

NEWSLETTER 08.11.2024

Week 9

Dear Families,

Welcome back from half term, everyone! We hope you all enjoyed a restful break and some quality family time. This week has been full of energy, and it's wonderful to see the children returning with such enthusiasm. They've settled back quickly into their routines, and our classrooms have been filled with focused, calm, and purposeful learning.

This week has also brought many visitors to our school, each one commenting on how lovely the atmosphere is here at Little Hadham. They were particularly impressed by the children's engagement, their focus, and the welcoming environment created by our school community. It's always a pleasure to hear these positive reflections, and it reminds us how special our school is.

Looking ahead, we have lots of exciting events and learning opportunities planned. From assemblies to enrichment activities, and special project days, there's so much to look forward to, and we'll keep you informed through our fortnightly newsletters, website updates, and school emails. If you're not receiving the newsletter by email, please check with the office to ensure we have the correct contact details for you.

Thank you for your ongoing support in making Little Hadham such a wonderful place to learn and grow. Here's to a fantastic half term ahead!

Sinead Connolly, Headteacher

Diary Dates

- 12/11/24 Odd Socks Day
- 12/11/24 Lime Class Learning Together Morning
- 13/11/24 Maple Class Learning Together Morning
- 14/11/24 EYFS Learning Together Morning
- 14/11/24 Police Knife Talk-Willow
- 15/11/24 Beech Class Learning Together Morning
- 20/11/24 Tree Planting Millennium wood
- 29/11/24 Friends Christmas Bazaar
- 12/12/24 Pantomime- whole school
- 17/12/24 KS2 Humanities Quiz
- 18/12/24 Christmas Lunch- Christmas jumpers!
- 18/12/24 Little Hadham's Got Talent
- 19/12/24 Golden Morning
- 20/12/24 Youth Create Christmas Parties
- More to come...watch this space!

Little Hadham Primary Reaches the Finals of Prestigious Maths Challenge!

Little Hadham Primary School is celebrating another incredible achievement: securing a spot in the finals of the HFL Education Year 6 Mathematics Challenge for the second consecutive year!

This exciting, friendly, and online inter-school competition provides Year 6 pupils with the chance to apply their mathematical knowledge and teamwork skills to solve complex problems and tackle some truly demanding questions. And when we say demanding, we mean it! Each year, over 250 teams from schools across Hertfordshire, the UK, and even overseas participate in this highly

This achievement highlights our school's commitment to nurturing a love for mathematics, fostering collaboration, and empowering pupils to achieve their best. As the finals approach, Little Hadham Primary is brimming with pride and excitement for its incredible mathematicians. Once again, I am super impressed with their teamwork and mathematical skills!

Good luck, team—you've got this!

Mrs. Afenti-Sassis Maths Coordinator

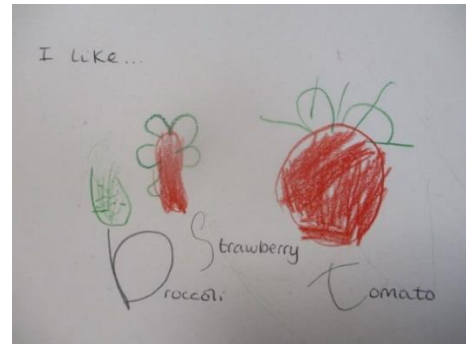


It has been a lovely first week starting back after half term in Early Years! The children have thoroughly impressed Mrs Lawrence with their incredible independence around the classroom; it has been a total pleasure to see how much they have progressed in such a short space of time!



Early in the week during circle time, the children were introduced to some of their 'rights' as part of the whole school learning on Rights Respecting Schools. We focused particularly on fairness and how sometimes this could mean being treated equally, and sometimes it could mean being treated according to our differing needs. This led to a lovely discussion where the children spoke keenly about how it was important to recognise how special and unique each of us are. We all agreed that our rights are important and are to be respected!

In Literacy, the children enjoyed hearing their new focus story, I Will Not Ever, NEVER, Eat a Tomato, by Lauren Child. We had a fruitful carpet time discussion thinking about all the different foods we aren't too keen on, and those that are our absolute favourites! We noticed that some people liked certain foods, whilst others disagreed, and this reminded us of our work in circle time, recognising and celebrating our difference! The children then created some brilliant pieces of writing for our class display, drawing and labelling foods.

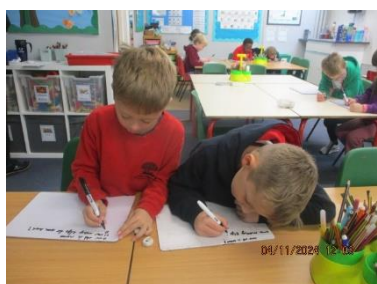


Mrs Lawrence was relieved to have the children's support in maths... they noticed that she had dropped her Five Green Bottles game and muddled up all the pieces! Luckily, using their counting skills and subitising, the children were able to sort them out as a team, and even began to notice that some pieces, such as the 'three' and the 'one', could in fact go in the 'four' pile when combined!



During one of our carpet times, we have been thinking about how special it is to give and receive gifts. We talked about how important it is to think about what kind of present we should give to others, considering what they like and would appreciate. We wanted to give a gift to Mrs Lammin and the children were very thoughtful and chose a book as they know how much she likes to read. We wrapped it up carefully and Mrs Lammin was very grateful for the thoughtful present. It then led to a very busy afternoon of making and wrapping presents, as well as writing cards!

In English the Year 1 children had a wonderful surprise this week when they found a mysterious, magical door in the classroom! Their imaginations took flight as they thought about what incredible creature might be hiding behind it. Using descriptive adjectives



and dynamic verbs, they conjured up images of enchanted animals and magical beings, and practiced writing about these creatures with rich detail and vivid vocabulary. This activity not only enhanced their descriptive writing skills but also helped them develop confidence in using language creatively. Meanwhile, the Year 2 children have been busy getting into the festive spirit, writing heartfelt letters to Father



Christmas. They've been practicing using persuasive language, expressing their wishes, and politely making requests, while also thinking about what they are grateful for. This exercise helped them understand the structure and format of letter writing and emphasised the importance of thoughtful communication.

Our art lessons this week took the children on journeys through the work of two famous artists, each with a unique style and approach. Year 1 children explored the world of Paul Klee, learning about his life and his distinct style, influenced by colour and imagination. We studied his famous quote, "A line is a dot that went for a walk," which sparked great curiosity and discussion. In Year 2, the students dived into the technique of pointillism by studying Georges Seurat. They learned about his life, his artistic approach, and how he used tiny dots of colour to create depth and perspective.



This term, we've started our exciting new history topic on The Great Fire of London. The children were captivated by the dramatic events surrounding the fire, and we began by examining the timeline of events leading up to, during, and after this historical disaster.



Year 1 and Year 2 children practiced ordering these events and learned about the key figures and places involved, such as Samuel Pepys and Pudding Lane. We discussed how the fire changed London and the lessons it taught about safety and city planning. This activity not only introduced them to sequencing and chronology but also sparked a deep interest in understanding how history shapes our world.



The new half term has kicked off with an exciting topic: how we find our way around the world. We're diving into all the different ways we encounter and use maps in our daily lives—whether we're looking at a screen, holding a paper map, or using directions and place names to help us navigate. It's fascinating to explore how each tool helps us understand and find our place on the planet.



In French, we've started learning phonics, and it's been a surprising challenge! Some letters and combinations of letters make completely different sounds in French than in English, which has kept us on our toes. It's like learning a new musical language, and we're excited to keep practicing and uncover more about how French words are formed.



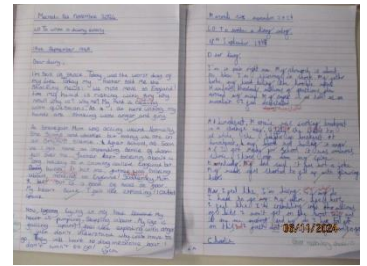
Science has been equally engaging. The Year 4 students are exploring the wonders of electricity, discovering how circuits work and where electricity comes from. Meanwhile, Year 3 is focusing on the human body, learning about its systems and functions. Each lesson brings new discoveries and sparks plenty of curiosity about how things work—whether in our own bodies or in the world around us. In music we were introduced to romantic ballet music through the story of The Nutcracker, enjoying a short video introducing the characters.

In other subjects, we've started looking at folk tales in English, acting out the story of "The Swallow and the Wasp" from Mongolia, which has been a fun way to dive into narratives. Maths this week is all about mastering addition and subtraction, especially when it comes to making exchanges with tens and hundreds. In PE, we're learning basketball skills, and in PSHE, we're discussing how to resolve conflicts through negotiation and compromise. Finally, for Remembrance Day, we created beautiful poppies as a symbol of reflection and respect. It's



been a rich and varied start to the new half term, and we're eager to see what the following weeks will bring!

This week in Maple, we began our new class book, *Coming to England* by Floella Benjamin. This inspiring true story, which celebrates the resilience and bravery of the Windrush generation, motivated us to write diary entries. Stepping into the role of a child leaving their island home to move permanently to England, the children explored the emotions of such a change, imagining what it would be like to face the unknown and start a new life in a foreign country.



In PE, during our yoga lesson, we played a new game called the Sneaky Trees Game. This game focuses on slow, mindful movements and reinforces the Tree balance pose. It requires concentration and encourages calmness, helping the children practice balance and focus in a fun and engaging way.

In our basketball session, we focused on developing ball movement skills and applying them in various game situations. We practiced different types of passes, including shoulder, bounce, and chest passes, and worked in groups to improve our teamwork.



In Design and Technology, we explored and analysed existing products as a way to inspire our own designs. Working in small groups, the children compared two different Christmas stockings, examining their function and visual appeal. They discussed and evaluated aspects like size, colour, materials and decorations, in preparation for planning and creating their own unique Christmas stockings.

We also followed instructions to create poppies in preparation for Remembrance Day. The children carefully crafted their poppies, paying attention to the details and learning about the symbolism behind them, as a way to honour and remember those who have served.

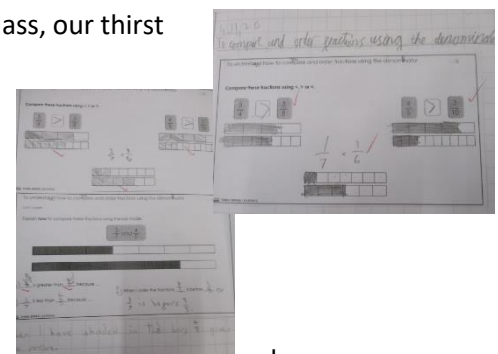


In one of our SPaG and Maths lessons this week, the children had the opportunity to work in pairs using iPads. They focused on developing their grammatical terminology and reasoning skills, collaborating to complete activities. This pairing approach encourages both communication and understanding of concepts in both subjects.

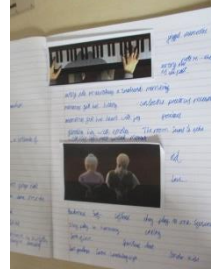


It has been lovely to welcome everyone back after the half term break. In Willow Class, our thirst for learning is as strong as ever.

In Maths, we have been learning to compare fractions with different numerators and denominators, learning to find the lowest common multiple (LCM) to find a common denominator. We have also represented our calculations using bar models.



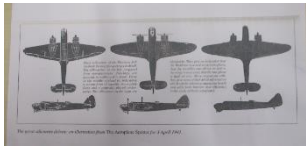
In English, we have enjoyed using the short film 'The Piano' by Aidan Gibbons to plan a flashback narrative. In the short film, we see an old man sitting at his piano on his own. A beautiful tune fills the empty room in which he sits. The man is 'visited' by a number of memories. Firstly, his wife appears and plays the piano alongside him. This is followed by a powerful memory from World War Two where we see him working as a medic and caring for a comrade. The film ends with the memory of the pianist as a young boy, which merges into the present day when the musician is visited by his grandson.



We have enjoyed collecting emotive and powerful vocabulary to use in our writing and we have had fun 'growing' our sentences using different literary devices. For example, we took the single clause sentence **'The man sits at the piano.'** We grew the sentence and expanded it by using an explanation and a colon to write, **'The man sits at the piano: he can no longer stand up to play like he used to.'** We grew the original sentence by using a fronted adverbial, **'With the pain of a lifetime of memories, the man sits at the piano.'**



This week, Jacques brought in some wonderful photographs of his great-great-grandfather during the Second World War. Jacques great-great-grandfather had been a war correspondent during WWII and had worked for, and with, Prime Minister Winston Churchill. We learnt that he also helped save many, many lives by creating a handbook containing silhouettes of British planes for the British forces to use to ensure they did not shoot down their own planes but the enemy planes instead. Thank you, Jacques, for sharing the super pictures and some family history with us. It really does bring the past to life!



Thursday morning saw us learning together with our parents. Together we played games to help us with our spellings. Together we explored the spelling pattern **-ough** and the many different sounds it can make. Playing with words and reading widely are just some of the ways in which we can learn tricky spellings. Thank you, parents, for learning with us!



Governors' Questionnaire

Thank you to everyone who completed the form at the recent parent evening. One of the responsibilities of the governors is to monitor what parents are thinking, so your feedback is really helpful. We thought you might like to know what the outcomes were.

116 forms were completed, evenly spread across the classes. Of these 100 said their children had settled in well, 9 said mostly with two not yet fully. Very pleasingly, all bar one in early years has settled in well, with one who had taken time to settle also now enjoying school and another who has settled in well with adults and learning but is still not integrated with other children.

39 people have recently bought school tops from E-Squared and 26 from Garbmann. Overall feedback for both companies was very positive. The most common negative feedback was related to slow delivery, 8 responses in the case of E-Squared and 3 for Garbmann. In response both companies say that it is not feasible to stock a considerable range of options across a large number of available colours, sizes and styles of top. Most tops are therefore made to order. They also point out that there are particular times in the year when demand across all the schools they supply is heavy, particularly before the start of the autumn term. Early orders are always much appreciated.

Several people also mentioned that they value access to recycled tops, which are for sale via the office and typically in very good condition.

By far the majority of you did not comment on 'information you do not but would like to have'. Where comments were added they were all extremely complementary. A few examples: 'We love LH'; 'Thank you to the wonderful teachers;' 'My son seems to really enjoying year 6 and we are pleased with his progress'. A number of people said they value the quality of communications, not least the regular feedback about each class on the website.

The response to asking for interest in becoming a governor was really positive. Many thanks to those of you who put your name forward. The number of places available is restricted by statute, so very regrettable we will have to turn some people away. From having no one, we now have an abundance of potential candidates and a really difficult decision to make about who will best help enhance our current skills and expertise. We will be in touch with each of you who put yourself forward in the near future.

Some people asked questions on the questionnaire that related to their own circumstances. They will be contacted individually.

Thanks again to you all for taking part.

Keith Hutt

Chair of Governors

Wraparound Care and Club Price Increase

Firstly, we want to express our sincere gratitude for your continued support of our Breakfast and After School Clubs. Thanks to your engagement, this provision has continued to flourish, and recent observations have shown just how positively the children are benefiting from these sessions.

Starting in January 2024, we will be making adjustments to our pricing structure to ensure we can maintain the high quality and sustainability of these services. While we recognise the importance of keeping our prices accessible, rising budget demands mean that a price increase is now necessary. We have carefully researched the costs of similar provisions in local schools, and we are pleased to confirm that even with the new rates, our prices remain competitive, offering good value to our families.

From **January 2024**, the updated pricing will be as follows:

- **Breakfast Club:** £5.50 per session (currently £4.50)
- **After School Club** (two session options):
 - 3:00 pm – 5:15 pm: £13.00
 - 3:00 pm – 6:00 pm: £15.50
- **Hourly Activity Clubs** (3:15 pm – 4:15 pm): £6.00

Please note, discounts will continue to be available at the same fee of £6.50 for siblings attending other after-school activities that conclude at 4:15 pm.

Additionally, to ensure our staff can appropriately plan and prepare for all children in our care, late fees will apply at a rate of £5.00 for every 15 minutes past 6:00 pm, with no exceptions.

We hope these adjustments will continue to support our working families while sustaining the quality of care and activities that your children enjoy. Should you have any questions or wish to discuss these changes further, please don't hesitate to speak with me directly.

Thank you once again for your understanding and support.