

Dear Families,

As we reach the end of January—often feeling like the longest month of the year— however, as January is a great month for new habits... here's a reminder that gates open at 8.45am and all children need to be in their classrooms by 8.55am! Anyone arriving after 8.55 should enter through the school office and will be marked late.

A huge thank you to everyone who joined us for Learning Together Morning! It was wonderful to see so many parents working alongside their children, engaging in learning and sharing in the classroom experience. The children were eager to show off their Phonics and SPaG (Spelling, Punctuation, and Grammar) knowledge—though we did spot a few puzzled looks from parents- must try harder!

Now for some truly record-breaking news—WE DID IT!

I am absolutely thrilled to announce that Guinness World Records has officially approved our attempt for the Largest Poetry Lesson (Multi venues)!

That means 43,516 people from around 500 schools took part—enough to fill an entire football stadium with poetry lovers! Imagine every seat at Wembley occupied by budding poets, all reciting and celebrating the power of words together. What an achievement!

WOOOHOOOOOO!!!!!!

Thank you to those who contributed to this incredible moment. It's not every day you can say you're officially part of history! Here's the link below! Keep your eyes peeled for Little Hadham pupils!

[Guinness World Record What do you think counts](#)

Have a lovely weekend,  
Sinead Connolly, Headteacher

### An update from Mrs Lawrence our PSHE lead.

This week I had the pleasure of speaking with children across all year groups about their learning in PSHE. It was wonderful to hear such positive accounts of their PSHE learning, from having fun with Harold and learning about how to keep his body safe when playing outside, to showing a great deal of understanding about the importance of staying safe online. It was impressive to hear how the children are readily linking their learning in the classroom to their own life experiences. One child spoke confidently about the dangers of large companies 'influencing' consumers to engage in unhealthy habits, whilst another shared their thoughts on the differences between risks, dangers and hazards. With such positive outcomes from this pupil voice session, teachers at Little Hadham are always looking for ways to improve our practice. We are therefore going to be looking into new ways to approach lessons and address misconceptions, through the use of learning tools such as drama and presentations.

### Diary Dates

- 04/02/24 Willow Class work shop The National Gallery
- 11/02/25 Safer Internet day
- 13/02/25 Willow Class Virtual visit from Scott Polar Research Museum, Cambridge
- 14/02/25 Half-Term Begins @3:15
- 24/02/25 Back to School
- 7<sup>th</sup>-16<sup>th</sup>/03/25 Science Week
- 26/03/25 Book Fair Arrives
- 01/04/25 Class Photos
- 02/04/25 Parent consultations 1-7
- 04/04/25 End Of term 1pm

### Safer Internet Day 2025 – Advice for Parents

- Mark your calendars—Safer Internet Day is on **February 11th**! At school, we'll be engaging the children in social lessons designed to help them navigate the online world safely and responsibly. The theme for this year's Safer Internet Day is, **"Too Good to Be True? Protecting Yourself and Others from Scams Online."**

We encourage you to visit the dedicated **Safer Internet Day Advice Page**

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2025>

- These pages are full of practical tips and guidance, answering some of the most common questions about managing online influences and adapting to changes in the digital space.
- By working together, we can help our children develop the critical skills they need to identify risks online, protect themselves, and support others in doing the same.

Thank you for working with us to ensure a safer internet for everyone!

# Rights Respecting Schools

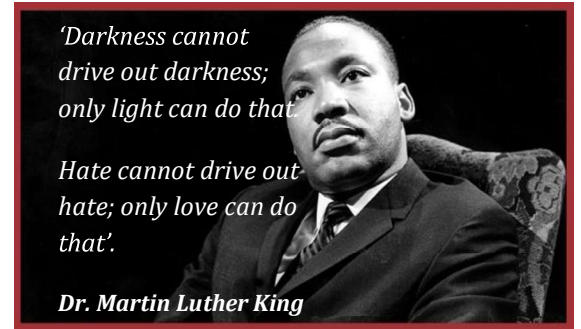


## Martin Luther King Day, Monday 20<sup>th</sup> January 2025

**Article 1** makes clear that everyone under the age of 18 has all the rights in the Convention.

**Article 2** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.

**Article 42** states that all children should know about their rights and the Convention on the Rights of the Child.



Martin Luther King Day is a federal holiday in the United States observed on the third Monday of January each year. This year, Monday 20<sup>th</sup> January was Martin Luther King Day, and we chose to remember the life and work of King in our Rights Respecting Schools assembly.

At the time Martin Luther King lived, much of America did not allow the same rights to all its citizens - for example, a black person might not be allowed to go to the same places or do the same things as a white person. Dr King devoted his life to finding peaceful ways to struggle against that injustice and became a figurehead for what is known as the Civil Rights Movement.

King is particularly famous for a speech he gave - one of the most famous speeches of all time - in which he outlined his vision for a fairer, more just society for everyone. Today we call it the **'I have a dream speech'**.

Here is a short extract:

***"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."***

Together, we watched a short film about a woman remembers how, as a girl, she was taken by her father in 1963 to Washington to hear a man talk. At first, she couldn't understand why her father would drag her along to hear a man giving a speech that seemed to go on and on. She remembers how the crowd began to respond to the speaker and how as he brought his speech to its climax the crowds began to shout and cheer - herself included. The memory of Dr Martin Luther King's speech - **'I have a dream'** - has stayed with her across the years...an inspiration to carry on striving for justice and freedom for everyone.

You can watch the video we shared by clicking this link [Dream On](#)



After watching the short film, we discussed the power of King's words and covered the themes of fairness, injustice, how we can bring about peaceful change and inspirational leaders.

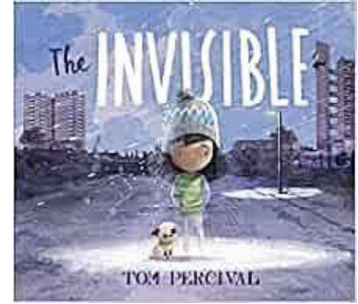
Thank you to School Council members Walter and Wilf from Lime Class, and Jacques and Sachin from Willow Class for helping to deliver this assembly and tell the story of Martin Luther King.

**Mrs Tweedale,**

**Deputy Head, Rights Respecting Schools Co-ordinator**



This fortnight's empathy assembly featured the beautifully written and illustrated story *The Invisible* by Tom Percival and read to us by Sachin and Harrison. The book tells the poignant tale of Isabel, a young girl whose family struggles financially, forcing them to leave their beloved home. While they move to a new part of the city, Isabel notices the people around her who are often overlooked, those who feel invisible in society. Her decision to make a difference transforms her community and reminds us all of an essential truth: we all belong.



During the assembly, the children reflected deeply on the themes of belonging and kindness, discussing questions like:

- How might it feel to be "invisible" to others?
- How can small acts of kindness make a big difference?
- What can we do to ensure everyone feels they have a place in our school and community?

Building on this, I met with the School Council to explore practical ways we can support those in need. As always your children shared thoughtful ideas and have come up with a brilliant plan to support the foodbank on a more regular basis. *Below is a letter from the School Council outlining their initiative:*

*Dear families,*

*We would like to inform you about an idea the School Council have come up with. In assembly, the students have been learning about foodbanks and their uses, so the School Council have decided to make a Foodbank Friday.*

*Every Friday a class will take it in turn to donate to the foodbank at our school. For instance, if it is Maple's turn they might be collecting dry food or tinned foods that week. We will let you know what your child's class will be collecting. The children need to take their items into their class and we the council will sort it out.*

*We believe that small acts of kindness can make a big difference, and we hope everyone can join us in helping our community. Together, we can make sure nobody feels invisible.*

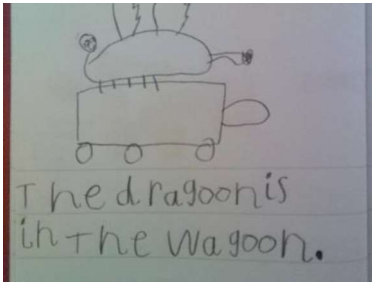
*Thank you for supporting us,*

*Joe and Hugh (Maple Class School Council)*

<b>Class</b>	<b>Items</b>	<b>Date</b>
<b>Willow</b>	<i>Self-care products e.g. toothpaste &amp; toothbrushes, soap, shower gel, shampoo / conditioner, deodorant, baby wipes, nappies, period products</i>	07/02/25
<b>Maple</b>	<i>Dried goods e.g. cereals, noodles, rice, pasta</i>	14/04/25
<b>Lime</b>	<i>Jars &amp; Condiments e.g. jams and spreads, ketchup, mayonnaise, cooking oil, salt &amp; pepper</i>	28/02/25
<b>Beech</b>	<i>Tins e.g. tinned soup, tinned meat &amp; fish, tinned beans &amp; vegetables, tinned fruit</i>	07/03/25
<b>EYFS</b>	<i>Tea, coffee, hot chocolate, long-life 100% fruit juice</i>	14/03/25



## News from the classes...



This week in Early Years we have been focusing on rhyming, having noticed that our core text is written in rhyming couplets! The children enjoyed having a go at finding rhyming pairs during carpet time. They noticed that the sounds at the end of the word were the same when the words rhymed. Ash class then came up with their own rhymes, using the sounds in phonics that they have been practising.

There has been a particular 'buzz' in the making area this week, so much so that we ran out of sticky tape! This got the children thinking about different ways to join and connect the different components of their models together. We have been so impressed with their critical thinking and creative ways to find alternative solutions! From pipe cleaners to pegs, glue to ribbon, the children certainly have been hard at work.



We loved having our grown-ups join us at Learning Together Morning on Wednesday! Thank you to all of those who were able to come. This half term, we had a focus on phonics, reading and writing. We were also lucky that our day was shared with Chinese New Year, so we were able to incorporate activities linked to the year of the snake. We loved seeing the children's S formation in their snake paintings, and their word lists beginning with the letter S!



Early Years have been continuing to explore how people celebrate Chinese New Year, enjoying activities such as

dressing up, making red gift boxes, exchanging gifts, and pretending to try special foods in the role play area, all while using their imagination.



Our Forest session this week was very muddy and involved making muddy cakes and creating tents to shelter them from the weather. The children showed great teamwork as they built their shelters, busily chatting and passing sticks and tarpaulin to each other.

Ash and Saplings earned another jewel jar treat this week for their amazing efforts in class. They had great fun making chocolate crispie cakes and found it really interesting to watch the transformation of the chocolate as it melted. We discussed how it changed states, from solid to liquid.



The highlight of the week in Beech class was our Learning Together Morning! Thank you to all the parents and carers who joined us. It was a fantastic opportunity to see the children engaged in their learning and to share an insight into how we support their development in class. In Year 2, we explored key aspects of grammar, including sentence structure, punctuation, and word types such as nouns, verbs, and adjectives. The children worked on identifying and using different types of sentences, ensuring they included capital letters, full stops, question marks, and exclamation marks correctly. Supporting Grammar at Home: Encourage your child to spot different types of sentences in books they read. Play games like 'verb charades' where they act out different action words. Help them practice writing sentences



using exciting adjectives and varied punctuation. In Year 1, our focus was on phonics, particularly blending sounds to read words and to help parents to understand what the upcoming phonics screening entails. Supporting Phonics at Home: Read with your child daily, encouraging them to sound out tricky words. Play phonics-based games, such as 'I Spy' using letter sounds instead of names. Practice writing simple words and sentences using phonemes they have learned. Use flashcards or online phonics games to make learning fun and engaging





This week, we explored yoga using different types of safari animals to help us with our poses. The children had a wonderful time embodying the movements of various animals, such as stretching like a giraffe, balancing like a flamingo, and crouching like a lion. This activity not only helped with physical flexibility and strength but also encouraged mindfulness and relaxation.

This activity helped develop their patience, fine motor skills, and understanding of how colours blend optically.

The children in Year 2 have been exploring the art technique of pointillism, inspired by the work of Georges Seurat. Using pastels, they carefully created beautiful pictures by applying small dots of colour to build up an image. This



In Design and Technology, the Year 1 children have been learning about healthy eating by designing their own fruit salads. They explored different types of fruit, discussed their flavours and textures, and carefully planned their combinations to create a delicious and nutritious snack. This activity encouraged creativity, fine motor skills, and an understanding of making healthy food choices.

This week in Lime Class, we have been extremely busy again with lots of learning. In maths, we tackled fractions, focusing on ordering and comparing them. Everyone worked hard to understand which fractions were bigger or smaller and explained their reasoning clearly.

In English, we explored formal persuasive writing by looking at a letter from a character in our ERIC text. After analyzing its structure and language, we rewrote it in our own words. Next week, we will take on the challenge of adapting the letter from a different character's perspective, thinking carefully about how to change the tone and arguments to suit them.



Our Learning Together Morning had a SPaG (Spelling, Punctuation, and Grammar) focus. We became grammar detectives, hunting for key words in a story and using them to build exciting new sentences. It was fantastic to see everyone working together and using and applying their grammar knowledge. This is one of the many ways in which we revisit our terminology and keep it fresh in our minds.



In PSHE, we had an interesting discussion about the things that influence us, both positively and negatively. We created a class list of influences, including family, friends, books, social media, and advertising. It was a great opportunity to reflect on the impact these have on our choices and decisions.

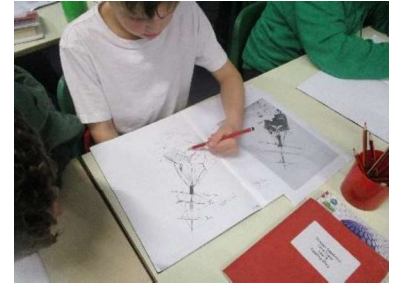
Geography took us on a journey to Italy as we learned about some of its main cities. Working in teams, we





shared fascinating facts and photographs, discovering what makes places like Rome, Milan, Venice, and Florence so special. It was wonderful to see everyone so engaged and enthusiastic about learning more about the world.

Art this week was once again inspired by J.M.W. Turner. We sketched ships in pencil before bringing them to life with watercolours, capturing the light and movement that Turner was famous for. Everyone worked hard to create some truly impressive pieces!



In computing, we continued developing our coding skills, and some of us were so inspired that we started exploring the *Hour of Code* website at home. It's been great to see such enthusiasm for problem-solving and programming.

Yoga challenged us to focus on controlled movement and mindful breathing. We practised moving only one part of our body at a time while staying calm and focused—much harder than it sounds!



It has been another fantastic week of learning in Lime Class, thank you for all your support!



In Maple Class, our week started with parents and grandparents joining us for a Learning Together Morning. The children enjoyed playing grammar games and showcasing their expertise in grammatical terminology.



In History, the children learned about three African American women who helped NASA: Katherine Johnson, Dorothy Vaughan and Mary Jackson. They explored each woman's contributions to science, technology and space exploration. The children created fact files that highlighted their achievements, how they helped shape history, inspiring future generations. The children discussed how these women overcame barriers during a time of segregation and discrimination, connecting their achievements to children's rights, such as the right to education, the right to be treated equally and the right to reach their full potential.



In English, the children watched and discussed the Cadbury Christmas advert "Unwrap Joy" (2013), which featured a neighbourhood filled with oversized wrapped presents. They discussed the pros and cons of the advert from the perspectives of both children and adults. They then practiced using speech punctuation to write quotes from "witnesses" in preparation for writing a newspaper article next week.



In Art, the children were inspired by Van Gogh's *Starry Night*. They explored his iconic use of layers and small, short brushstrokes, intentionally leaving spaces in between to capture the movement and texture of the original. Using these techniques, they created their own imaginative interpretations of *Starry Night*, showcasing their creativity and understanding of Van Gogh's style.



In PE, during our gymnastics lesson, we used the apparatus to practice climbing while focusing on balance and coordination. The lesson challenged us to move confidently and safely across the equipment, incorporating controlled movements and sequences.



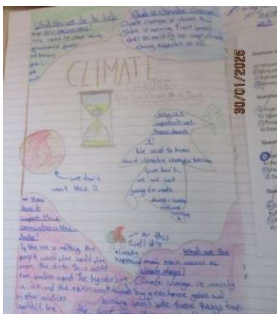


In Willow Class, we demonstrated curiosity, creativity, and collaboration throughout the week.

In our Science lesson, we explored the fascinating world of the human heart, specifically focusing on heart rate and pulse. We discovered that we can both feel and measure our pulse, a vital sign that indicates how hard our heart is working. During our practical session, we located our pulse in two areas: the neck and the wrist. To help 'see' our pulse we used marshmallows and cocktail sticks. By gently positioning the cocktail sticks in the marshmallows on our wrists, we were amused to see them twitch in sync with our pulse.



An inquiry arose as we pondered the effects of exercise on our heart rate. Eager to find answers, we embarked on an investigation. First, we measured our resting pulse before engaging in two minutes of physical exercise. Following this, we recorded our pulse every minute for a subsequent five minutes. Our findings demonstrated that exercise does indeed increase the heart rate. We learned that this occurs because the heart must work harder to circulate more oxygenated blood throughout our bodies to sustain our vital organs. Not only was it exciting to conduct this investigation, but we thoroughly enjoyed the reward of eating the marshmallows once we concluded our investigation!



In Geography, we delved into the critical issue of climate change. The focus of our discussions revolved around understanding what climate change is, how it is affecting Polar Regions, and the diverse wildlife inhabiting these fragile ecosystems. We discussed the concept of global warming and examined the major causes contributing to this phenomenon. We discussed how researching the effects of climate change in the Polar Regions can help to explain the implications for our planet, encouraging us to find ways to mitigate further damage. We expressed our thoughts on how we might protect our world from the adverse effects of climate change articulately.

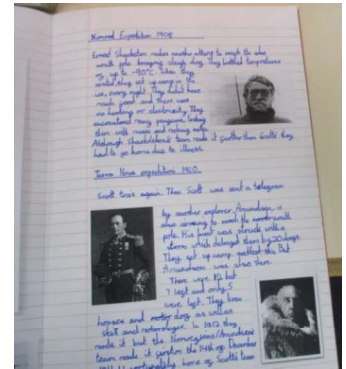
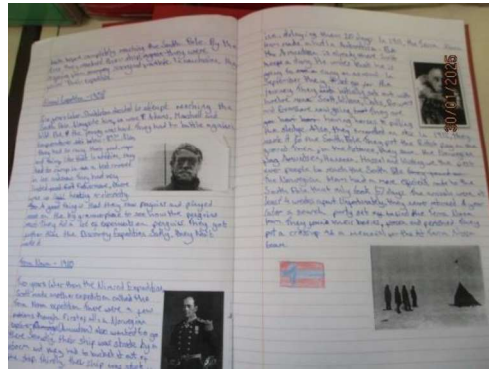
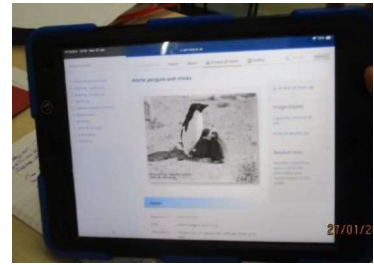


On Tuesday morning, we hosted our Learning Together morning, which was wonderfully attended by parents. This week's focus was on grammar, and our aim was to demonstrate that learning grammar can indeed be enjoyable. We participated in a lively game of Story Consequences, where we practised incorporating fronted adverbials, modal verbs, and relative clauses into our storytelling. The outcome was several amusing and imaginative stories, showcasing our understanding. It is always great to witness the camaraderie and competitive

spirit between us and our parents, all while enhancing our linguistic skills!



In History, we took an adventurous journey into the past as we examined the various expeditions to the South Pole, particularly the intense competition to be the first to reach it. The tales of daring explorers and the myriad risks they faced enthralled us. We learned about fascinating experiments carried out during these expeditions, including the peculiar yet captivating act of playing music to emperor penguins! The story of Robert Falcon Scott and his team resonated deeply with us. The devastation they felt upon learning that they had been outpaced by Roald Amundsen's Norwegian team was palpable, especially as we discussed the tragic fate that befell Scott and his men upon their return to base. However, the poignant lesson that emerged from this exploration is equally inspiring; we were interested to learn that the scientific findings from Scott's expedition continue to inform and shape research today, across the globe.



## British Science Week 2025 – Calling All STEM Enthusiasts!

British Science Week is entering its third decade this year, running from **7th to 16th March**, with the exciting theme of **'Change and Adapt'** to mark this milestone.

To celebrate, we are committed to offering our children a wide range of opportunities to explore how change and adaptation are at the heart of science, technology, engineering, and mathematics (STEM). Alongside workshops and special activities, we are planning a **STEM assembly**, and we need your help!



We are inviting our wonderful parents, staff, and members of their families or friends with a background in STEM to lead an assembly that inspires our children. The focus will be on this year's theme, exploring topics such as:

- How cities, towns, and communities change and adapt to support a growing population
- How plants and animals adapt to their environments to survive and thrive
- How technology has evolved and adapted to meet the needs of our modern lives
- How stars and celestial bodies transform as they gain or lose mass

If you, or someone you know, would be willing to share their expertise and passion for STEM during British Science Week, please reach out to the school office. Let's work together to inspire the next generation of scientists, engineers, and innovators!