

Dear Families,

Can you believe it? We're already two weeks deep into the summer term, and as May arrives, we're eagerly needing these warmer days stay!

Lime Class kicked off the term with an unforgettable Tudor performance that was an absolute joy to watch. The children spoke with clarity and confidence, bringing the past to life with real expression and energy. It was clear just how much effort they had put in—every line delivered with care, every moment performed with heart. I was very lucky to watch it twice, and it was just as impressive the second time around!

Their performance poem was equally fantastic. The enthusiasm, rhythm, and pride they showed shone through, capturing the attention of everyone in the room. It was a wonderful reminder of just how powerful children's voices can be.

Speaking, listening, and performing are such important parts of the National Curriculum, helping children to build confidence, communication skills, and creativity. Lime Class truly demonstrated just how brilliant they are in all of these areas.

Wow—what a performance. Well done, Lime Class!

We are still seeing an increasing number of requests from parents to take their children out of school for family holidays. Any requests, unless in exceptional circumstances, will not be authorised. Attendance has a direct link to attainment; there is clear evidence that poor attendance has a very negative impact on children's learning and progress at school. We expect children's attendance rates to be 96% and above.

I hope you all have a good bank holiday weekend.

Sinead Connolly, Headteacher

Diary Dates

- 04/05/26 Bank Holiday**
- 08/05/26 KS1 and 2 David Attenborough Live Streaming talk-100th birthday**
- 11/05/26 SATS Willow Class**
- 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**

Did someone say SATs... already?

It hardly seems possible, but in just two weeks' time our Year 6 pupils will be sitting their National SATs assessments. The time has flown by! The children in Willow Class have shown real determination and commitment, working incredibly hard in the lead-up to these tests. With preparations now nearly complete, we know they are in a fantastic position to do themselves proud. Good luck, Year 6 – you've got this! Remember, do your best, stay positive, and don't forget a good night's sleep and a hearty breakfast to start each day.

Congratulations are certainly in order for our fantastic Year 3 and 4 pupils, who proudly represented the school at a recent local schools' rugby competition held at Bishop's Stortford Rugby Club. We were absolutely delighted to hear that they secured first place—an outstanding achievement and a testament to their hard work and determination. At this rate, we may well be seeing them in England shirts before long!

A huge thank you goes to Ms Goodger and Ms Lane for their continued support, encouragement and expert guidance throughout.

Once again, our children were praised not only for their sporting ability, but also for their excellent teamwork and impeccable manners. As one pupil proudly commented, "We've kept our winning streak going!" A wonderful

reflection of the spirit and pride within our team.



Rights Respecting Schools



In our recent Rights Respecting assembly, we explored **Article 24** of the UN Convention on the Rights of the Child. This article reminds us that *all children and young people have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay alive, healthy and safe.*

We began by an important question: **Who is responsible for keeping us healthy?**

The children had lots of thoughtful ideas and shared that many people help us stay healthy, including parents, teachers, police officers, doctors, and ourselves! It was wonderful to hear them recognise that staying healthy is something we all work on together.

Next, we asked: **What does ‘the best possible health’ actually mean?**

With the help of some volunteers from Willow Class, we explored all the different things our bodies and minds need to stay healthy. Together, we discovered that good health includes:

- ✓ Getting enough sleep
- ✓ Eating nutritious food
- ✓ Drinking plenty of water
- ✓ Good hygiene habits
- ✓ Regular exercise
- ✓ Living in a clean environment
- ✓ Access to health care
- ✓ Keeping safe



A big thank you to our brilliant Year 6 volunteer readers, who helped lead the assembly so confidently and thoughtfully. You were excellent role models for the younger children!

We were also surprised and saddened to learn that around the world, many children do not yet have the things they need to stay healthy. Each year, more than 11 million children die from the effects of disease and inadequate nutrition, and globally more than one in five children die before reaching their fifth birthday. This helped us understand why Article 24 is such an important right for every child everywhere.

As we continue learning about the Articles of the UNCRC, we can all play our part in looking after ourselves, supporting others, and helping to make our world a healthier, safer and better place for everyone.

Thank you for your continued support.

Mrs Tweedale, Deputy Head

Rights Respecting Schools Co-ordinator



There are school trips... and then there are *those* trips that stay with you for a very long time. Wednesday's visit to London to see ***The Lion King*** was certainly one of them.

With three coaches full of excited children, the buzz began long before we even reached the theatre. As we travelled into London, it was a joy to hear the children pointing out landmarks, their enthusiasm building with every mile. For many, this was just as magical as the show itself.

And what a show it was. Watching their faces light up as the curtain rose was truly special. From the breathtaking costumes to the unforgettable music, the children were completely captivated — and yes, there were even a few who couldn't resist quietly joining in with the singing!



The impeccable behaviour of the children throughout the day made us incredibly proud. They represented our school beautifully and embraced every moment with excitement, curiosity and lots of laughter.

A huge thank you must go to Mrs Sillett for organising such a memorable experience. Trips of this scale do not happen without a great deal of time and care, and we are very grateful. Thank you also to all of the staff and helpers who supported the day and made it run so smoothly.

Most importantly, we made fabulous memories together — the kind that children will talk about for years to come. It was simply lovely to see them so happy, so engaged, and so full of wonder.

What a wonderfully busy and inspiring time it has been in Beech Class! The children have been working incredibly hard across all areas of the curriculum, showing enthusiasm, creativity, and a growing confidence in their learning. We are very proud of all they have achieved.



One of the absolute highlights of this week was our very special trip to the theatre to see *The Lion King* alongside KS2. This was truly an unforgettable experience and a real treat for everyone involved. From the moment the performance began, the children were captivated by the incredible costumes, vibrant colours, and imaginative puppetry that brought the animals of the savanna to life. They were fascinated by how actors transformed into characters using movement, masks, and detailed costume design.

This experience linked beautifully to our Geography learning on biomes, particularly our study of the savanna. The children were able to recognise many of the animals they have been learning about, such as lions and other wildlife, and see how the environment influences how these animals live. The warm colours, open landscapes, and African setting in the performance reflected the key features of the savanna biome, helping to bring their classroom learning to life in a vivid and memorable way.

The music also made a huge impression. The powerful songs, rhythms, and use of live performance helped the children understand how sound can create atmosphere and represent a place. They began to see how music can reflect the environment and culture of a biome, deepening their understanding even further.

Beyond the excitement, the trip supported their learning about habitats, storytelling, and cultural expression, making it both an enjoyable and educational experience.



In English, both Year 1 and Year 2 have been developing their writing skills in engaging and thoughtful ways. Year 2 have been exploring the use of adverbs through the text *Dread Cat* by Michael Rosen. They have worked hard to understand how adverbs add detail and interest to writing, and have rewritten a chapter, carefully including adverbs to describe how

actions are carried out. It has been fantastic to see their sentences become more expressive and imaginative.

Meanwhile, Year 1 have been studying *Where the Poppies Now Grow*. They have been sequencing the story to build their understanding of narrative structure and have used their senses to describe different parts of the story. The children have written some lovely descriptive pieces, thinking about what they might see, hear, feel, and even smell within the story, helping to bring their writing to life.



In Maths, both year groups have been exploring money, building essential real-life skills. Year 1 have focused on recognising coins and notes, understanding their values, and beginning to combine amounts. Year 2 have extended this learning further by calculating totals, finding change, and solving more complex problems. This work links closely to multiplication and division, as children begin to see money in groups (for example, multiple coins of the same value) and understand how amounts can be shared or grouped, strengthening their overall number sense.



In Geography, the children have continued their fascinating work on biomes. This has included creating beautiful artwork inspired by the savanna and alpine environments. They have carefully considered the plants, animals, and landscapes found in each biome, reflecting these in their creations. The use of colour

has been particularly striking, with warm oranges, yellows, and browns representing the dry, sun-soaked savanna, while cooler whites, blues, and greys have been used to capture the icy, mountainous alpine regions. The children showed great attention to detail, ensuring their artwork accurately reflected the unique characteristics of each biome.

It's been a lively and creative week in our Year 3 and 4 classroom, full of imagination and discovery. In English, Year 3 pupils explored characterisation through *The Day the Crayons Quit*, stepping into the shoes (or wrappers!) of the crayons to understand their feelings and personalities. This will lead beautifully into next weeks work on letter writing, where children will begin to craft their own expressive pieces. Meanwhile, Year 4 took a more investigative approach, using the polycrub to observe what was growing and changing within it. They carefully recorded their findings and are ready to transform these observations into rich, descriptive sentences, bringing science and writing together in an engaging way.



In maths, both year groups tackled dividing one-digit numbers by 10, using place value charts to clearly see how digits shift and change. This hands-on approach helped make a tricky concept much more concrete, and it was great to see pupils growing in confidence as they explained their reasoning.

History lessons transported us back in time as we investigated why the Anglo-Saxons invaded Britain. By studying pictorial clues, pupils worked like historians—making inferences, discussing ideas, and piecing together evidence to build a clearer understanding of the past. There was a real buzz of curiosity as different theories were explored and debated.



We also made the most of the sunshine in PE, kicking off our summer sports unit with athletics activities that got everyone moving and energised.

In art, we learned about the sculptor Augusta Savage and took inspiration from her bronze sculpture *Gamin* to create our own clay busts—an exciting challenge that showcased some fantastic creativity.



The highlight of the week, however, was our unforgettable trip to London to see The Lion King. The experience truly inspired us—we even stepped into the role of journalists back at school, writing thoughtful and enthusiastic reviews of the performance!



In History, the children from Maple explored the Maya city-states and how their society was organised. Working with their learning partners, they researched and shared facts about the different roles within Maya society, developing an understanding of how this ancient civilisation functioned.



This learning linked closely to the Y5 work in English, where Year 5 pupils wrote detailed explanatory paragraphs about the importance of bloodletting, calendars, cacao and maize in Maya life. Year 4s have been thoroughly enjoying learning about David Attenborough's Planet Earth documentaries and have been writing their own descriptive narrations with great enthusiasm. A highlight was visiting the polycrub, where they carefully observed their surroundings and experimented with using rich, precise vocabulary to emulate Attenborough's distinctive style.



In Maths, Year 4 children developed their understanding of decimals by reading and representing tenths and hundredths. Meanwhile, Year 5 pupils extended their learning



by working with thousandths. The children also took part in a Money Sense lesson, where they explored how payment methods are changing. They discussed the reasons people shop, considered the advantages and disadvantages of different shopping methods and compared ways to pay for goods. This learning was linked to the UN Rights of the Child, particularly the rights to access information (Article 17) and to be kept safe from harm (Article 19), as the children considered how to make informed and responsible choices when using digital payment systems and online services.



In Art, the children worked in small groups to research buildings and monuments designed by focus architects, developing their understanding of different architectural styles and influences. Linking this with Computing, they then created Word document posters, experimenting with a range of features such as text formatting, inserting images and layout design to present their research effectively.



Needless to say, the highlight of the week was the exciting trip to London, which provided a memorable and enriching experience for everyone.



Paws up! Willow Class gave a big roar for the absolute highlight of the week – our trip to London to see The Lion King at the Lyceum Theatre. Wow! We were completely blown away by such a stunning performance. From the costumes to the scenery, and from the staging to the acting and singing, every aspect was breathtaking! We had so much to say about the experience, including:

"The opening scene was just incredible!"

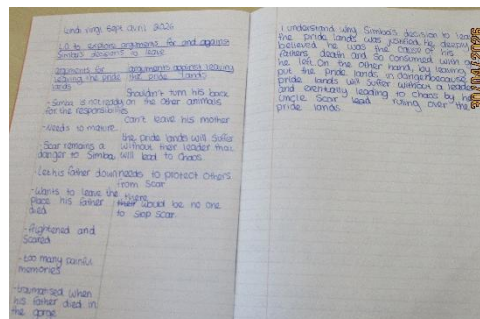
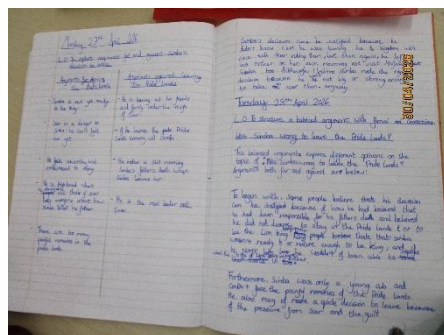
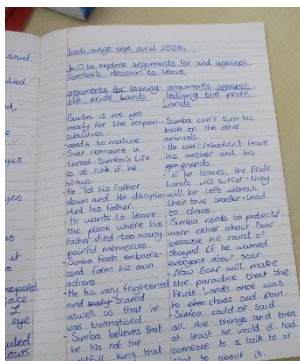
"The way the actors made the animals move really made you focus on the animals' characters – very clever!"

"I loved how the stage moved, the way it tilted!"

"Those costumes were amazing – they really captured how the animals move in the wild. They must have studied them really closely to be able to do that! It was so realistic."



In our English lessons this week, we've been learning to write balanced arguments, inspired by the story of *The Lion King*. We tackled the big question: *Was Simba wrong to leave the Pride Lands?* We gathered arguments for and against, used connectives to structure our ideas, and then crafted thoughtful conclusions.

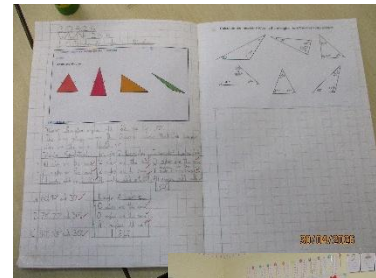


Interestingly, our final verdict was unanimous! While we understood Simba's need to escape the embarrassment and guilt he felt after Mufasa's death, we agreed that his time away gave him valuable life experience before returning to face his formidable Uncle Scar.

'Firstly, Simba's decision to leave the Pride Lands is understandable. Following the death of his father, Simba thought he did not deserve, and was not worthy of, being the 'Lion King'. This made him feel guilty and full of shame even though it was Scar who caused the death of Mufasa.' (Otis)

'..... Secondly, Simba was in the wrong place at the wrong time. It was this misfortune that led to the demise of his father. Simba truly believed Mufasa's death was his fault and the guilt and grief he felt was too much for the young cub. ...' (Alice)

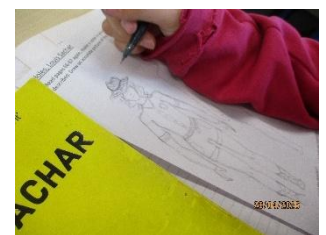
In maths, we've been exploring the internal angles of triangles. We've been identifying unknown angles and classifying triangles, including equilateral, right-angled, isosceles and scalene triangles. The class has shown great determination and problem-solving skills—future mathematicians in the making!



In science, we continued our study of evolution and learned about **sedimentary rocks** and what the fossils found in each layer can tell us about how creatures and plant life have evolved over time. We even made our own models of sedimentary rock, carefully sorting which types of organisms would be found in each layer—there were some fantastic discussions and thoughtful reasoning!



Meanwhile, in our class reading book, *Holes* by *Louis Sachar*, we finally “met” the Warden... and what a moment that was! It wasn't until Chapter 14 that we discovered the Warden is a woman. This sparked some fantastic discussions about how the author challenges readers' expectations around gender and stereotypes. Rich conversations were in full flow!



What a truly roar-some week!

Safeguarding Update

BE KIND ONLINE – EVERY WORD MATTERS

In today's digital world, it can sometimes feel easier for children to say or do things online that they wouldn't in person. It's important to remind children that the same expectations for kindness and respect apply whether they are in the classroom, on the playground, or communicating through a screen.

Please talk with your child about positive online behaviour. Encourage them to communicate thoughtfully and respectfully, just as they would face-to-face. Our school values and behaviour expectations extend to online spaces, and children should always consider how their words and actions might affect others.

Examples of unkind or unsafe online behaviour include:

- Posting or sending unkind or hurtful comments
- Sharing photos or personal information about others without consent
- Deliberately leaving someone out of online groups or games
- Pretending to be someone else or using fake profiles
- Spreading rumours or false information
- Sending messages intended to upset or intimidate

If your child experiences unkind behaviour online:

Reassure them that they should not respond or retaliate. Instead, they should save the evidence where possible and speak to a trusted adult straight away. As a parent, you can support by using in-app safety features such as blocking or reporting users, which helps prevent further contact and keeps others safe.

As part of current safeguarding guidance (including *Keeping Children Safe in Education 2026*), we take online safety seriously and encourage open communication between school and home. If you have any concerns, please do not hesitate to contact the school so we can work together to support your child.