

Week 13 05/12/25

Dear Parents & Carers,

It's beginning to feel wonderfully festive around school! 🎄🌟

A heartfelt thank you to everyone who supported our Christmas Bazaar last Friday. The Friends created the most incredible winter wonderland, turning the school into a sparkling festive marketplace full of joy, music, and community spirit.

The classes singing and brilliant buskers deserve a special shout-out—their confidence and determination shone through as they performed again and again with huge smiles. We are equally grateful to all the parents, staff, and governors who manned stalls, kept everything running smoothly, and set such a positive example for the children. You've all more than earned a restful break once term ends!

It is always lovely to welcome back several past pupils and families and even see them helping on stalls. They spoke fondly of their memories here and shared stories about life at secondary school (strict rules and mountains of homework seem to be a theme—but they're doing brilliantly!).

Father Christmas made a very popular appearance, in his new abode, spreading plenty of festive cheer—though we suspect he'll be ready for a long sleep in the New Year! 🎪🎅 With sweet treats, hot dogs, craft tables, and a whole host of games, the afternoon had something for everyone.

Most impressively, the event raised **just over £3,000** for the school. A huge well done and thank you to everyone who helped make that happen. As we look ahead to the final stretch of term, the excitement is really growing. After such a busy and productive few months, it's lovely to have so many celebrations to enjoy. Christmas parties, LHPS Got Talent, magical performances, ice skating, and another inspiring Golden Morning are all on the horizon. It's a fantastic way to round off the year—and we may all be ready for a long winter rest by the end!

Beech and Ash classes are working with great enthusiasm as they polish the final details of their performances. I've seen a few sneak peeks, and they truly are something special—the children's effort and passion shine through in every rehearsal.

The Christmas countdown has officially begun! 🎁🎄

Have a wonderful weekend,
Sinead Connolly, Headteacher

Diary Dates

- **10/12/25 EYFS Show 2:30 start in Hall**
- **11/12/25 Pantomime- whole school**
- **16/12/25 Beech Performance 6pm**
- **17/12/25 Christmas Lunch- Christmas jumpers**
- **17/12/25 Little Hadham's Got Talent**
- **18/12/25 KS2 Humanities Quiz!**
- **19/12/25 Youth Create Christmas Parties**
- **19/12/25 End of Term 1pm**

Outstanding payments

All outstanding balances for the Autumn Term for dinner, clubs and trips must be settled before the end of term please. If you need to know how much you owe, please contact the school office.

Wednesday 17th of December is the children's Christmas Lunch day. Children, staff and Governors can come to school wearing their brightest, cheeriest jumper, a Christmas jumper they already own or decorate an existing jumper, there is no need to buy anything new!

Foodbank reminder!

Class	Items	Date
EYFS	Sweets, treats, Crisps, Selection Boxe, Bags for life and strong plastic bags and toilet rolls	12/12/25

Rights Respecting Schools

International Human Rights Day



Eleanor Roosevelt holding the Declaration of Human Rights, December 1948

This week, our whole school took part in a special Rights Respecting assembly to celebrate International Human Rights Day. Our fantastic School Captains — Joe, Otis, Grace and Hugo — led the assembly with confidence and care, helping us all to deepen our understanding of children's rights.

We focused on Article 4 and Article 41 of the UN Convention on the Rights of the Child (UNCRC), exploring how governments must take all necessary measures to protect children's rights, and how children's rights must always be upheld alongside national laws that safeguard them.



Our Captains invited the school to think about an important question: *“Why do we have an International Human Rights Day?”*

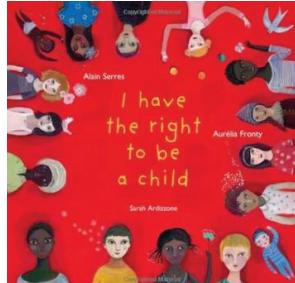
Children shared thoughtful responses, including:

“To raise awareness because not all people in the world have their rights respected.”
“To help protect people and their rights.”
“To celebrate the rights we have.”

We also learnt that International Human Rights Day takes place every year on 10th December, marking the date when the Universal Declaration of Human Rights was adopted in 1948, following the hardships and injustices of the war years.

To help us reflect on these ideas, we shared the beautiful picture book ***‘I Have the Right to Be a Child’*** by Alain Serres, which illustrates children's rights in a powerful and accessible way.

You can view or share the book using the link provided. [I Have the Right to Be A Child](#)



To finish, our Captains shared the rights that matter most to them, including *‘the right to have a say and voice my opinions’*, *‘the right to be listened to’*, *‘the right to be free from discrimination’*, and *‘the right to rest and play’*.

A huge thank you to Joe, Otis, Grace and Hugo for leading this week's assembly so brilliantly and inspiring us to think deeply about the importance of rights for every child, everywhere.

Mrs Tweedale
Rights Respecting Schools Co-ordinator
Deputy Head



An update from Our Geography Subject Leader, Mrs. Courtman-Stock...

The children have enjoyed talking with our Geography Subject Leader, Mrs Courtman-Stock, about everything they have been learning this term, and they were proud to share the work in their topic books. Across the school we have been focusing on developing confidence with maps and map-reading skills. In Early Years, the children's regular small-world play continues to build the foundations of early representational concepts, helping them begin to understand how places and spaces can be shown in simple ways.

Beech Class have done a wonderful job of getting out and about in the school grounds and the local area to carry out some essential fieldwork, an important part of the geography curriculum. They combined this with mapwork as they explored local footpaths, located them on an OS map, and spotted examples of human and physical features along the way. They were very enthusiastic when speaking to Mrs Courtman-Stock and told her, "it is so much fun when we go for walks." Maple Class have also been developing their geographical knowledge by exploring the UK's National Parks and using maps to locate them, thinking carefully about the human and physical features found in each. They told Mrs Courtman-Stock that they loved doing geography and particularly enjoyed using ICT to carry out topic-related research.

Lime Class have been travelling further afield—at least in their learning—as they explored the physical and human geography of Scandinavia. They used maps and globes to locate Europe, the equator and the poles, and then identify the three Scandinavian countries. They have particularly enjoyed comparing and contrasting a village in Norway with Little Hadham. Several children shared that they would love to live in Norway "because it looks so beautiful and they could do loads of outdoors stuff." Willow Class were very passionate as they spoke confidently about how their geography learning linked with and enhanced their World War II topic this term. They understood that this was human geography and explained that it was "really interesting" to see how events unfolded across Europe by using maps to locate the different countries involved.

Stop press! Exciting news — we have been approached by the Parish Council to see if we would like to get involved in monitoring local water levels in the River Ash; of course we said yes!

💡 KS2 Times Tables Showdown Has Begun!

The buzz of excitement is in the air as our KS2 pupils step into this year's Times Tables Rock Star Challenge! The battle kicked off on **Monday 1st December** and will continue right through to **Friday 12th December**. It's a brilliant chance for children to boost their multiplication skills while embracing a bit of friendly rivalry.

📚 As Albert Einstein wisely reminded us:

"Education is not the learning of facts, but the training of the mind to think."

Fluency in times tables forms the bedrock of confident maths learning. When children practise regularly, these essential number facts become second nature—freeing up their thinking for trickier reasoning and problem-solving tasks. With consistent effort, accuracy improves, speed increases, and confidence grows.

⌚ A few minutes each day makes a huge difference!

We very much want to see pupils dipping in daily—those small bursts of practice can lead to truly impressive progress!

🏆 Which class will take the crown this year?

A huge good luck to all our KS2 Rock Stars—let's see who rises to the top and claims the prize!

News from The Governors

We'd like to introduce ourselves as the new co-chairs of the Little Hadham Primary School Governing Body - Emma Claremont and Katherine Nellums.

Emma has been a governor at Little Hadham for nine years, including as vice-chair for the past eight years, and her daughter is a former pupil of our school. Katherine has been a governor for three years and chair of the Resources Committee for the past two years.

We both truly enjoy being involved as governors and believe deeply in the ethos of Little Hadham Primary and the value it provides to the children in our community.

Like all of you, we were thrilled with the brilliant (and very well deserved!) result from this year's Ofsted visit, and are excited to work alongside our fellow governors and the staff on what's next for our school.

We're keen to hear from you and look forward to arranging a time to introduce ourselves in person in the new year. We'd also like to take this opportunity to thank our previous chair, Keith Hutt, for his near-decade of dedicated service to the school.



Emma Claremont



Katherine Nellums

A Message Shared by Parents: Smartphone Free Childhood

The following information has been **shared with us by parents to send out**.

“Smartphone Free Childhood” (SFC) is a grassroots organisation founded in February 2024 by two mums who felt increasing pressure to give their children smartphones as they entered Year 6. After voicing their concerns online, thousands of parents joined them in choosing to delay smartphone use—and from this, Smartphone Free Childhood was created. Today, more than 350,000 parents nationwide are part of the movement, united in their aim to promote healthier, happier childhoods.

Locally, parents in the Stortford branch of SFC are also taking action. They are visiting schools and community settings to raise awareness about the impact of smartphones and to show that delaying smartphone use **is possible** when families work together.

SFC encourages parents to delay smartphones until at least the end of Year 9, with no social media until the age of 16. The organisation provides support for families and schools who wish to adopt a smartphone-free approach, offering practical resources and a supportive community.

Alongside supporting families, SFC is also using its growing national voice to advocate for greater government action in tackling Big Tech's addictive algorithms and helping children reclaim their childhood.

Parents who would like to find out more can visit the website: www.smartphonefreechildhood.org

Or contact the local volunteer group at: sfcstortford@outlook.com
(They can also provide a link to join the “sfcstortford” parent WhatsApp group.)

Save the date: Friday 30th January, 2pm – SFC Stortford parent talk at LHPS. More details to follow.

Please scan the QR code below or click the link provided...



**HELP US BRING A MAGICAL
LIBRARY BUS TO LITTLE
HADHAM SCHOOL!**



**EVERY DONATION, NO MATTER
THE SIZE, TURNS A PAGE IN
THIS STORY.**



<https://superkind.org/campaign/friends-of-little-hadham-primary-school-little-hadham-library-bus>

News from the Classes...



This week in Early Years, the children have been busy practising songs for their upcoming Christmas Show. They sound wonderful and all have smiles on their faces whilst we try to remember both the lyrics and the actions! They're so excited to perform in front of their grown-ups.

Ash and Saplings were very lucky to have a jewel jar treat this week, as they watched the performance of 'Gnome Alone' in the hall. It was great fun and the children really enjoyed it.

In maths, Ash class have been learning all about positional language. They have enjoyed following instructions and coming up with their own as they hid their mini mes all over the classroom... on the chair, in the box, under the board. Saplings, meanwhile, have been very busy practicing counting to 3 and using their fingers to represent the numbers. We have also been using a class advent calendars, using our mathematical knowledge of one less, as we count down the days until Christmas.



Speaking of Christmas... we seem to have acquired an extra member of class in the form of a cheeky elf! The children are always eager to see where he's hiding each morning.

In PE, the children are continuing to work on their gross motor skills as they find different ways to move hoops to each other, whether that is rolling or twisting. Their hand-eye co-ordination is also improving, as they practice throwing and catching balls with a partner.



In **Beech Class**, our maths lessons this week have focused on investigating the properties of 2D and 3D shapes. The children have enjoyed a very practical and engaging week, using hands-on resources, real-world objects and problem-solving activities to deepen their understanding. In Year 1, the children have been working on recognising and naming common 2D and 3D shapes such as circles, squares, rectangles, triangles, cubes and spheres. Through sorting activities, shape hunts and discussion, they have been learning to describe shapes using mathematical vocabulary including sides, corners, curved, straight, flat and solid. They particularly enjoyed spotting shapes in our environment and beginning to understand that shapes are all around us. In Year 2, the children have built on this knowledge by identifying and comparing shapes based on more detailed properties. They have explored the number of edges, faces and vertices when working with 3D shapes and used these features to justify their reasoning. They have also begun to discuss the difference between regular and irregular polygons and explain their thinking using full sentences and mathematical language. Across the class, children have been encouraged to ask questions, make predictions and explain their reasoning, which supports both mathematical thinking and communication skills. We have seen wonderful progress in the way the children are confidently using vocabulary and noticing details they may not have been aware of before.

In English the Year 1 children were introduced to the idea of writing newspaper reports and explored how journalists gather the most important information before they write. Using our special 'animal detectives' Who, What, Where, When and Why the children learned that these key questions help form the orientation (introduction) of a newspaper report. Together, we shared examples and worked as detectives to spot the 5Ws in different texts. The children then practised



identifying the information with a partner, and some began writing their own introductions, remembering to use capital letters and full stops, including for days of the week. This work has supported children to build early comprehension, questioning skills, and confidence in writing for purpose. In Year 2, children have been continuing to strengthen their reading comprehension skills, focusing on retrieving key information and making inferences from a range of texts. They have been responding to questions using evidence directly from the text and explaining their answers using full sentences. This helps them to not only understand what they read, but also discuss characters' thoughts and motivations, predict events, and justify their ideas.



In PSHE this week, the children have been thinking about what it means to be kind and how even small actions or words can make a big difference to others. We discussed examples of kind and unkind behaviour and talked about how it feels when someone shows kindness towards us. The children enjoyed listening to the story *An Act of Kindness* and used this to help us create a bank of kind words and helpful actions that we can use both in school and at home.

During circle time, the children took turns sharing a kind comment with a classmate and reflected on how these positive interactions made them feel. We will continue to celebrate acts of kindness throughout the week as the children look for opportunities to show respect, support others, and contribute to a caring and friendly classroom community.

This week in **Lime Class** in English, the children explored the wonderfully playful world of *limericks*. We identified rhyme patterns, counted syllables, and looked closely at the humorous, silly style that makes limericks so memorable. Using model examples as scaffolds, the class then began drafting their own verses—there was plenty of giggling as they experimented with rhythm and rhyme!



In Maths, excitement has been building as our TT Rockstars battle officially began. The children are eagerly asking for progress updates each day and are working hard to climb the leaderboard. Year 3 focused on mastering the 8 times table, while Year 4 worked on multiplying three numbers together, developing both fluency and confidence.



Our Geography lessons took us on a journey from Little Hadham to Norway, as we compared and contrasted our local village with a Norwegian one. The children discussed what was similar, what was different, and how physical and human features shape life in each place. This has sparked some thoughtful conversations about global communities.



In Science, we investigated magnets and magnetic materials, testing objects around the classroom and developing predictions about which materials would be attracted to a magnet. The children enjoyed hands-on exploring and were enthusiastic about sharing their discoveries. In DT, we learned why annotated sketches are important in the design process, then challenged ourselves with a fast-paced game that involved creating quick, clear design sketches of different shapes.

Finally, in French, the children practised using the phrase “*je suis...*” (“I am”) to guess and describe animals we have been learning over the past few weeks. This fun guessing game helped everyone build confidence in speaking and applying new vocabulary.





This week, in **Maple class**, the children continued reading and discussing their class book *The Secret Lake* by Karen Inglis. They engaged thoughtfully with a range of vocabulary, comprehension, inference and author choice questions, deepening their understanding of the text. Inspired by the story, the children wrote detailed setting and character descriptions, using relative clauses to add detail as well as noun phrases, personification and similes to bring their ideas to life.



In maths, the Year 5 focused on finding fractions equivalent to other fractions and solved problems, whereas the Year 4 children explored multiples of 12 as well as the special cases of 1 and 0. They practised recognising patterns and applying these to different number problems.

In Geography, the class learned about the impacts of weather and climate on the Lake District, explaining how these factors shape the landscape and influence human activity. With their learning partners, they then researched interesting facts to begin creating engaging and persuasive travel leaflets about the region.

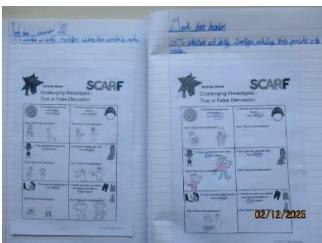


In our yoga session, the children revisited the postures of the Sun Sequence and practised new ones. They enjoyed the Sneaky Trees game, experienced the calming Rainstick activity and finished with a soothing Ladybird relaxation.

In the



basketball session, the children developed their defending skills by learning how to mark an opponent and identify moments to attempt an interception. They also practised shooting techniques and explored decision-making around when to pass or dribble.



In PSHE, the focus was on understanding and identifying stereotypes, including those influenced by the media. The children discussed stereotypes in children's movies with their learning partners and considered how these portrayals can impact people. As a Rights Respecting School, we linked this learning to Article 2 – The right to be treated fairly and without discrimination.

It's beginning to look a lot like Christmas in **Willow Class**. We began the week by lighting our class Advent candle. There was something quite special about watching that tiny flame flicker while the classroom fell beautifully still. It gave us a moment to pause, breathe, and reflect during this very busy time of year.

In RE, we explored the meanings behind some of our favourite Christmas traditions and what they can tell us about the Christmas story. We talked about the difference between *secular* and *non-secular* traditions, and then designed two Christmas baubles—one of each type.



Our classroom has also had a festive makeover. We created beautiful decorations for our class Christmas tree using Christmas book covers combined with the Rights Respecting Schools Articles. The tree now looks both magical and meaningful—a perfect Willow Class combination.



Keeping with the Christmas theme, DT took us on a delicious journey this week! We researched sweet treats and desserts, especially classics like Yule logs and Christmas puddings. Next week, we'll be making our very own individual Christmas cakes and thinking about how to adapt a traditional recipe to suit our design brief.



Did you know...?

Christmas cake began as a type of porridge! In the Middle Ages, families ate a dish called *plum porridge* to line their stomachs before Christmas feasting. Over time, flour, eggs, and butter were added—turning the porridge into a cake!

In Maths, we've been converting units of measure—everything from miles to kilometres to inches and centimetres. We had great discussions about how, even though we officially use metric units, many people still use imperial measures in their everyday lives. (Ask your child whether they'd rather run 5 miles or 8 kilometres...!)



In Science, we stepped into the colourful world of Isaac Newton. After learning about his discoveries and his Theory of Colour, we used glass prisms to split white light into a rainbow. Then we put Newton's theory to the test by spinning the colours of the visible spectrum to see if we could blend them back into white light. It felt a little bit like doing magic—with science!

