) into our curriculum, culture, and daily life at school.

The assessment process involved submitting detailed evidence of how we deliver a rights-based education and uphold a Rights Respecting Schools ethos. As part of the visit, our assessor spoke with staff, governors, parents and — most importantly — our incredible children. We are so proud of how confidently and passionately children from across the school spoke about their learning and understanding of rights. They truly were outstanding ambassadors for our school and for children's rights.

One of the many highlights of the visit was the wonderful feedback we received from the assessor, who said:

'The whole school community is making excellent progress towards becoming a rights respecting school. Children and staff are knowledgeable and passionate about rights and links to rights across the curriculum are developing children's empathy and encouraging them to stand up for the rights of others as global citizens. Children recognise the power of knowing their rights.'

A particularly powerful moment came when one child explained:

"Knowing your rights is like a superpower. In any situation where rights are being breached – you have power, and you can tell someone about it."

The assessor noted how our curriculum has been enriched through carefully chosen texts, meaningful discussion, oracy, and debate. She commented that our children have explored important global issues such as racism, environmental protection, and conflict in the Middle East and even used storybooks to discuss rights-based topics with pupils in schools from other countries!

This award recognises the strong foundation we've built as a school that celebrates diversity, promotes equality, and empowers every child to be a changemaker.

We are incredibly proud of what we've achieved so far — and now, we look forward with excitement as we begin the next stage of our journey: working towards the Gold Rights Respecting Schools Award.

Thank you for your continued support in making our school a place where children's rights are learned, lived and loved every day.

Mrs Tweedale,

Deputy Head

Rights Respecting Schools Co-ordinator

