



The Wellington Herald

December 2017



Merry Christmas & A Happy New Year

All of us at Wellington Primary School wish you a very Merry Christmas and a Happy New Year. We look forward to seeing you at the start of the Spring Term on Tuesday, 2nd January 2018.



We hope you enjoy sharing the highlights of the term with your children in this termly magazine. The children have been out on trips, had workshops and visitors into the school and have enriched their curriculum provision with many projects.

This has been our first term in our new split site school and I have been so impressed with how the children and staff have managed the transition. The children continue to achieve well and many governors, parents and friends were excited by the BBC performance tables this week, which demonstrated just how much progress the pupils make as they go through our school.

However, I am just as impressed by the way in which our children open doors for each other, ask where the bin is, to put their litter in and comfort each other when they are disappointed or upset. The children have worked well individually and in teams this term and are learning important social skills that will make them successful adults.

A HUGE THANK YOU to all parents who have been supportive in so many ways this term. Our pupils are fortunate to have families who value education and work closely with us to ensure the children have the best possible education. As ever, this has really been appreciated. We are so proud of the children at Wellington and look forward after the holiday, to a happy and successful 2018.

Happy Holidays.

Mrs Norton and the Wellington Team.



Year 3

Welcome to Sapphire and Topaz Class

This autumn term, we have been learning how to settle into our wonderful new building. We have learnt a lot this term and we have been lucky enough to have had a visit from The School History Workshop Team for a Stone Age to the Bronze and Iron Age workshop. We performed our first class assemblies on E-Safety and Diwali which were a great success!

We also took part in a virtual reality anti-bullying workshop.

Topic and more...

We have also experienced so many new and exciting activities this term, including learning Spanish numbers and greetings; and learning how to play the recorder with Mr Aston. We have toured the school and mapped out a route for visitors for fieldwork.



Science



In Science, we have been learning about animals including humans. We had a lot of fun trying to learn the names of all the major bones and muscles in our bodies. Recently, we have been learning about rocks and we know lots of interesting facts about them. We learned about permeability and durability, as well as the difference between how sedimentary, igneous and metamorphic rocks are formed.



Mathematics

Our mathematics lessons have involved us learning place value up to 1000. We have also developed our awareness of multiplying numbers using grid and written methods, finding fractions of measures including money, solved money mazes, and solved lots of word problems using RUCSAC.

1. To represent problems using box pictures and solve the problem

£153	£1
£76	£70
50p	50p

£153 - £76 = £77

2.

£195	£1
£97	£97
50p	50p

£195 - £97 = £98

3.

£1169	£1
£584	£584
50p	50p

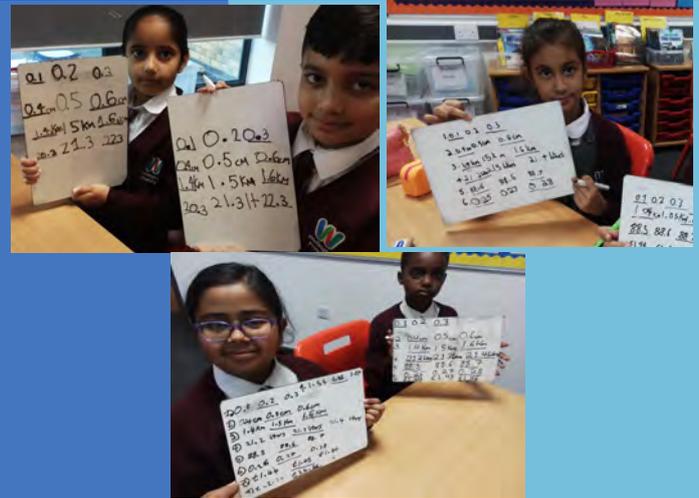
£1169 - £584 = £585

4.

£1283	£1
£641	£641
50p	50p

£1283 - £641 = £642

Yellow hat: left of I applied that if you split half the the best number so you take another and half it and the number that



In our mathematics we have been trying to solve and explain problems using number knowledge. This has seen us finding missing numbers to make mathematical number sentences correct.

Can you work out the missing digit in this number sentence?

$$[]7 \times 3 = 81$$

Translate these Roman numerals. Don't forget to show your working out

1. MD 1500 ✓

2. MCD 1400 ✓

3. XXXIV 34 ✓

4. CXVI 116 ✓

5. DCLX 660 ✓

6. CXIII 113 ✓

Write these numbers in Roman numerals.

1. 35 XXXV ✓

2. 100 C ✓

3. 99 XCIX ✓

4. 283 CCLXXXIII ✓

5. 570 DLXX ✓

6. 27 XXVII ✓

Arrange these numbers in size order.

35 40 30 60 55 50 45 65

Rectangle

- 4 sides ✓
- 4 corners ✓
- 4 right angles ✓

Trapezium

- 4 sides ✓
- 4 corners ✓
- 0 right angles ✓

Kite

- 4 corners ✓
- 4 sides ✓
- 0 right angles ✓

Square

- 4 sides ✓
- 4 corners ✓

In addition, in our mathematics lessons we have been developing our yellow and black hat reflections, explaining what we have understood, what we are proud of and what we found difficult in class. This has helped us to think about our learning in more depth and articulate better. We have also suggested ideas for how we could challenge ourselves further.

Science

In Science we have been conducting experiments to investigate the digestive system, animal teeth and food chains when learning about Humans and Animals. Our learning has taken us outside to search for invertebrates and use keys to help with classification. Some of us found unclassified invertebrates, perhaps even a new species. What invertebrates can you find in your garden?

Tuesday 17 October 2017
 LI. To create and explain a food chain
 LI. To recognise producers and consumers.

The Producer produces food for Consumer 1. Consumer 1 who is a herbivore gets eaten by consumer 2. Consumer 2 who is a carnivore gets eaten by another carnivore Consumer 3. Finally Consumer 3 doesn't get eaten.



Endangered Animals Report

Endangered animal: Polar bear

Habitat: Polar bears live in countries that ring the arctic circle: Canada, Russia, the United States (in Alaska), Greenland and Norway. They have to be in a freezing place.

Why is this animal endangered?
 It is in danger because humans hunt. So polar bears and after they find them they try killing them. This is because people want to take the museum. When they are in danger, they keep their babies warm. Baby and adult polar bears make tunnels in ice and adult polar bears. Also when they are in danger they close their parents.

What can be done to help this species?
 I can stop it by hiding them and keeping them safe. I will come about them and stop people from killing them.

Grouping Animals

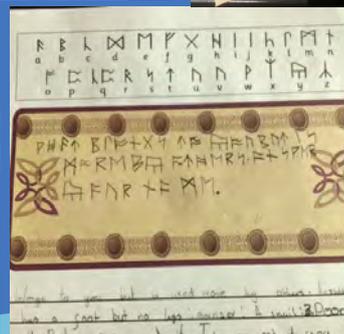
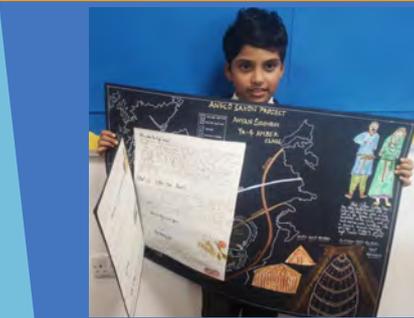
Use a way to sort animals into groups. Label your groups. Cut out some animals and sort them into the groups below.

Lives underwater	Lives on land
walrus, squid, stingray, the great white shark, dolphin, seahorse, clown fish	snake, mosquito, slug, earthworm
Starfish, duckbill platypus, crocodile, swam, turtle	tiger, Parrot, donkey, snake, Goose, human, Dragon, wolf, monkey, grass hopper
octopus, jellyfish, seal, seal otter	



Topic

In History this term, we have been researching the Anglo Saxons. We compared a variety of artefacts during our Anglo Saxon workshop. Furthermore, we enjoyed acting in role as an Anglo Saxon when producing passports, and when producing Anglo Saxon style maps.



English



In English we read Charlotte's Web. The children used the text to write letters, stories and play scripts. They were able to write a similar story with a dilemma using many writing skills. In the second half of the term, they read Leon and The Place Between, this was a fantasy story with gorgeous illustrations. We all enjoyed going on the journey with Leon as he discovered the Place Between. We learnt how to compose newspaper reports, and stories of a similar style. After reading the book we asked the question—**Do you REALLY believe in magic?**



Friday 10th November 2017
 LI: To apply the style of the author to my own writing.

Leon and the trapeze act

I could see jaw dropping trapeze artists soaring through the air worried that they would fall but no they were shooting stars streaming across the sky forcing you to make a wish. The audience filled the room with pathetic and several roars. I could hear popcorn jumping around in the popcorn store. Slowly and steadily... **BANG!!!!**

A trapeze artist missed another one's leg then **CATCH!** she landed on a ~~trapeze~~ bar two hard bargins. Anxious I could taste mouth watering with popcorn filling my juicy mouth. I could smell delicious burgers filled with juicy meat.

my most proud of my comparatives & Superlatives.

found writing ~~stratep~~ onomatopieer difficult.

Leon disappearing into
 Issue: 4 Date: 11/29/

Yesterday ^aAfternoon, the great Abdul Kazam returned. He comes annually to perform in front of thousands and thousands of fans. Abdul Kazam is a famous magician ^{who} entertained a huge, massive crowd for more than three and a half hours with his amazing, fabulous magic tricks. The highlight of his performance as usual, was the disappearance

Tuesday 2nd October 2017
 LI: To role play as characters affected by Leon's disappearance and safe return

"What do you think about me? WHAT! Do you think that I do these magic to get gallons of money? Do you think im foolish? I bet that boy got lost and drifted away from the door. Don't blame it on me! I'm one of those magicians who have practised tricks a million times! Now it's all part of the trick! Leave me! It's probably those acrobats... They did something."

Some great thoughts.

Winter

Year 5 magazine



Science workshop



The Vikings are coming!

Merry Christmas

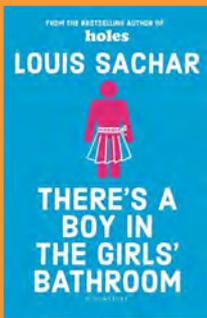
Mrs Neal, Miss Koundu, Mr Laming,
& Mrs Pintili wish you a
happy and safe holiday.



Dressing up as Vikings!



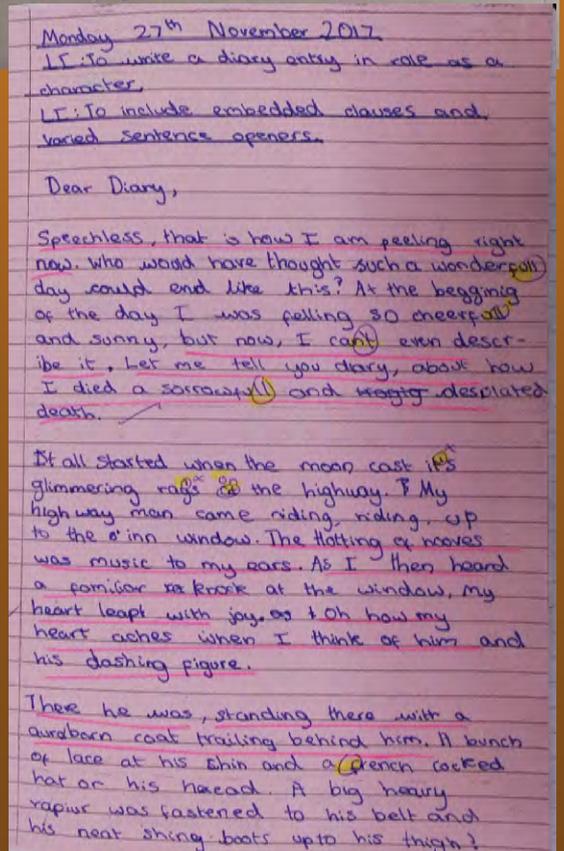
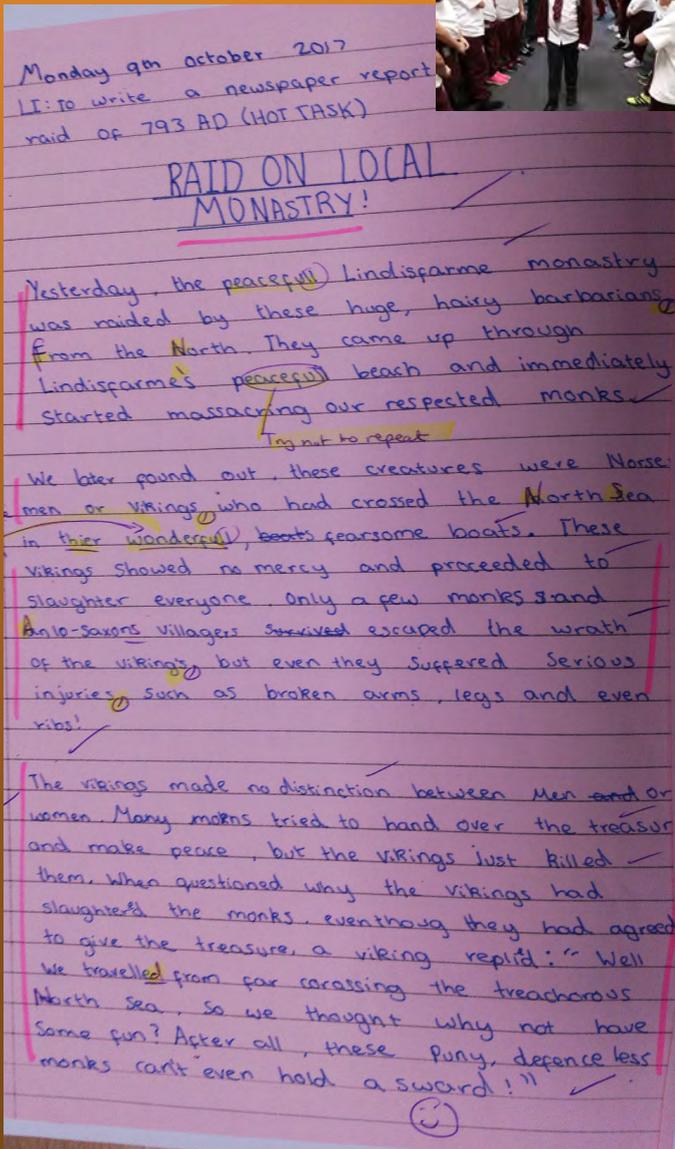
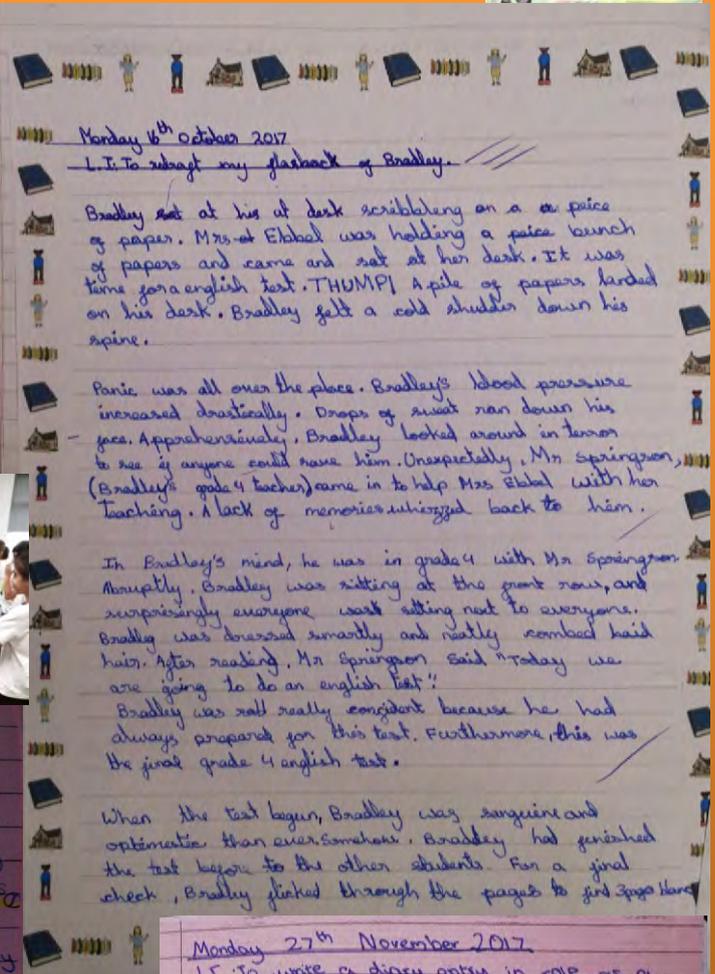
The Viking Raid on Lindisfarne



We have been reading 'There's a Boy in the Girls Bathroom' and we created our own book reviews and diary entries.

We also really enjoyed our Vikings project and created newspaper reports all about the Raid on Lindisfarne.

Finally, we have created our own poems and read 'The Highwayman'.





Friday 22nd September 2017
 L.I: I can describe the life process of reproduction in some plants

Petals The petals are there to attract insects.	stigma An stigma is sticky so that also come with pollen and it gets stuck to it.	Style The style separates the stigma and ovary.
ovary the ovary is female and holds some baby ovules	ovules the ovules are seeds in the ovary	stem the stem holds the flower up from falling
filament the filament holds the anther up (pollen ball)	Anther the anther sits on the filament and the anther holds pollen	Pollen tube the pollen tube helps take the pollen fertilize the ovules

We have studied life-cycles and we are really enjoying our current topic on Earth and Space!

Friday 14th October 2017
 L.I: I can explain what Jane Goodall discovered about chimpanzees

Be the **CHAMP** of the **CHIMP**

Who was Jane Goodall?

Jane Goodall was born in London 1934. She knew quite a lot about chimpanzees than any other human. In 1960, she was appointed to observe chimps and their families. As she worked with the chimpanzees she gave them memorable names that remind her of them when someone calls their names. The reason why she named them was because she wanted to observe their emotions. She had a special trust on the chimps.

How did the chimps love their families?

While working with the chimps, she learnt that chimpanzees loved their families and had strong family bonds. While Jane Goodall stayed with the chimpanzees, at times she saw them kiss and hug each other. Ms Goodall was now very familiar with several families.

Save the chimps

100 years ago, there were around 1,000,000 chimpanzees in Africa but now there are just 200,000 left in the wild. Poachers kill chimps for bush meat, others burn trees down for places to farm. Babies are kept as pets. Diseases spread and the population of chimps decreases drastically. For more info go to www.jane-goodall-institute.com

THE VIKINGS

Thursday 9th November 2017
 L.I: To write a magazine article about Alfred the great including key historical facts and evidence.

Why was Alfred so 'great'?

Have you ever wondered why Alfred the great is called the great. Here is a piece of information that will tell you all about him.

In my view of point Alfred the great was worried why the Viking kept on attacking there land so he did a treaty with them and gave them a lot of gold. They stayed away for a while but after 6 years the ruler of the vikings called Guthrum attacked them and Alfred lost. Many battles happened and the Anglo-saxons kept on being hid in the marshes there he planned a plan to defeat the vikings.

Did you know? After defeating Guthrum, Alfred made him convert to christianity and adopted Guthrum as his foster son.

At may 878 Ad Alfred won. to make sure that will keep the second treaty Alfred dipped his head in holly water to make him into a christian. He also made long ship even longer then viking long ships. for wash out he kept guards scattered around the land and a wall between both land. Alfred also vauld education so he translated latin books into emalish and send it to bishops and made schools. Also established a code of law.

Wow! In 870 Ad Alfred and his brother Aethelred fought nine battle against vikings.

Isn't Alfred the great "great" what do you think?

Viking Longships

The sail of a long ship was shaped as a square and coloured in red to tell that when they reach land blood will shed. The sail was made out of woven wooden. In bad weather the would let the sails down like a tent.

These are figures in front of long boat of a dragon or a sea serpent. These figures are used to scare enemies and animals that are in the sea.

underneath a ship the bottom is really flat and a bit curved so they can reach the seige. The were made out of over taking oak with sling dipped in tar to keep the ship together and lanes to prevent leaks.

the bottom of the ship is interweaved by wood. It is fairly flat so it is allowed to swivel along the river. The bottom of the ship is very bend. This ship is specially designed to reach the shore of the beach so the crew can leap out and begin fighting.

In this place the vikings keep there people things inside a wooden boat that can lift up.

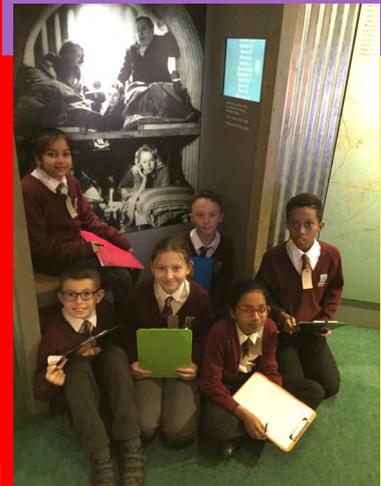
this is a wooden oar the reader of the ship uses it to steer the ship. the wooden oar is in the back of the ship that is called a stern.



We really enjoyed our Viking workshop. We looked at fanatic artefacts and did lots of different activities.

Year 6 Magazine Autumn Term 2017

Year 6 enjoyed a fantastic trip, as part of their World War II topic work. We spent a day at the Chertsey Museum working with a range of interesting artefacts and had a wonderful time exploring WW II through a range of activities.



We all learnt a lot about what it was like to be alive in the 1940's!

Science



In science we have been investigating mould and we ran a controlled experiment to find the best growing conditions for mould on bread.



Some of us also visited the Science Museum Sleepover. We took part in lots of exciting workshops and got to sleep in the Museum overnight!



In our Computer lessons we have been learning all about e-safety and filming our own movies to help remind us to keep safe online.



MATHS: Some children were set a challenge by Mrs Gleeson to redesign animal enclosures for a zoo. Pupils had to calculate area and perimeter with great care.

161 To apply our prior knowledge of area and perimeter to a real life context; justifying and proving our outcomes.

Lion

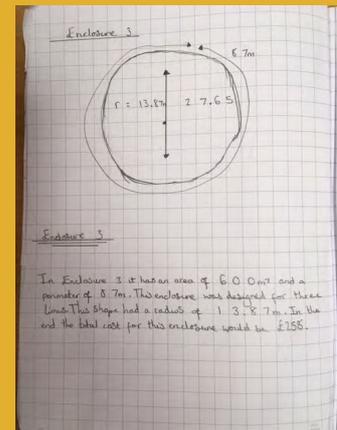
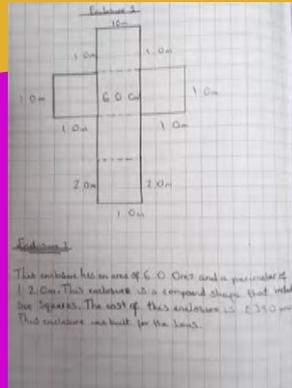


A lion is 2m long. They like to live in 3s and must have 200sq metres each. Find a variety of enclosure shapes alongside their individual area and perimeter. Draw them to scale. From the perimeter you will know how much fence you will need – but what about the height? Lions can jump up to 12 metres. If a fence panel comes in 8m long by 3m tall sections and costs 65 pounds per panel – what will be the overall cost be?

Meerkat



You have a budget of 2500 pounds – What would be your most cost effective enclosure? Each meerkat is 25cm long. They live in packs of 8 and must have 250 sq cm each. Find a variety of enclosure shapes and their area and perimeter. Draw them to scale. From the perimeter you will know how much fence you will need – but what about the height? Meerkats can jump up to 2 metres. If a glass panel comes in 8m long by 1m tall sections and costs 112 pounds per panel – what will be the overall cost be?



LITERACY: We have been reading 'The Boy in Striped Pyjamas' by John Boyne. We have been looking at his skill as a writer to show what the characters are thinking and feeling through body language and dialogue rather than just telling the reader. Here are some of our attempts at writing in a similar style.

Monday 4th December 2017

L1: To write a final draft of the scene between two characters showing thoughts and feelings.

As Gretel ombled her way to the kitchen, clutching her thick book tightly, as if she couldn't bear let go. She entered the kitchen abruptly, looking around the empty, colourless room. Suddenly, the backdoor handle creaked loudly in the eerie, still silence. Although on countless occasions she was forbidden not to bite her lip, she was busily nibbling at it now whilst carefully taking a step back, not taking her eyes off the door. A gust of frosty wind burst in the room as the door swung open and creeping in cautiously was Bruno.

Startled by the small figure in the doorway, Gretel let out a soft gasp. Bruno, who was just as surprised to see Gretel standing there, jumped backwards and yelped in shock.

"Bruno! What are you doing? And why on earth were you outside. Even you know we aren't allowed to go outside!" hissed Gretel, eyeing him suspiciously while Bruno gazed ~~at~~ uncomfortably near the door. "Well...." began Bruno, not quite knowing what to tell her, and being the hopeless case she is! Gretel would tell Father and Mother about Samuel if he told her what he was really up to. "Well, what then, hm?" demanded Gretel impatiently, holding her

arms and glared at him icily, make it obvious that she wouldn't allow Bruno to leave the room without an answer.

Shrilly, Bruno gazed at his leather lace-up shoes as if they were the most interesting thing in the world, although they were a size too big and hideous as they were the colour of mud. After what seemed like a eternity later, the only answer Bruno could come up with was the truth. "Fine, if you want to know what I was really up to I shall tell you. I have a new friend, Samuel, who lives behind that fence; you know that barbed wire you can see from my bedroom window and I go to see him now." blurted out Bruno before he was rudely interrupted by Gretel. "But you aren't allowed to go near that fence; Father said so!" Gretel protested out, ignoring her comment, Bruno carried on "Like I was saying, I go to see Samuel nearly every day. To be honest, I think we are quite similar. We have the same birthday and we both like chocolate although he has only once, which is quite strange."

For once, Gretel was speechless, not that there was much to say anyway. "Please don't tell anyone, Gretel. He is the best thing to have happened to me since we moved," Bruno pleaded desperately, before hurriedly retreating to the door and leaving with out another word.

Monday 4th December 2017

L1: To write my final version of the scene between two characters showing their feelings and thoughts. (Set task)

Bruno walked to his father's room and stopped. He felt nervous as he went. His father wasn't that pleased after his first conversation. "Dad, can I come in?" Bruno asked. "Yes, but if you are thinking about saying anything she about the house and what you think about it, then get out because I do not want to hear it!" blurted out father. "Oh, ok! Calm down dad please!" blurted out Bruno. Bruno was overwhelmed nervously with his eyebrows squinted and his arms crossed. He sat down and started to pinch his legs and shift around in the chair. "Well, good then. That's what I want to hear from my son. Why do you look so angry then?" Dad asked. "It's just that... I don't think that the family should have come to dinner. But wait I know that you're going to shout at me, but so I want to say my reasons. Bruno stammered while his dad was in shock. First, he is rude. He shouted at his wife because she was talking to us, and he's so dumb he sent us here! What are we supposed to do? Enough!" "Enough! How dare you call our family rude and dumb! You will not have any supper tonight. Now get out!" "Sorry dad," Bruno mumbled nervously. "Well, well!" Dad exclaimed. "Come on, Heil Hitler!" Bruno yelled as he shot his arm over into the air. Bruno slipped out and slammed the door shut.

Stixx

Year 6 enjoyed the fantastic Design and Technology based Stixx workshop. BAA came to school to discuss engineering and structures. Year 6 were then given the challenge to construct their own terminal building using only newspaper stixx and cable ties!

