

Friday 19th November 2021

Message from the Headteacher

Gold Merit Badges

**Congratulations to the following children who were awarded their badges today:
Aanya & Qaafiyah (Moonstone) Shylah (Diamond)**

Parents' Evenings

Next week the teachers will be using a new system called SchoolCloud to run parents' evening for the first time. We are not expecting problems, but if the link does not open for you, the teacher will call you on your mobile straight away and be prepared to answer a caller with number withheld during that time.

Anti-Bullying Week

This week was anti-bullying week. It was wonderful to see all the odd socks on Monday. Children in the infants have read stories with an anti-bullying message and children in the juniors have had class discussions about times when they have been hurt or have hurt others. Our PSHE topic across the school this term is called Celebrating Difference, which also has a strong anti-bullying message. The Anti-Bullying Alliance has created an online learning resource for parents and carers who want to know more. To visit the information tool please go to: www.anti-bullyingalliance.org.uk/parenttool.



PANTS lessons with the NSPCC

Next week children in the Early Years and KS1 are having their NSPCC PANTS lesson.

PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help
-

Please see Mrs. Murphy if you would like any further information.

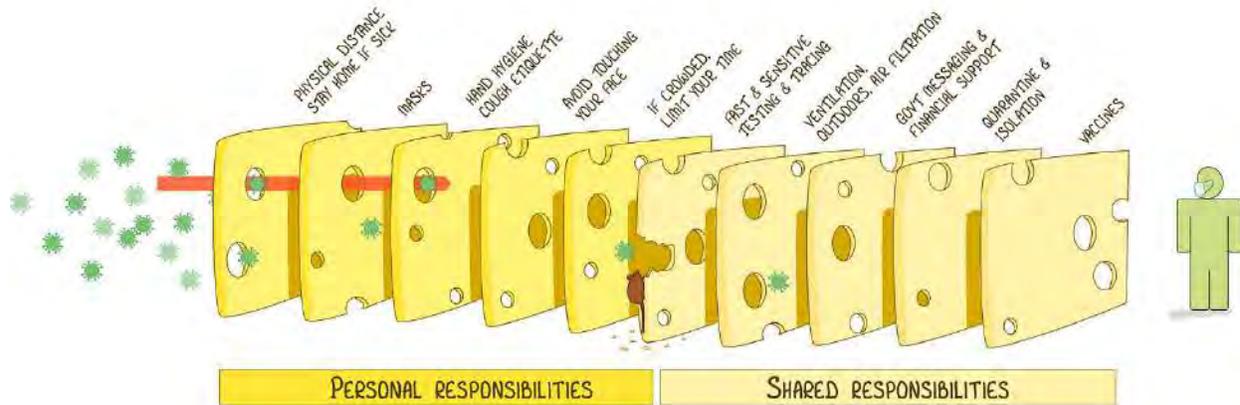
Reminders

Friday 26th November is an INSET day and there will be no school.
 Friday 17th December is the last day of term and we will finish early.

We are still seeing some positive Covid cases amongst our families and Hounslow remains one of the places in London where the virus is spreading strongly. If your child has any of the symptoms of Covid, please keep them out of school and get your child and household tested.

THE SWISS CHEESE RESPIRATORY VIRUS PANDEMIC DEFENCE

RECOGNISING THAT NO SINGLE INTERVENTION IS PERFECT AT PREVENTING SPREAD



EACH INTERVENTION (LAYER) HAS IMPERFECTIONS (HOLES).
 MULTIPLE LAYERS IMPROVE SUCCESS.

See in English
 www.gov.uk/government/coronavirus
 WITH THANKS TO JON WILLIAMS, EMERGING APPROACH TO THE USE OF DATA
 BASED ON THE SWISS CHEESE MODEL OF ACCIDENT CAUSATION BY SWISS ST. BRUNNEN, 1993
 Version 3.0
 0000000-2-4-0000000

Children in Need

Thank you for supporting Children in Need today. We hope you enjoyed meeting Pudsey and taking lots of photographs. Pudsey was very energetic this year and kept the children amused by dancing in assembly.



Early Years

Nursery

In Nursery this week, we have been celebrating Road Safety week and have been learning what we should do to cross the road safely. The children were very good and sensible when we were practicing and were able to remember that they must stop, look and listen. They enjoyed role playing in the tuff spots with little photos of the teachers, making sure that the Nursery staff could cross the road safely.



Our new sound of the week was t for traffic. Lots of the Nursery children were able to hear the sound at the beginning of the object names and some children were able to spot the letter t in their name, books or around the classroom. As part of our learning we had a go at writing the letter t and remembering how to hold the pens correctly. We are super pleased with how well the children are doing with their pen control. We have been working on building up the muscles in their fingers by doing lots of fine motor activities.

Wellington Weekly



In Maths we were looking at the road signs and the different shapes they are. The children found it funny that most of the signs were circles and triangles. They enjoyed using the magnifying glasses to look for the hidden shapes and were really good at naming them. We spoke about the differences between a circle and a triangle.



In Art, the children looked at some road signs and we talked about why road signs were important. We looked at some of the signs that the children would find around Wellington on their way to

school and then they made their own road signs using circles and triangles. We thought they were so good we made a display! Don't you think they are fantastic!



As it has been anti-bullying week too, the children have been talking about kindness and what it means to be kind. We have been keeping an eye out for acts of kindness in Nursery and have been rewarding those children, which has in turn encouraged more children to help others. We have read the story Elmer and the children enjoyed acting it out using the small world characters.



Notice

Please remember to label all coats, water bottles, bags, cardigans and jumpers, it makes returning things back to the correct child much easier.

Tapestry

We are trying really hard to sort out Tapestry access. Please check your junk and both parents email addresses as the email link has been sent to all. The email will come from Tapestry directly and will have a link for you to log in to and activate your account. Please keep an eye out for this and if there are any problems please see either Mrs McCarthy or Mrs Odedra and we will support you.



Stars of the week

Ayah for making a super road sign at the art table.

Oren for really working hard to write his name and finally cracking it.

Aivah for super pencil control whilst mark making.

Zaina for painting a fantastic road safety sign.

Mirha for making a friendly monster using playdough and other loose parts and being able to count all the googly eyes she had added to it!

Shanaya for speaking more in Nursery.

Aaira for using her big voice to talk to the adults in Nursery.



Nursery birthdays this week

There are no birthdays in Nursery this week.

Reception

Dojo points

Birch -562
Yew - 1074
Elm - 561
Oak - 620



Important dates to remember:

Do not forget to book your parent's evening slots which will be taking place on the 23rd of November and 25th November.

If you have any trouble booking, please speak to the class teachers and they will be able to help you.

Mathematics

In maths this week we have been learning about shapes. Shapes which have curved sides and shapes which have straight sides. Children were able to pick out shapes and name them as well as talk about how many sides each shape has. We were taking a look at triangle and the different kinds of triangles, equilateral triangle, scalene and isosceles triangle.



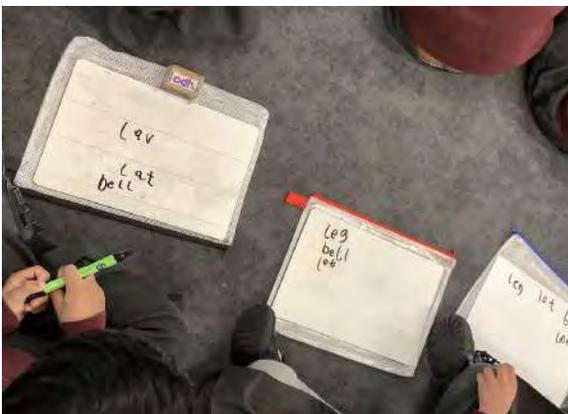
Literacy

In Literacy we are still focusing on our story, Mr Gumpy's outing. Everyone in Reception is really enjoying the story! Children are able to remember the story in the correct order and perform the story in the outdoor area.



Phonics

In phonics this week we have been learning the letter sounds f,ff,l,ll and ss. Children were then thinking about what words they know which have the letter sounds f,ff,l,ll and ss. Take a look at some of our children's work. Children in Oak are writing some words with the 'll' sounds.



Outdoor learning!

This week for our outdoor learning we have been cooking delicious food in our kitchen area, children were able to read from the menu and talk about what they will be cooking.

Our construction area has been busy this week with children creating Mr Gumpy's boat and acting the story out from the book. It has been amazing to hear all the words children have learnt from the book 'squabble' 'bleating' and many more.

The Garden is looking really lovely and cosy with beautiful leaves falling down with some gardening books for children to read. Children have been using gardening equipment to tidy up the area.

The stage has been popular this week with lots of music and entertainment. Some children have been the audience and some have been the performers!



Mr Gumpy's boats which are made by our children!

Children decided to create their own Mr Gumpy Boats using lots of different materials!
Take a look below!



Merits

Birch

- Tillie for trying hard in phonics and improving her pencil grip.
- Ralston for good sharing with his friends during independent work.
- Samvir for good sitting on the carpet and settling back into Birch.
- Zain for contributing great ideas during class discussions.
- Zainab for trying hard to do good listening.

Elm

- Tomas for confidently sharing news in front of the whole class.
- Krystle for being kind and helping our new student settle into Elm class.
- Amaya for concentrating during carpet time and answering questions using interesting vocabulary.
- Navraj for good sharing and taking turns when playing with others.
- Jenil for working very hard reading and writing captions.
- Mehardeep for finishing his lunch every day this week.

Yew

Adrian - for giving good answers during carpet time.

Saranya - for making good choices throughout the day.

Muhammad Eesa - for making good choices throughout the day.

Anahat - for settling into her new class well.

Yaami - for being very helpful when tidying up.

Shawnveer - for blending and reading very well.

Oak

Amani - for creating lovely art work and using her phonics knowledge to write letter sounds.

Hrithika - for trying her best in phonics and beginning to write words!

Adam D - for always being well mannered and showing good listening

Sasha - for remembering Mr Gumpy's story really well!



Happy birthday to – **Jaisvi**

Happy birthday – **Anahat**

Happy birthday - **James**

Happy birthday - **Adrian**

Happy birthday - **Shawnveer**

Year 1

Dojo points

Beech - 1500
Ebony - 1576
Maple - 1649
Willow - 1627



Pudsey Day

Thank you for all the donations for children in need! The children were busy celebrating Pudsey day :)

We would like to thank our Year 2 school councillors Amaya and Kian who came round collecting all your donations.





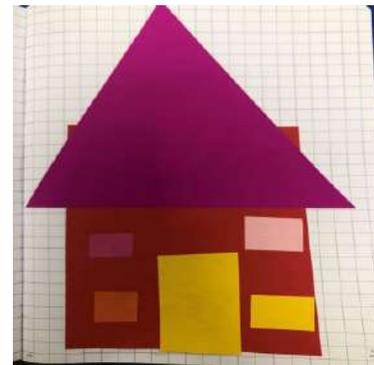
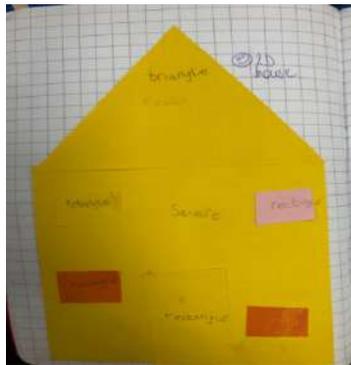
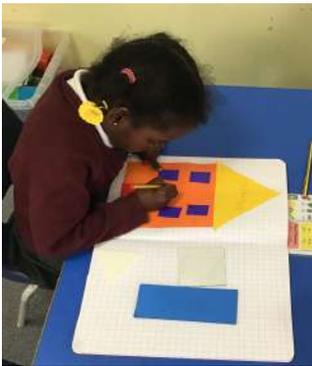
English

This week we read *Funnybones* by Janet and Allan Ahlberg. We created sequencing thinking frames to show the order of events and retold the story using puppets too.



Maths

In maths this week we have been busy learning all about 2D shapes. We made shape pizzas, drew shapes outside with chalk and went on a shape hunt. We also made 2D shape houses and described what shapes we used. Can you name some 2D shapes?



DT Week

We had so much fun making our own hospitals out of cereal boxes. We made our own Florence Nightingale peg dolls to go in our hospitals and ambulances.





Homework



English and Maths homework will now be in homework books. Please complete the task in the book and hand in the book on Monday morning.

Homework is due on Monday 22nd November.

Merits

Willow Class:

Elano and Anna - for their excellent artwork, painting a Florence Nightingale peg doll. Well done!

Aydin - for a huge improvement in his phonic knowledge this week. Keep it up!

Vian - for confidently naming and describing 2D shapes using mathematical language. Super maths!

Ali - for his fantastic writing in English homework this week describing what Nurse Clementine looks like and making a missing poster. Well done!

Beech class:

Sophie and Aanya for their brilliant shape monsters - well done!

Esther and Alan for making an amazing hospital during DT week.

Kimi and Zayan for their wonderful behaviour during ICT!

Maple class:

Mackisha and Heer – for creating some super shape pictures at the maths table.

Ravya - for always making thoughtful contributions to class discussions.

Zara – for working hard in PE.

Anes and Muaaz – for super work retelling the Funnybones story with puppets.

Ebony class:

Yahya for creating a brilliant peg doll of Florence Nightingale!

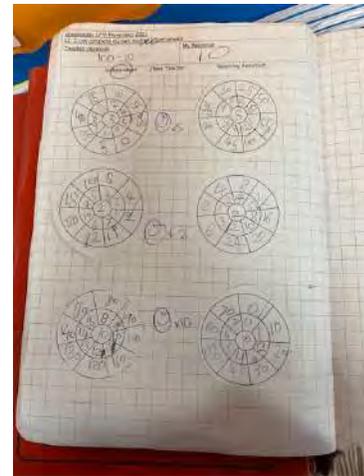
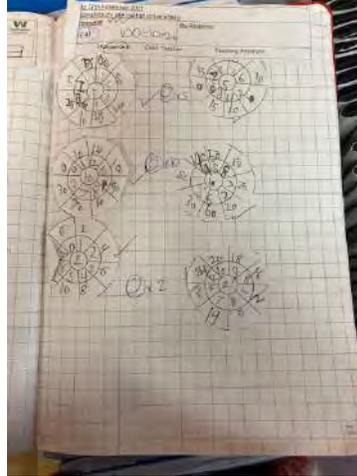
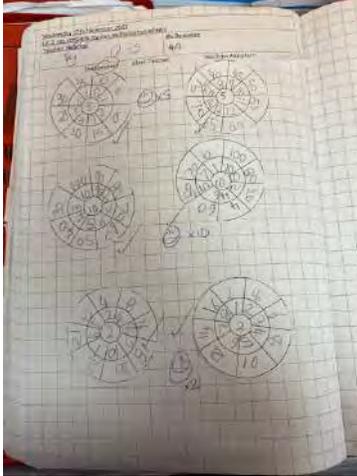
Adhithya and Rameen Z for using excellent adjectives to describe funny bones park. Keep up the great work!

Ishaan for excellent sentences in phonics this week. Keep it up!

Vidhi and Aarav for making a brilliant shape house in maths. Well done!

Maths

In Maths this week we have been learning to multiply and divide! We have learnt how to share equally and multiply. We also created multiplication wheels!



Science

This week we have enjoyed learning all about different habitats. We created our own desert habitat and included animals that live there too!



Art

We have enjoyed creating collages from tissue paper in art this week showing burning houses from the Great Fire of London!



Homework

Your homework will now be given to you in an orange homework book. You will have one piece of Maths and one piece of English. Please complete your homework in your orange book.

Homework is due on Monday 22nd November.

Merits

Chestnut

Angeleena and Injela - for trying really hard to share into equal groups.

Amelia C - for her amazing recall of facts about the Great Fire of London!

Navya, Erika and Abyan - for trying really hard in their learning this week.

Aspen

Samiha for working extremely hard across all subjects this week.

Louie and Nicolas for using the bar model method correctly to solve division problems in maths.

Amaara, Leon and Kelly for their amazing acrostic poems about the Great fire of London.

Sycamore

Shuaab for being calm.

Zahra, Evelina and Adelina for their super art using crate paper to create the Great fire of London images.

Kian and Amaya for being informative school councillors advertising Children in Need by creating posters and giving presentations to each class.

Pine

Isla and Niveesha- for super sentences in role of a historical figure using a range of feelings and adjectives.

Nyla- for great knowledge all about the Great Fire of London, well done!

Sarvani, Samaira and Anaya- for settling in really well into Pine class and making lots of new friends.

Key Stage 2

Year 3

Welcome to this week's newsletter. Year 3 children have been very busy. Read on to find out more!



Class Dojo Points:

Topaz: 1483 points

Sapphire: 1841 points

Turquoise: 1574 points

Lapis: 1514 points



Lapis merits

Annalise- for blending and segmenting her phonics words and putting them into sentences.

Atiksh- for always making sure his presentation in his maths book is neat and tidy.

Saimon- for persevering in maths when beginning to reason and use key vocabulary from the lesson.

Munria- for trying hard to make equal groups of objects in maths.

Riyansh- for writing a lovely setting description using all the dojo words and a variety of fronted adverbials.

Topaz merits

Alexandru - in maths, demonstrating a good understanding of creating equal groups of objects.

Klaudia and Swara - for their brilliant proportions drawings of the human body in art.

Brandon, Vicken and Venkata - in English for using fabulous noun phrases, prepositions and figurative language in their setting descriptions.

Sapphire merits

Hadi and Kent for exploring and matching symbols found on a map for topic.

Shazad for his super effort in creating equal groups and using arrays in maths.

Rudra and Neathra for their fantastic drawings in art of a human running.

Eliza for her brilliant effort describing a setting in English, using prepositions and similes.

English

This week in English, we have been uplevelling our writing skills. We continued to explore our text: *The Pebble in My Pocket* and this week we furthered our understanding of setting descriptions by describing the dinosaur scene in the book! We discussed the importance of writing a good setting description, as this not only sets the mood and atmosphere for the book, but it also most importantly engages the reader! This was great fun and the children wrote some great setting descriptions where their sentences included noun phrases, similes, onomatopoeia, prepositions and much more! The teachers were so impressed with their learning and we had plenty of work to celebrate. Here are some examples of the amazing setting descriptions children wrote.

You've understood features for a setting description

Monday 15th November 2021
 LI: We are learning to identify the key features of a good setting description

NS- Write a sentence to describe where the church is, using a preposition
 The church is in front of the house

Why is it important to have a good setting description? it is important because you would not like to read about it.

Noun phrase • pretty tiny dress • scary monster • lovely flower • beautiful world	adjectives • angry • nice • pretty • soft • pink • hard • beautiful • cool	time connectives • after • next • before • after that • when
Key vocabulary • pretty • cool • scary	Can you share some features for a good story setting?	Verbs • writing • looking • walking • talking
Sentence starters • further more • also		

How can we create the mood and atmosphere of a setting? Give an example of a sentence to describe a scary setting atmosphere
 I stomped into the playground.

Tuesday 16th November 2021
 We are learning to use prepositions in our writing to describe a setting.

Fancy a challenge? How many of these can you include in your setting description?	Tick if you included this
prepositions	✓
written in the past tense	✓
powerful vocabulary to express the mood and atmosphere (adjectives, verbs, adverbs)	✓
4 similes (using as and like)	✓
2 uses of onomatopoeia	✓
include punctuation for effect . ! ,	✓
1 use of brackets () e.g. The rat (a small, timid rat who had never been alone) looked terribly frightened.	✓
Written 4 or more paragraphs	✓



In the distance, I saw a enormous rat which was as big as a cone and the (giant) rat was behind the grey, hard rock. In the Woodland I saw a green, enormous dinosaur (thumping) across the rough, bumpy tree like it was a soft, squishy toy. Without warning, I saw a enormous battle between a orange dinosaur and a green plant-eating dinosaur.

I heard the dinosaur's foul stinky breath and the trees swooshing and reaching blowing air at my face like a out of control fan right next to me! Frantically, I also heard the splashing of the plant-eating dinosaurs in the brown, muddy river.

In the woodland, I could smell the foul breath of all the dinosaurs and brown, stinky, mud ^{below} ~~below~~ my feet. In the same woodland, I could smell the green, smelly seaweed on the sand of the river like it was a bed.

Courageously, I felt the brown, bumpy, destroyed remains of the tree that had been broken down ^{by} the dinosaur. Suddenly, the ^{tree} ~~tree~~ was right next to me. ^{I heard it go crash!} Curiously, I felt the delicious, green grass as soft as a fluffy pencil case!

A Fantastic Setting description Sanjana. You have included prepositions in your writing 😊

Music



Wellington Weekly

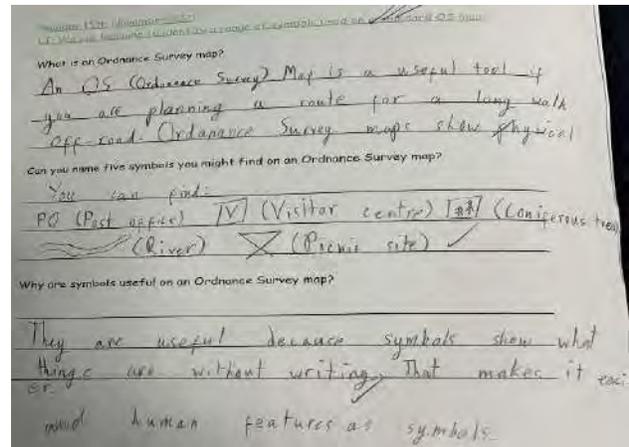
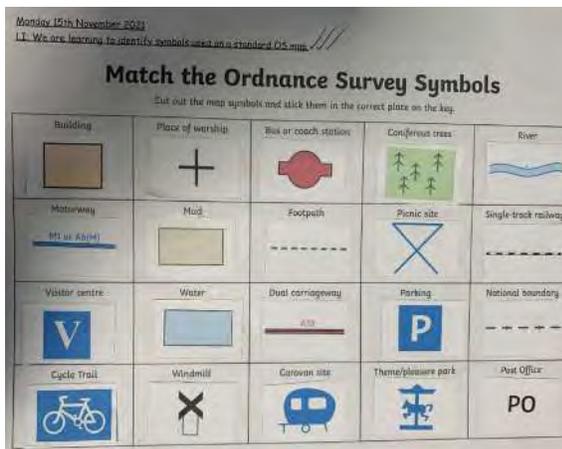
In Music children have been learning about different types of notes and have been very engaged in their learning. We are pleased to see the enthusiasm in our music lessons. They especially enjoy the children's rhyme that is known as "Grandma, Grandma Sick in Bed". Do ask your child to repeat it to you.

"I really enjoy playing the music because it is so beautiful. We have learnt about minims and semibreves" - Varjaa, Topaz class

"It's fun and we can play and whistle. It's so much fun! We also do dancing and I like the Grandma Rap" - Parth, Topaz class

Topic

During Topic this week, we explored OS map symbols and their uses. The children were excellent at identifying the symbols and recognising these on the map of Hounslow. The different roads proved tricky but the children worked hard to categorise them. Next week, we will be exploring the main geographical features of a local map using a key.





Homework and Spellings - Set on Thursdays, due on Mondays.

All instructions for homework are shown on Google Classroom under the English, Maths and Spellings tabs.

For English homework, your child will be exploring rocks and creating a poster about what they know about rocks. This poster will need to be done by hand and brought into school. Please kindly remind your child to log on to Google Classroom as the task instructions are on there.

Maths will be on My Maths and the weekly spelling list will be on Google Classroom.



Doodling is so important to enhance your child's learning. Please set a schedule for when your child should log on and complete their Doodle 5 a day for Maths and English. It is important that your child attempts Doodle English, Doodle Maths and Doodle Spell.

TTRS is brilliant as an aid to your child in mastering their 2, 3, 5 and 10 times tables by Christmas. That will be a brilliant achievement.

Purple Reading Tasks need to be completed to a high standard and it is equally as important for your child to read their books 20 minutes a day. We have also set books on Bug Club. If your child has run out of books on Bug Club, please let your child's class teacher know.

Year 4

A very warm welcome to this week's year 4 newsletter

Merits this week

Amber class

Abdulahi, Gautam and Laasya for their fantastic reading out loud as a performance from our class text.

Arna for her hard work to improve her maths throughout this term.

Ramnihal for working hard on improving his presentation in English

Amethyst Class

Dulnitha & Maelie for their enthusiasm in music when learning a section from Brittens 'Storm'.

Viera for taking pride in her work and her positive attitude this week.

Zainab for striving to improve her math's work and trying out new resources.

Natalia & Fay for their beautiful persuasive posters in English all about Abdul Kazan's magic show.

Obsidian Class

Aiza for their effort in Maths to solve word problems.

Ridhi for their effort in Maths to solve word problems.

Angel for her effort in Science this week to classify invertebrates.

Daniyal for creating a fantastic persuasive poster in English.

Ashish for his contributions in PSHE when discussing what to do when you see someone getting bullied.

Moonstone Class

Hodan - for her definition on what an influence is in PSHE.

Kayin - for his detailed diary entry as an Anglo-Saxon child in our Topic lesson. He really captured what life was like for an Anglo-Saxon child.

Ramanjot & Smile - for the clever and tricky riddles that they created in our Topic lesson whilst learning about what the Anglo-Saxons did for fun.

Trisha G - for the beautiful and eye-catching poster that she made to persuade people to come and watch Abdul Kazam's magic show in our English lesson.

Class Dojo Points:

Amber: 1851
Moonstone: 2105
Obsidian: 1816
Amethyst: 2187



We have had a great week filled with wonderful learning experiences. From focusing on inverse and estimation in maths, to continuing with our new book *Leon and the Place Between* in English.

We have had plenty of opportunities to research independently too, with art and science being a hands-on research lesson.

The week ended with an entertaining visit from the one and only Pudsey. Pudsey even managed to get himself a merit in assembly!

Maths

In Maths this week, we have been looking at ways in which we can check the accuracy of our addition and subtraction answers. Firstly, we looked at how we can use our knowledge of rounding to estimate answers. Then, we moved on to look at how we can use inverse operations to check the accuracy of our answers.





We then used our knowledge of inverse operations to solve problems. Look at these solutions from some children in Moonstone. Can you come up with your own solution? **Try it out below:**

In the number square below, each horizontal row and vertical column adds up to 1,200
Find the missing numbers.
Is there more than one option?

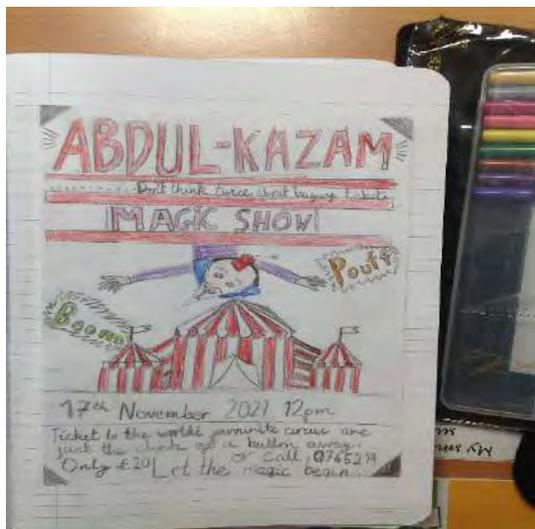
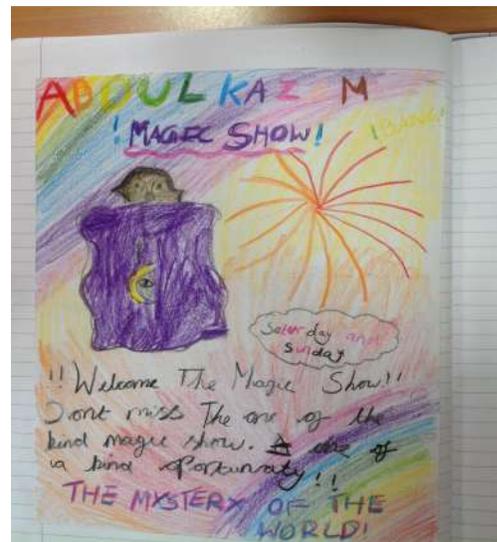
897		
		832
	762	

Check the rows and columns using the inverse and adding the numbers in different orders.

Wellington Weekly

English

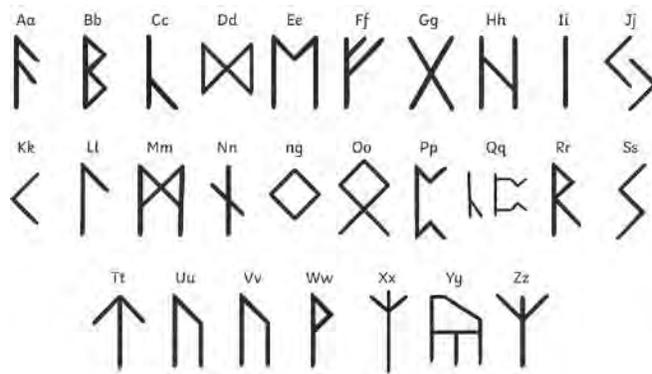
We have had a very interesting week in Literacy this week. We started of learning how to read a page of our text as a performance to the whole class. We talked all about clear diction and using expressions in our reading. We went on to explore the next few pages of the text and discussed all about how posters and adverts use persuasive language and images to convince us to attend an event. We went on to produce our own posters and invite people to come and see the magic show of Abudl Kazam, the magician in our class text. Leon and the space between.



Wellington Weekly

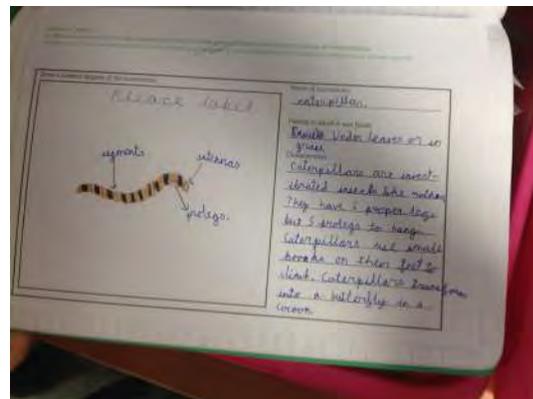
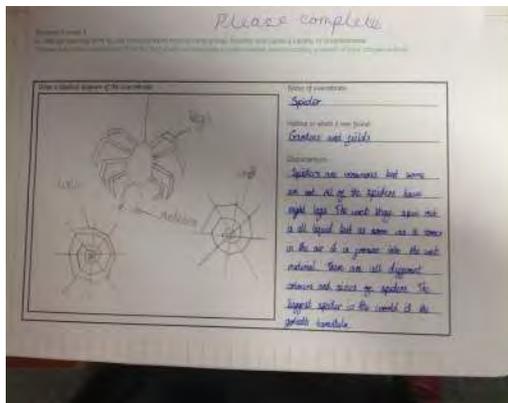
Topic

In topic this week, children learnt to explore and communicate what the Anglo-Saxons did to relax. Children wrote their own riddles and learnt the Anglo Saxon alphabet called runes.



Science

In science we have been continuing our work with classifying and identifying living things. This week we are exploring all about invertebrates, animals without backbones. We were learning all about how some invertebrates have segmented bodies and that several insects have an exoskeleton covering the outside of their bodies.



16th Tuesday November 2021

L1 We are learning to explore the Four Sights and how they affected the Buddha.

Write a diary entry from the perspective of Buddha just after the Four Sights.

You should include:

- What Buddha's life was like in the palace.
- Details of the Four Sights.
- An explanation of how this affected Buddha.

Dear Diary,

I used to live a perfect life. I could have anything, no matter the cost. After a period of time I started to feel unhappy as I never got to see and find out about something new.

One day I just couldn't hold it anymore. I adventured through the palace and eventually I found a way out. The first thing I saw once I was outside the palace was an old man. I was extremely shocked at this sight. I soon realised that becoming old is part of life and is unavoidable.

Soon after this I saw an ill person. Again I was shocked at this sight. I then thought that illness is part of life.

As I walked down a bit more I came across a dead body. This time I truly felt the pain. Tears & tears swelled up in my eyes. I walked down feeling sorry for the dead person.

I then came across a holy man. He had nothing, just rag clothes. I asked myself how can he live in peace. From that day on I've wanted to be a Holy man.

From Buddha.

Art

This week in art we began researching Anglo Saxon helmets in preparation for next week when we will be designing our very own helmet. We compared two different Anglo Saxon helmets and reflected on what we liked and disliked about them.

<p>Green Hat</p> 	<p>If you could design your own Anglo Saxon Mask, what animal would you have the eyebrows and nose create and why?</p> <p>I might have a wolf because wolves are very fierce and they may make me look fierce.</p>
<p>Black Hat</p> 	<p>Looking at the helmets we compared today, what wouldn't you want to include if you designed your own Anglo Saxon helmet?</p> <p>I wouldn't include the Dragons head as I am not designing a dragon.</p>
<p>Yellow Hat</p> 	<p>If you were to design your own helmet, how would the lesson we had today help you?</p> <p>This lesson has given me information of what a Anglo Saxon helmet has.</p>

Year 5

Year 5 have had a tremendous week of learning this week with learning to use and read timetables. This weekend, it would be fantastic if the children were given the opportunity to plan a trip for the family, showcasing their incredible timetable skills.



Merits Emerald Class:

Wsna- for her excellent communication skills demonstrated in P.E last week.

Aaron and Dheer- for their terrific colour wheel that he created in art.

Srihith- for his fantastic explanation of the purpose of features in a text in English this week.

Navleen- for her problem solving skills demonstrated in class discussion about bullying.

Maryam- for trying extremely hard to create two-way tables in her group in maths.

Merits Diamond Class:

Amanveer for his excellent progress in swimming as mentioned by his swimming teacher.

Kris for his improvement in maths this week, interpreting one way tables.

Lynne for showing vast improvement in writing her persuasive letter and looking for opportunities to improve her writing.

Philip for showing excellent understanding of interpreting two way tables this week and beginning to make his own using clues.

Umayma for her excellent reading this week and her improved answering of questions using PEE.

Dojo Points: Diamond Class - 2255 Points

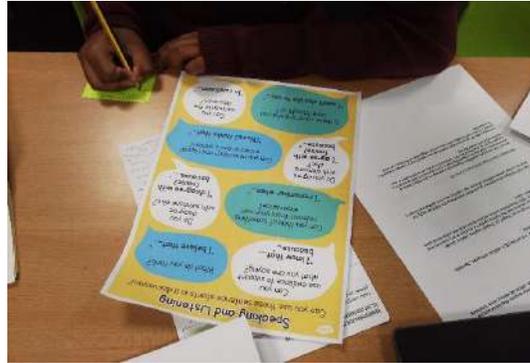
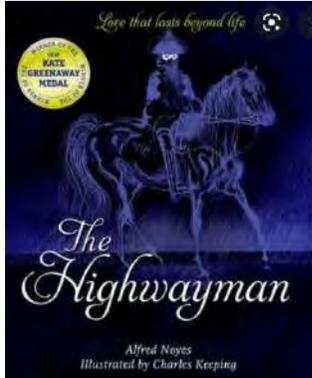
Emerald Class - 2146 Points

English

In English this week children completed writing their persuasive letter to our Prime Minister in response to his letter giving valid reasons for why the borders should stay open to all refugees.

So far we are very impressed with how passionate the children have been with writing their letters and demonstrating their empathy towards others. They have also worked on developing their understanding of emphasising with a character and identifying this in a text as well as developing their understanding of how text is presented and discussing their organisational features.

Next week, they will be starting the new text called *The Highwayman* where children will learn to explore and develop their understanding of poetry.



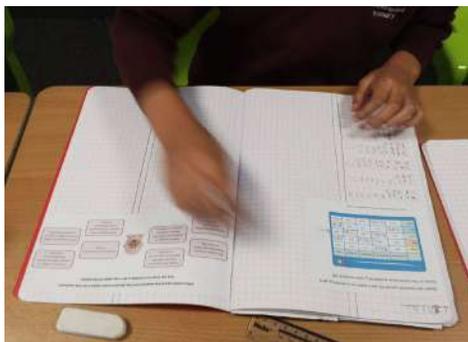
Features of a Persuasive Letter

Includes sender's address on right, recipient's address on left and date underneath	
Includes an opening sentence that hooks the reader and explains why you are writing	
Includes an introduction, paragraphs explaining a point each and a conclusion	
Each point has an explanation and evidence to support it	
Includes emotive language, such as 'Everyone would be ecstatic if...'	
Includes rhetorical questions, such as 'Are we supposed to just sit back...?'	
Includes exaggeration, such as 'It would be a tragedy if...'	
Includes flattery, such as 'I'm sure that you have noticed...'	
Includes a conclusion that summarises the main point and reiterates the opinion	
Finishes with 'Yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient	

Maths

This week the children have been analysing and interpreting data from tables. I am sure if you ask your child/children what analyse means, they will all be able to explain with an example. The children showcased fantastic analysing skills by underlining key information to help them answer questions about tables. The children have gone from working on one way tables, to two-way tables and have now started looking at timetables as we come to the end of our statistics topic. To support your child with their learning of statistics, you could ask them to independently plan a bus route for your family outing on the weekend or ask them to check the swimming pool timetable.

Next week: We will start our new topic on multiplication and division, looking at key vocabulary such as factors, products and arrays.



In the Spotlight: PE

In PE this week, children have been learning to improve their teamwork skills through OAR exercises that really require them to communicate.

Diamond Class have continued to swim this term and they have been making excellent progress with swimming on their front and on their backs. We are really pleased with the number of children who have been going swimming with their families at the weekend, we can see huge improvements with this. If you have time, please try to go swimming with your child and help them develop their swimming skills.



Homework



Homework details have been set on Google Classroom. Please check this week's homework with your child. Thank you.

PSHCE: using the links in your Google Classroom, you are going to create an Anti-Bullying presentation for primary school aged children in the UK.

Your poster/presentation will need to be informative and give information about how to spot bullying, what to do and where to go for help. Include pictures and write using paragraphs.

When you have completed it, submit your presentation to then share with your teacher and the class.

Doodle Spell: Words ending in 'ment' - equipment, environment, government, parliament, enjoyment, document, management, movement, replacement, statement

Log into Doodle Spell to complete your spelling task.

TTRS: complete your Class Tournament - Who will be the winners? Diamond or Emerald Class? Take part to ensure your class wins.

Due date: Monday 22nd November at 9am.

Wishing all our Year 5 families a very happy and restful weekend

Year 6

This week, Year 6 built on their knowledge from last week when they considered the author's technique of using prepositions and expanded noun phrases to describe a particular setting from the class reader.

They learned about the circulatory system in science and created some super artwork based on the Blitz in WWII in topic.

They also produced some current affairs writing - and presented them in an unusual way. Read on to find out more!

HOMEWORK this week is on Doodle Maths and English is in Google classroom.

Don't forget, there is also the weekly spelling list.

Homework was allocated to the children yesterday (Thursday 18th) and will need to be completed by Monday (22nd).

The spellings for next week will be given today and the test will be next Thursday (25th) as next Friday is an INSET day.



Ruby

Azalea – from Mrs Neal for her super participation in maths this week.

Marwa – for her fantastic BODMAS work in Maths – she can apply her knowledge of ordering operations to solve a range of problems.

Rohan – for his super reading task- he wrote his own version of Henry Jekyll's full confession using ambitious vocabulary throughout.

Amber- from Mrs Grover- for her super application of her times tables knowledge to find common factors.

Abdullah and **Ryaan** – for working together to write a fantastic setting description that included expanded noun phrases and prepositional phrases.

Opal

Damien: for supporting Max in ICT writing a script for their E-Safety iMovie.

Safaa: for her effort and participation in maths this week.

Mohamedamin: for his super reasoning in maths using mathematical vocabulary correctly.

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Heena: for super writing in English – using expanded noun phrases and prepositional phrases effectively.



Whole Class

Dojo Points:

Opal = 895

Ruby = 867

In English, we continued to explore the author's use of prepositions and expanded noun phrases to create a clear image of a setting in the reader's mind. The children then used this technique to write their own paired descriptions in preparation for a long writing task next week.

Heena and Sophia

Monday 15th November 2021

LI: To plan a setting description using prepositional phrases and expanded noun phrases

Paragraph 1 – What Bruno and Gretel can see immediately out of their window (garden / flowers).

Directly beneath Bruno's window there was a beautiful garden. Gretel and Bruno stared at the majestic, attracting rows of tidy, trimmed flowers. The colourful flowers swayed gracefully in the peaceful breeze as if they were performing a dance. Not two feet away from the flowers, was freshly cut grass. The path cut through the luscious, green grass as Bruno and Gretel's eyes followed it to wherever it led. The grass was tendered so very carefully just like the flowers, the person who took care of the grass and flowers must have spent a lot of time in the garden.

Paragraph 2 – More of the garden, bench, path, bushes.

Past the flowers there was... Even when Bruno and Gretel looked at the bushes they could see that they were trimmed very carefully. The path slithered towards a ~~low~~ curved, wooden bench. The bench had a plaque on it, "It must be in memory of someone" Gretel mumbled. As Bruno looked at the bench he could imagine himself going up to the bench and looking at what was inscribed on the plaque. The pathway meandered along across the garden until it came to an asphalt path.

Paragraph 3 – Huge wire fence.

About twenty feet further along from the garden there was a huge wire fence. Right in front of the ~~garden~~ path, there was a huge, enormous fence which was taller than the house itself. As Gretel ~~she~~ eyes ~~to~~ rested at the top of the fence, a sharp pain ran ~~in~~ inside her body as she looked at the ferocious, tangled barbed wire. The gigantic ~~colossal~~ fence curved in at the top as the prison walls were linked close to it. The ferocious, colossal fence stretched for hundreds of miles away from the ~~lonely~~ desolate house which stood ~~in front~~ ^{horrible so close to} of the fence. The ~~house~~ sight was gloomy and

Paragraph 4 – What is beyond the fence?

There wasn't any grass beyond the fence. The first thing Bruno and Gretel noticed was the soil. It was a ~~to~~ sand-like substance. For miles and miles there was no greenery to be seen at all. Children shuffled along in untidy, unkempt, dirt ragged striped clothes. "They look like they haven't had bath for ~~months~~ a fortnight." mumbled Gretel, staring at the children from the window. Soldiers marched along the barren, arid land, staring at the prisoners of war who lingered near the fence with barbed wire at the top. There were unstable, ~~low~~ huts dotted on the barren land. Gretel could see only males she ~~looked~~ ^{laughed} at them confused. "What is this nasty place?" mumbled Bruno.



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in and Gurpal

Monday 15th November 2021

LI: To plan a setting description using prepositional phrases and expanded noun phrases



Paragraph 1 - What Bruno and Gretel can see immediately out of their window (garden / flowers).

Directly beneath Bruno's window there was a beautiful garden. The lush flowers danced in the gentle breeze as the wind played its gentle tunes. The Directly beneath the garden the luxurious, sleek grass rhythmically swayed, carefully organised into lovely flower beds. The colourful flowers stood in ~~orderly lines~~ in between the perfectly cut grass as if they were going to stay to go together eternally. The meandering, cobbled path ~~winded down~~ the middle of the lovely garden. ~~The garden~~ looked like a rainbow.

Paragraph 2 - More of the garden, bench, path, bushes.

Past the flowers there was..... a bench with an embedded plaque on it, Gretel's eyes glimmered like jewels while she imagined reading her favourite book on it. The sunshine was ~~so~~ joyfully laughing looking at the perfectly cut, evergreen bushes, the perfect place to sun-bathe in the cooling shade. Surprisingly, the gorgeous ~~fence~~ bench was turned towards the towering, grand three-story house to make sure they wouldn't see the horrific view that was twenty feet beyond the lovely garden.

Paragraph 3 - Huge wire fence.

About twenty feet further along from the garden there was a huge wire fence. It ~~looked towering~~, ~~so~~ was towering menacingly, malevolently looking at ~~the~~ anyone who wanted to go passed it with its evil eyes and sharp twisting spirals anyone who wanted to cross it would be a punished with a unexpected pain, alerting them to stay away. Its spirals warned foreigners to not cross in any manner. Bruno looked at the fence and it spread as far as the eye could see. Beyond the fence, ~~it~~ or they would be tortured to death.

Paragraph 4 - What is beyond the fence?

There wasn't any grass beyond the fence. menacing fence, just a disgusting, liquidy sand substance. The enraged soldiers guarded the low basic huts dotted on the earth, like a painting. There were ups crestfallen old men, grudgingly walking with the wheel barrows a few feet away, there were distraught teenagers crying in the huts. The view left the children benumbed while a shiver went down their spines. The huts were guarded so tightly that it was like it was air-tight. The guards were laughing evilly that they ~~finally~~ children finally got into a line tears ran down their face.

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In maths, the children learned about squared and cubed numbers. Then looked at BODMAS and the way it helps you to solve calculations by calculating the operations in the right order. They moved on to reason and solve problems using known facts. Finally, we started our long unit on fractions - with trying to find the highest common factor to simplify them.

a)  I am thinking of 2 numbers. When I add them I get a prime number. When I multiply them I get a square number.

What numbers could Mo be thinking of?

b)  I am thinking of 2 numbers. When I add them I get a square number. When I multiply them I get a prime number.

What numbers could Alex be thinking of?

Use the cards to complete the statements below. Find 3 possibilities.

cube root of 512 $7^2 + 51$ $300 - 6^3$

>

Daniel completed the following calculation and got the answer 168

$$2 \times (30 + 5) + 14 = 168$$

Can you explain what he did and where he made the mistake?

Complete.

$$70 \div \underline{\quad} = 7 \quad 3.5 \times 10 = \underline{\quad}$$

$$70 \div \underline{\quad} = 3.5 \quad \underline{\quad} = 3.5 \times 20$$

$$70 \div \underline{\quad} = 14 \quad \underline{\quad} = 3.5 \times 2$$

Make a similar set of calculations using $90 \div 2 = 45$

Tommy is simplifying $4 \frac{12}{16}$

$$4 \frac{12}{16} = 1 \frac{3}{4}$$

Explain Tommy's mistake.

Sarah has simplified $\frac{10}{20}$ to $\frac{5}{10}$

What has she done?
Can you think of a more efficient strategy.
Answer. Prove. Explain.

In Topic, the children made some super artwork of a silhouette of London's skyline during the Blitz - including searchlights.

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In science, building on last week, the children researched the circulatory system of the human body. They looked at the full system and how it works with the heart and lungs. They found it quite hard - especially all the new vocabulary.

Thursday 18th November 2021
 (I) To identify and name parts of the human circulatory system.

Label the heart diagram using the key words.

Key Words: aorta, right atrium, left ventricle, pulmonary artery (right), left atrium, right ventricle, right pulmonary veins, pulmonary artery (left), left pulmonary veins, superior vena cava, inferior vena cava, pulmonary vein, aortic valve.

Thursday 18th November 2021
 (II) To explain how the circulatory system works

How does deoxygenated blood enter the heart? Where does it travel through before it leaves to travel to the lungs?

The deoxygenated blood comes through the inferior and superior vena cava, these are the veins from the legs and body and arm. They go into the right atrium. It goes through the tricuspid valve and to the right ventricle. It then goes through pulmonary valve. It goes through the pulmonary valve - arteries, there are 2 branching off to each lung. The deoxygenated blood travels through capillaries. It goes around the capillaries, it drops carbon dioxide into the alveoli, it then collects oxygen and leaves.

How does oxygenated blood enter the heart? Where does it travel through before it leaves to travel to the rest of the body?

Oxygenated blood enters the heart through the pulmonary veins. This leads to the left atrium. Then it travels through the bicuspid/mitral valve. Then it enters the left ventricle. It travels through the aortic valve and travels through the aorta. The aorta is the largest artery in the body. Then the oxygenated blood back through the body. It goes through arteries and capillaries and delivers blood to all. It then goes back to the heart via veins. The cycle repeats.

right atrium

right ventricle

pulmonic valve

pulmonary artery (right)

pulmonary veins

left atrium

left ventricle

aortic valve

aorta

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Finally, we have been looking at current events and producing information 'baubles' to hang up in the classroom. The topics for these have been: the COP26 conference on climate change and also Remembrance Day, including the use of poppies.

