

Dear Families,

Welcome back to our final half term of the academic year, there is a real sense of energy and excitement around the school. Although the weeks ahead will undoubtedly fly by, they are packed with wonderful learning opportunities, memorable experiences and important milestones for our children.

Across the school, children will continue to immerse themselves in exciting topics, educational visits, sporting events, performances, outdoor learning and enrichment activities. From our youngest pupils taking their next steps in confidence and independence, to our Year 6 children preparing for their move to secondary school, there is so much to celebrate and look forward to.

The final weeks of the year are always incredibly important for learning. Every lesson counts and we encourage all children to continue giving their very best effort, showing resilience and determination right up to the end of term. The progress children make during this period can have a significant impact on their readiness for the next stage of their education. Attendance remains a key priority. With so many exciting activities, curriculum projects and transition opportunities planned, it is vital that children are in school every day unless they are genuinely unwell. Good attendance not only supports academic achievement but also ensures children can fully participate in the rich experiences that make primary school so special.

Thank you, as always, for your continued support. By working together, we can ensure that every child enjoys a successful, rewarding and memorable end to the school year. Let us make these final weeks count and finish the year with the same enthusiasm, curiosity and positivity that have characterised so much of this year's learning.

Have a lovely weekend,
Sinead Connolly, Headteacher

Diary Dates

- 10/06/26 *Governors in school*
- 12/06/26 *Learning Together Morning Maple Class*
- 12/06/26 *Lime Class Trip*
- 15/06/26 *Beech L.T.M.*
- 17-19/06/26 *Gilwell Trip Willow*
- 24/06/26 *EYFS School Trip*
- 26/06/26 *Year 6 Puppet Workshop*
- 29/06/26 *Beech Class Trip*
- 29/06/26 *Art Week*
- 03/07/26 *Art Exhibition*
- 03/07/26 *Colour run*
- 07/07/26 *Maple Trip*
- 09/07/26 *Transition Day*
- 15/07/26 *Image Theatre*
- 15/07/26 *Willow Class Perf 6pm*
- 16/07/26 *Sports Day @10am*
- 20/07/26 *BBQ Year 6 @6-7:30*
- 21/07/26 *Term ends 1pm and school picnic and the infamous Year 6 football V their Parents @12 noon*

Year 1 will begin their Phonics Check next week. This is an important milestone, and we know they will do their very best. Parents will be informed of the outcomes of all the statutory assessments in the children's end-of-year reports later this term.



Y3 MATHS MINDS AT WORK!

This week, two groups of Y3 children took part in the Year 3 HFL Maths Challenge. The competition provided an exciting opportunity for pupils to work together in teams to solve a range of mathematical problems and puzzles. The children showed great enthusiasm, teamwork, and a real love of maths throughout the event. They enjoyed the challenge, supported one another and had lots of fun while developing their problem-solving skills. It was wonderful to see their confidence and enjoyment of mathematics shine through.

Well done to both teams!



Rights Respecting Schools

In our recent Rights Respecting Schools assembly, we learnt about **World Bee Day**, which is celebrated every year on 20th May. This year's theme is **"Bee Together, for People and the Planet."**

Our assembly was wonderfully delivered by a team of Year 6 children — Hugo, Logan, Alice, Elowen and Phoebe — who began by sharing a riddle with us:

*It can be solid, it can be runny;
It's pure and sweet and tastes very yummy.
When sore throats and colds make your throat ache,
With hot water and lemon some of this you should take.*

Of course, the answer was honey... and honeybees!

The Year 6 team shared many fascinating facts about honeybees. We learnt that a honeybee makes just one eighth of a teaspoon of honey in its lifetime and that, to produce just 1 kilogram of honey, bees need to travel around 110,000 miles and visit approximately 4 million flowers — wow!

We discovered that the incredible work bees do is only possible because they work so effectively together as a team. We also learnt how important it is that we help protect these amazing insects, preventing more bee species from becoming endangered or extinct. Without honeybees, many of our food supplies would be at risk.

Our Year 6 children encouraged everyone to think about how we can help our wonderful buzzy friends. The children shared some thoughtful ideas, including:

- 🐝 Taking part in "No Mow May" by leaving lawnmowers in the shed and allowing wildflowers and dandelions to grow, creating a natural feast for bees.
- 🐝 Planting bee-friendly flowers in gardens, balconies, window boxes and around school.
- 🐝 Protecting hedgerows and planting more hedges.
- 🐝 Reducing the use of harmful chemicals and finding safer alternatives.
- 🐝 Supporting local beekeepers by buying locally produced honey.

The assembly also helped us reflect on our Rights Respecting Schools Articles.

Article 24 reminds us that every child has the right to the best possible health, nutritious food and a clean, safe environment. Bees pollinate over 75% of global crops, so protecting bees helps protect children's access to healthy food and a stable ecosystem.

Article 29 explains that education should encourage children to respect the natural environment and all living things. By learning about World Bee Day, pollination, biodiversity and sustainable beekeeping, we are developing our understanding of how to care for the world around us.

Just like bees work together in a hive, we must work together to protect these important creatures from habitat loss and climate change.

We encourage families to think together about one small change you could make to help honeybees survive and continue their vital work in protecting our food supplies.

Thank you, as always, for your continued support of our Rights Respecting work in school.

Mrs Tweedale,
Deputy Head Rights Respecting Schools Co-ordinator



This week in EYFS, we enjoyed reading the wonderful book *Here We Are: Notes for Living on Planet Earth* by Oliver Jeffers. This inspiring story is written as a welcome guide to our world and encourages children to think about the many different places, people, and environments that make Earth so special.

The children thoroughly enjoyed the book and were excited to explore different parts of our planet. We created a new classroom display showing the hot, fiery volcanoes filled with boiling lava to the cold, icy icebergs of the Arctic.

The children worked together to think of descriptive adjectives for each environment and used these words to write their own descriptive sentences. We were very impressed with their ideas and the vocabulary they used to describe the environments.



This week in Maths, the children have been learning all about doubling. We explored what it means to double a number and practised finding doubles using counters, cubes, and numicon.

The children enjoyed making doubles by creating two equal groups and counting how many there were altogether. We investigated doubles to 10 and challenged ourselves to spot patterns in the numbers. The children were excited to discover that doubling means having "twice as many" and confidently used mathematical language such as *double*, *equal*, *same*, and *altogether*.

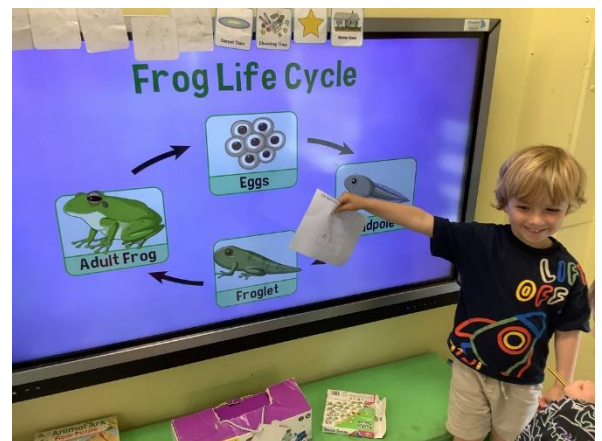


During PE this week, the children took on an exciting new challenge as they were introduced to tennis. The children showed fantastic resilience and perseverance as they practised balancing the ball on their rackets and bouncing it with control.

Although they found some of the tasks tricky at first, they demonstrated

great determination and were proud of the progress they made throughout the session.

This week in Knowledge and Understanding of the World, the children have been learning about the life cycle of a frog. We explored how frogs grow and change over time. The children learnt the new vocabulary of: *frogspawn*, *tadpole*, *froglet*, and *frog*.



As part of our learning, the children created their own life cycle diagrams and explained the changes that happen as a frog grows.

Thank you to everyone who joined us for our Maths Learning Together afternoon.

We had a wonderful time welcoming you into the classroom and sharing some mathematical learning with you. The children enjoyed working with you and were proud to showcase the skills and knowledge they have been developing in class. What a great chance to celebrate their learning! Thank you for your continued support and enthusiasm.



In Beech Class this week it has been a busy and exciting week of learning across all subjects.

In PSHE, we have been learning about feedback. The children discussed what makes feedback appropriate, helpful and kind, as well as how to give feedback in a positive and respectful way. We explored the difference between helpful and unhelpful comments and how good feedback can help others to improve and feel encouraged.



To put this into practice, the children took part in an obstacle course activity. Working in pairs, one child was blindfolded while their partner guided them safely around the course using clear instructions and thoughtful feedback. This helped the children to develop their communication, listening, teamwork and trust skills.

In History, we have started our new topic on Isambard Kingdom Brunel. This week, we learnt about his key achievements and discussed why he is considered such an important figure in British history. We explored the Great Western Railway and thought carefully about what it might have been like when trains were first introduced. The children shared some interesting ideas, including the historical belief that travelling at high speeds might make people's brains "boil".



In Maths, the Year 2 children have been learning to tell the time to the nearest five minutes. They have been working hard to read both analogue clocks and understand the position of the minute and hour hands. The children have practised counting in fives around the clock and have used this knowledge to tell the time before and after the hour. They have also been solving practical problems involving time, such as working out how long activities take and ordering events in the correct sequence during the school day. The children are becoming more confident in explaining their reasoning and using mathematical vocabulary such as "o'clock", "half past", "quarter past" and "quarter to".



The Year 1 children have also been learning about time, focusing on the months of the year. They have been developing their understanding of the order of the months and using songs and visual aids to help them remember them. The children have been practising sequencing months correctly and answering questions such as what month comes before or after a given month. They have also begun to explore simple time language linked to the calendar, including

thinking about events that happen in different months of the year and making links to their own experiences. This has helped them to build confidence in using time vocabulary and deepen their understanding of how time passes throughout the year.

Welcome back to Lime Class after a hot and gloriously sunny half-term break! We have jumped straight back into learning with our "Learning Together" mornings, which had a geography focus to introduce our exciting new topic. The children showed great enthusiasm and curiosity, and it was wonderful to see so many families supporting their learning. Thank you to everyone who joined us and helped make these sessions such a success.



In Maths, we have continued exploring decimal numbers and their links to tenths and hundredths. The children have been developing their understanding through a range of activities, including mental and oral quizzes. There has also been lots of times tables practice as our Year 4 pupils prepare for next week's Multiplication Tables Check. The children have been working incredibly hard both at school and at home, and we are very proud of their efforts. Some of our Year 3 pupils also took part in the county-wide Maths Challenge this week. They thoroughly enjoyed the experience, and we are eagerly awaiting the results!



In English, our Year 3 children have been reading and writing adventure stories packed with exciting and unusual quests. They have been working hard to include elements of danger, mystery, and thrilling journeys to keep their readers engaged, they have even acted out some of the scenarios to make them come alive.! Their imaginations have certainly been put to good use, and we have been delighted by the creativity and enthusiasm shown in their writing.



Our learning has continued beyond the core subjects too. In French, we have begun learning about different ice cream flavours, helping us prepare for ordering our favourite treats during the summer holidays! In PSHE, we have been discussing change and how it affects us. The children shared thoughtful ideas about how change can sometimes feel challenging but often helps us to grow, learn, and discover new strengths.



This week in English, Maple Class learnt about the Titanic during their reading sessions. Linking to this topic, the Year 5 children identified the purpose and key linguistic features of a journalistic report. They gathered information about the Titanic from a range of primary and secondary sources before writing the opening of their

journalistic report about the Titanic. Year 4 successfully identified the key features of information texts and used research skills to gather information about London landmarks.



In Geography, linking to our Maya History topic and reading sessions, the children worked collaboratively in small groups to use maps of North America. They identified countries within the continent and used their geographical knowledge to solve a series of reading-riddle challenges.



In Maths, the Year 5 children developed their understanding of percentages and learnt how to represent percentages as both fractions and decimals. Meanwhile, the Year 4 children revisited the 6, 7 and 9 times tables, building fluency, confidence and accuracy in their multiplication facts.

In DT, the children began their bread unit by learning about the importance of bread products as part of a balanced diet. They explored the variety of breads available and discussed the different ways bread can be prepared and enjoyed as part of healthy meals.

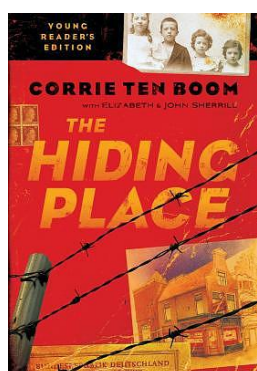


In RE this week, the Year 5 children explored the challenging question: *Is it ever right to lie?* They discussed different situations where telling the truth might be difficult and considered how our choices can affect others.

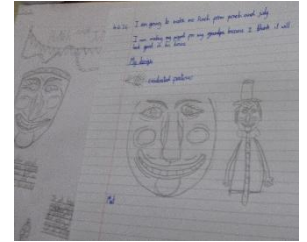
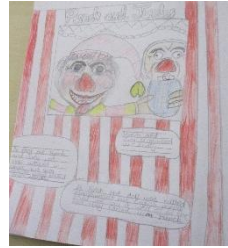
To support their thinking, the children learned about the story of Corrie ten Boom, who helped hide Jewish people during the Second World War. They reflected on the difficult decisions she faced and debated whether lying to protect others could be justified.

The children shared thoughtful opinions, listened respectfully to different viewpoints. It was a fascinating discussion that encouraged everyone to think deeply about honesty, courage, and doing what is right.

Year 4 explored the question: Do Christians have to go to church to show they are Christian? The children discussed different ways Christians show their faith, including attending church, praying, reading the Bible, and helping others.



In Willow Class this week, we have been busy researching one of the Victorians' favourite forms of entertainment: Punch and Judy shows. We discovered these rather strange-looking puppets and learnt about their even stranger storylines! From crying babies to crocodiles stealing sausages, we soon realised that slapstick humour has changed quite a bit over the years. We learnt that improvements brought about by the Industrial Revolution meant many Victorian families could travel to the seaside for short holidays, where Punch and Judy shows were a popular attraction. We were fascinated to discover that Mr Punch was originally an Italian puppet called Pulchinella, whose name was eventually shortened because English audiences found it difficult to pronounce. We even found references to Pulchinella performances in records dating back to the 1600s, including the diaries of Samuel Pepys.



Our research inspired us to create beautiful title pages packed with interesting facts about Punch and Judy. Later in the week, we began creating our own Punch-style puppets. Using newspaper and plaster of Paris, we carefully modelled the heads of our chosen characters. The process has been messy, fiddly and enormous fun! Watch this space to see how our puppets develop.



In PE, we focused on cricket, learning how to bowl using the "bunny grip", a straight arm and a controlled run-up. After some practice, we put our skills to the test in a mini game and were delighted to score a few runs.

In maths, we took our coordinate knowledge to the next level by plotting polygons in all four quadrants. We confidently used vocabulary such as *origin*, *quadrant*, *reflection* and *translation*. Our discussions even stretched into the world of 3D coordinates using the x-, y- and z-axes. Watch out Key Stage 5—Willow Class is on its way!



As part of our Victorian topic and our Science learning about Evolution and Inheritance, we have been studying the fascinating Charles Darwin. After reading extracts from his diaries aboard HMS Beagle, we wrote our own diary entries, capturing both his excitement about reaching the Galápagos Islands and his frustration after spending almost four years at sea.

The sea was throwing the ship around like a boy throwing a ragdoll. Alas, it wasn't easy. I had a good deal of nausea.

(Jacob)

This morning, a rocky outcrop of land appeared on the horizon; my heart skipped a beat!

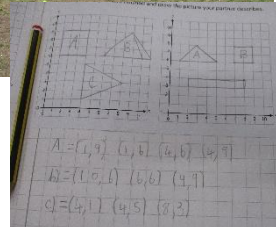
(Joe)

I remember the day with such clarity, how the ship had felt so small compared to the vast, dark blue ocean.

(Ernie)

Whilst on board HMS Beagle, we got word that there had been a cholera outbreak back home in England. We were quarantined for some time delaying us further.

(Charlie)



On Thursday morning, we welcomed parents and family members into our classroom for our Learning Together Morning. Together, we tackled coordinate challenges before hearing more about our upcoming residential trip to Gilwell Park. One visitor was overheard saying, *"I'm learning so much from him!"* We always love sharing our learning and thank everyone who was able to join us.

