

### Diary Dates

08/10/24 Bletchley Park Visit Year 6

22/10/24 Poetry by Heart

23/10/24 Parents' Evening 1-7pm

24/10/24 Golden Morning

24/10/24 Half-Term begins 3:15

24/10/24 Friends Disco 16:30-18:00

25/10/24 Inset- staff only

31/10/24 Year 7 Admission Deadlines

04/11/24 Back to school

More to come...watch this space!

### HARVEST TIME

From Monday 14th October 2024, children are invited to bring Harvest Gifts to school. As we did last year, we invite pupils to bring long life, tinned, jarred, dried or bottled food stuffs and toiletries. We ask not to send fresh foodstuffs. All the donations will be given to the Bishop's Stortford Food Bank for distribution. It was an amazing collection last year and was hugely appreciated by the charity so thank you all once again for your generosity.

Dear Parents & Carers,

Our children have been working hard, and during recent classroom visits and book looks, we've seen some fantastic learning taking place. It's wonderful to see their growth and progress, even in such a short time.

The Green Team met again this week and are focusing on reducing food waste at lunchtime. Our school Green Team mascot called Reese Ycle is helping out displaying posters to remind the children not to waste food! They have also been busy brainstorming ideas for our school allotment and plan to grow even more greens around the school—so watch this space for exciting updates!

I'd like to take a moment to stress the importance of hearing your child read regularly. Research shows that regular reading significantly boosts children's literacy, comprehension, and vocabulary skills. While we teach the skills of reading at school, it's crucial that children practice reading at home to become fluent readers. The simple act of reading for just 20 minutes a day can expose children to over a million words a year! Our expectation is that you hear your child read at least five times a week and record a comment in their reading journal. The class teacher will check these journals daily to ensure children are engaging with their reading at home. Please note, if children are not practicing reading at home, they may need to stay in during break time to read. This home reading is a vital part of their learning journey. Click on the link below for further information on the importance of reading.

<https://www.coram.org.uk/news/reading-choices-primary-school/>

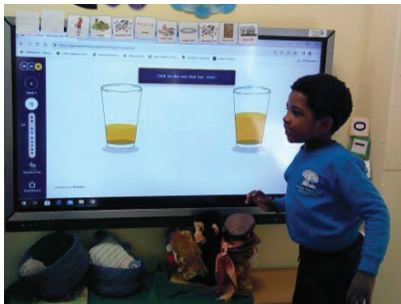
Thank you to everyone who joined us for our recent *Learning Together Morning*. It was lovely to see so many of you. Next half term, we will focus on spelling, and there will be tips sent home with each class to help your child with their spelling practice.

And finally, as many of you may have already heard, yesterday was an exciting day for Willow Class and Lime Class as they took part in a Guinness World Record attempt! As part of National Poetry Day, our children joined the renowned poet Laura Mucha and thousands of students across the country in an attempt to break the record for the '*Largest Poetry Lesson Taught Across Multiple Venues*'. The theme of the lesson was 'counting', and the resulting collaborative poem will be shared nationwide. What a wonderful opportunity for our students to be part of something so special!

Have a lovely weekend!

Sinead Connolly, Headteacher

In Early Years this week, the children have been very creative. They discovered, all by themselves, that when they painted on kitchen towels, it made some very pretty patterns. This discovery was then extended to painting coloured water with pipettes onto the kitchen towel. They really enjoyed watching the colours mix on the towel. Some even discovered secret letters and pictures on their towels!



In Phonics, Ash children are continuing to impress us with the sounds they are learning. The children are becoming more confident to blend the sounds and say the words independently. Saplings are enjoying listening to familiar stories and joining in with nursery rhymes.

In our Literacy session this week, we have been thinking a little bit about Black History Month. We talked about how our current book, *So Much*, is set in the Caribbean. We looked at what the characters were wearing and how they were talking in the book and thought about the differences to what we wear and how we speak.

Saplings have been learning to use numicon pieces to count with in their maths lessons. They are making the connection that the number of holes shows how much each numicon piece is. They could show Ash children how well they can count using their numicon pieces. Ash children have been comparing sizes and amounts of objects. They were able to tell the teachers which hoop had the most objects, such as toy boats and pine cones. In class, we use *Winning With Numbers* which is a scheme used throughout the school. The children are able to answer questions on the interactive whiteboard and are doing really well with their goals.



Ash and Saplings have had such an amazing start to their new academic year, with fantastic approaches to their learning and behaviour. They have been such superstars that they have already earned their very first Jewel in the Jar Treat! They suggested and decided together that they would like a cinema treat so, one afternoon, they enjoyed watching an episode of *Octonauts* with the lights down, just like it is at the movies.

Early Years had a very special treat on Wednesday morning as Woodland Rangers came to visit and led an extra and exciting Forest School session. The children spent the morning making conker bracelets or conker creatures. They also learnt how to make conker soap, something which the Vikings used to use. The children had the opportunity to wash their hands with the soap back in class, although we've decided to stick to our normal soap in future! It was a fantastic learning opportunity for them to see how something can change state.



It's been another busy and exciting week in Beech Class, filled with hands-on learning and fun activities! Our Year 2 scientists have been taking a closer look at materials! This week, they conducted a fascinating experiment to test the

absorbency of different materials. Before beginning, the children made thoughtful predictions about which materials they believed would absorb the most water. This built on their prior learning about the properties of materials, where they explored the concept of waterproof and absorbent objects. After testing a range of materials—including paper towels, fabric, plastic, and more—they compared their predictions with the actual results.



They were thrilled to discover which materials were most absorbent and why. The children then practiced their writing skills by recording their findings, using key scientific vocabulary such as "hypothesis," "observation," and "conclusion." This experiment has helped strengthen their understanding of scientific enquiry and material properties. In Year 1, the children have been learning all about reptiles! They studied different reptiles' skin patterns, from the vibrant scales of a chameleon to the intricate patterns of a snake. Using various art materials, the children created their own animal skin patterns, practicing fine motor skills and creativity. This activity tied into their learning about how animals adapt to their environments, and how patterns can help with camouflage or protection.

In geography, the children have been exploring our local area, starting with our very own school grounds. The Year 1 children went on an exciting walk around the school, identifying and discussing key features such as the playground, fields, and surrounding trees. This activity helped them understand how to observe and describe physical and human features in their environment.

Also, the Year 2 children have continued their work on aerial views. They have been learning to look at places from above and to understand what different buildings and features look like from a bird's-eye view. This has involved map work and some fun challenges drawing simple maps of familiar places, further developing their spatial awareness and map-reading skills.



This week in maths, year 1: The focus has been on halving and doubling. The children have been using ten frames to support their understanding, learning to split numbers in half and double them accurately. They have really enjoyed the hands-on practice and are beginning to grasp these important early mathematical concepts. Year 2 have been learning an exciting trick to add 9 to a number by adding 10 and subtracting 1.

In reading this week, each year group has been working on a specific comprehension skill: Our Year 2 children have been focusing on *inference skills*. Inference is when we read between the lines and understand something that isn't explicitly stated. To support this, we've been asking questions like:

- "Why do you think the character is feeling this way?"
- "What do you think will happen next, based on what the character has done?"
- "What clues can you find in the text that tell you more about the setting?"



These questions help children dive deeper into the text and improve their understanding beyond just the words on the page. Year 1 has been focusing on *prediction skills*, which is all about making guesses about what might happen next in the story based on what we've already read. Here are some helpful prediction questions to ask when reading with your child at home "What do you think will happen next?" "How do you think this story will end?" "What clues have you seen so far that make you think that?"

Finally, all the children have successfully logged into our *Winning With Numbers* platform at school to ensure that their logins work. They have all had a go at using the platform, which will be a fun and interactive way to build their maths skills. We encourage you to explore it with your children at home!



What an exciting week we've had! It all began with a focus on biographies, as we got stuck into editing and redrafting our informative pieces about Nelson Mandela in English. We've been perfecting our work to add these biographies to our history books, focusing on making our writing clear, informative, and engaging. In our PHSE lessons we have been exploring the world of feelings and thinking about how we can tell how someone is feeling. We 'freeze-framed' our feelings words and tried to guess what they were. We also discussed how people might not always show how they are feeling or how we might misunderstand sometimes.

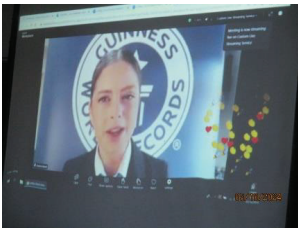
In maths, we've been tackling the tricky skill of estimation. Using empty number lines, we estimated the position of large numbers by carefully checking the starting and ending points and counting the intervals. This helped us sharpen our ability to think logically and visually about numbers, especially when dealing with large numbers that can seem abstract at first glance. It



was challenging to explain and understand how and why our estimates sometimes differed slightly depending on our thinking and reasoning. In art we learned how to sketch and shade cubes and found it way more challenging that it looked! We didn't give up and continued to try hard to sketch them again and again, improving each time.



Science brought us back into the world of living things, as we continued our work on classifying animals and plants. This task has shown us just how complex and varied life on Earth is. History, however, took a fascinating turn with the start of our "Black and British" mini-topic. We've been learning about the earliest known black people in Britain, including an intriguing fact that evidence shows that a black Roman emperor once visited Britain for several years and a battalion of black soldiers once served on Hadrian's Wall! This has sparked lots of curiosity about Britain's diverse past.



To top it all off, on Thursday, we celebrated World Poetry Day in an unforgettable way. Lime and Willow classes participated in an attempt to set a world record by joining the world's largest online poetry lesson. We co-wrote a poem about counting, voting on the lines, words, and punctuation. It was amazing to be part of something so big, and who knows—our poem could soon be featured on TV, the internet or on billboards! Keep an eye out for it, as we eagerly await the final result!



In Maple this week, the children impressed with their manners and effort. The visit to the Henry Moore Studios and Gardens was amazing and the plaster workshop was interesting and fun!



In Art, children started developing ideas for an abstract work of art inspired by Kandinsky. They looked at some of Kandinsky's later work, discussed their feelings and their ideas about what the artist was portraying in an abstract form. They then used a combination of warm and cool colours, linked colours, shapes, lines and patterns to create a vibrant abstract piece of art work.

In English, children read a description about an enchanted forest and answered questions with reference to the text. Using their imaginations and senses, the children went on to write their own stunning setting descriptions of a magical forest. They applied a variety of fronted adverbials, expanded noun phrases, and sensory language to bring their scenes to life. Well done Maple your descriptions were truly impressive!



In History, the children compared and contrasted the two city-states of Athens and Sparta. Children worked in small groups and they collected interesting facts from the information sheets, which were all around the classroom. They discussed similarities but mainly differences about the education and the way of life in both city-states. Most of them decided that they would



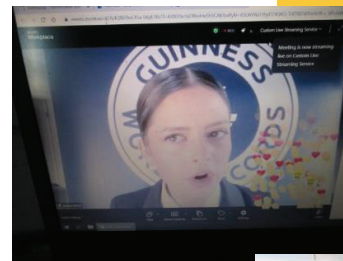
prefer to be an Athenian and not a Spartan. Their decision was definitely influenced when they found out that aged seven, Spartan boys would be separated from their mothers and that if a newborn baby was considered weak by inspecting soldiers, it would be thrown off a cliff, or at best, it would be made a slave.





Children had their usual PE weekly sessions, a yoga lesson, a hockey and a tag rugby one. In Yoga, children performed new postures and participated in calming and relaxation games to improve their concentration and listening skills. In Hockey, children worked on improving their communication with their team members, by moving into space, and taking the ball towards goal.

World Record Breakers...we hope! Thursday was National Poetry Day. During the morning, we worked with poet Laura Mucha and 60,000+ primary aged pupils from across the country to co-write a poem about 'what counts' and break a Guinness World Records title for the largest poetry lesson! We were joined by Lime Class for this exciting event. In preparation for the lesson, we had collected ideas about 'what counts' and 'what matters' to us. Our ideas included 'the right to be respected', 'the power of hugs', 'my family', 'feeling safe from harm', 'a peaceful world to live in'. We sent our ideas to Laura Mucha for her to include in the collaborative poem.



During the 'largest poetry lesson', we then voted with other children from across the country and made decisions about what to include in our poem. Laura Mucha then had the task of putting all our ideas and suggestions into a finished poem. The poem is to be displays all over the country, on the children's Poetry Archive, on billboards, buildings, in newspapers and will be made into a poster! We had a great time during the lesson and are excited to share the finished poem with you soon. We are equally excited to receive news from the people at Guinness World Records to confirm we are World Record Breakers! Words really do have power!



As if being a World Record Breaker wasn't enough, this week we finished our Anderson shelters. We are truly delighted with the finished scale models. Tools we used included saws, bradawls, screwdrivers, sandpaper and sanding belt, clamps to name just a few! We learnt about mitred corners and there was plenty of sticking and measuring too, as well as much problem solving and teamwork.



A few quotes from the children include:

*'I can't believe my model looks this great!'*

*'I never thought I'd be able to use all the tools and build this myself.'*

*'I'm really pleased with the finished model.'*





*'I'm going to make a mini figure to take shelter inside just like in the war!'*

Huge thanks to our Chair of Governors, Mr. Hutt, who helped us with the design and showed us how we might construct our scale model. Thanks also go to Mr. Trundle, Site Manager, and Mrs. Lloyd-Williams, Governor, who gave their time and expertise to support us with this project. We really appreciate it!



**Dear Parents of Little Hadham Primary,**

**This is the Green Team writing to you.**

**As you know we are lucky to have an allotment in Little Hadham village. We were wondering if anyone has any spare plants, fruit trees, seeds, netting and anything else we could grow there. If you have and would like to donate, we would be extremely grateful and you can drop them at the office. Just remember all your donations are going to a good cause.**

**Yours Sincerely**

**Caden and Harrison from the Green Team**

## Have you seen it?

['The Hertfordshire SEND Local Offer'](#)

Did you know that the Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them? Click on the link below to see how the local authority can support you. It offers signposts to a range of services, courses, self-help articles and guidance & tools.

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

## **Our Empathy Assembly at Little Hadham Primary: A Journey of Understanding**

Last week's empathy assembly focused on *The Journey* by Francesca Sanna. The book tells the poignant story of a mother and her two children who are forced to leave everything behind and travel to an unfamiliar and strange new place. The line, *"I look up to the birds that seem to be following us. They are migrating just like us. And their journey, like ours, is very long, but they don't have to cross any borders,"* invites us to reflect on the hardship and uncertainty many families face when fleeing war and conflict.



Based on real-life stories of people seeking a new home, Sanna's lovely illustrated book is a powerful reminder of the challenges and emotions tied to such journeys. It echoes many of today's global issues, bringing to light the unimaginable decisions families must make in the face of turmoil.

During the assembly, we discussed the story's themes, including the plight of refugees, and asked the children to think about the empathy they felt for the characters. We then encouraged them to reflect on how they can show kindness and compassion to one another, recognising that everyone's journey is different.

## **October is Black History Month, and we're excited to celebrate it at Little Hadham Primary!**

At Little Hadham primary, we believe that understanding and recognizing the contributions of all people is something that should be honoured throughout the year. That's why Black history is an integral part of our curriculum all year round. However, we also know the importance of highlighting Black History Month, so this October we are dedicating extra time to focus on the remarkable achievements and contributions of Black Britons, both past and present.

Throughout the month, we will be reading stories from various cultures, exploring influential figures in history and today, and engaging in meaningful discussions about key historical events. These activities are designed to broaden our understanding and spark thought-provoking conversations.

We would also love to involve our wider school community in this celebration! If you would like to share your knowledge or read a story to a class, please let your child's class teacher know or email the office. Your participation would be greatly appreciated.

To find out more or to learn more with your child at home take a look at:

<https://www.blackhistorymonth.org.uk/>

# Rights Respecting Schools



*Rachel Isadora's illustration of Article 2*

This week's whole school Rights Respecting assembly introduced the children to Black History Month. Black History Month takes place in October every year and is a celebration of key figures and events in Black History. Having begun in the USA, it has been celebrated in the UK since 1987, with the emphasis on celebrating particularly the history and contributions to society of people with an African or Caribbean heritage.

There is a different theme every year, for example this year the theme is Reclaiming Narratives. This will help to shine a light on the untold success stories of people of Black heritage.

Two rights stand out when we explore this theme...

## Article 2 (non-discrimination)

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 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs, and religion of their family, whether or not these are shared by the majority of the people in the country where they live.



During our assembly, children were asked to think about how everyone is special and important. They were asked 'What is the best thing about being you?' We listened to the story 'Elmer the Elephant' by David McKee. In the story, Elmer didn't feel that he wanted to be the same as the other elephants. The story challenged us to think of ways that we can celebrate our differences like the elephants do on 'Elmer Day'.

You can enjoy listening with your child to a recording of the story shared in our assembly by clicking the link below.

[Elmer the Elephant](#)



Watch these children talking about Black History with their parents. Who could you have a conversation with about Black History? What could you tell them about what Black History Month is and why it is important?

[CBeebies Black History Month](#)



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

