

Friday 28th May 2021

Message from the Headteacher

The rain has finally stopped, just in time for half term! We hope you all have a good holiday. Skye is going to visit a beach for the first time!

Congratulations to the following children who were awarded their **GOLD BADGE** today:

- Gabriel -Lapis
- Ayaan -Obsidian
- Temidayo -Obsidian
- Arjun- Diamond

After half term all children will need to bring in a water bottle and if it gets hot a sun hat for the playground at break times. Your junior child can also still bring in a piece of fruit each day if they wish.

Please encourage your child to keep reading for pleasure over the holiday period and keep improving their vocabulary. They have been working hard to improve their reading and writing skills following lockdown. We have lots of new books in our libraries that they can borrow.



Yesterday all our staff have undertaken a PCR test to check for the new covid variant and we will do this again after half term. We are doing our part to keep our community safe, please join us and follow the Step Up Hounslow Campaign to track down the new variant and stop its spread.

Message from Public Health Hounslow

Please can we ask families to take part in local testing before students return from half term that will help efforts to detect the new variant.

On Monday 31st May there will be the biggest mass vaccination centre in the country operating from Twickenham stadium. The offer to colleagues and residents of the borough is that you get vaccinated if you are over the age of 18. You can book online or turn up on the day. This is an important public health measure for an area with COVID-19 variants circulating.

Let's tackle covid

**ONE DAY WALK IN VACCINATION EVENT
MONDAY 31 MAY
TWICKENHAM STADIUM**

If you are eligible, you can get your first dose of the vaccine at our walk-in vaccination centre at Twickenham Stadium this Bank Holiday Monday.

Who can attend?

All eligible residents can walk-in and receive their first dose vaccination.

www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/



When is it?

Bank Holiday Monday, 31 May 2021
10am to 8pm

Where is it?

Twickenham Stadium, 200 Whitton Road, Twickenham TW2 7BA
Directions at: www.twickenhamstadium.com/getting-here

Do I need to book?

Whilst you do not need to book you can reduce your queuing time by booking through this link:
https://nwl_covid_pop-up.eventbrite.co.uk

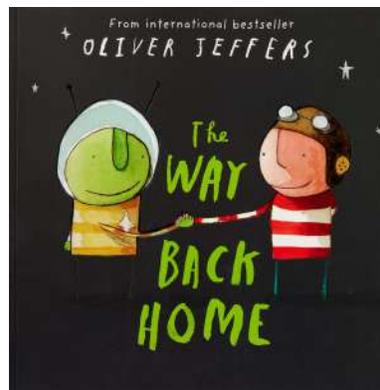


**ONE
HOUNSLOW**

Early Years

Nursery

It has been a busy week in the Nursery with our last week of our 'space' topic. We have been sharing the story 'The way back home' by Oliver Jeffers. The children have really enjoyed talking about planets and aliens.



This week we have been looking at aliens and martians. The children have been doing lots of maths related to aliens. They have been counting the number of eyes different aliens have and using their subitizing skills to count. We have also been recapping our positional language such as 'on', 'in', 'under', 'next to' and 'by'.

The children have had so much fun using their number skills to decorate alien biscuits. They have counted the eyes, lips, sets of teeth and spots they gave their special alien. Take a look at their wonderful biscuit designs!





The children enjoyed talking about the number of mouths and eyes their aliens had. They loved looking at their friend's alien biscuits too and couldn't wait to go home and eat them!



Here are just some of their delicious biscuit designs. Don't you think they look fantastic?

Our new sound of the week was the letter x as in sixxxxx and x-ray . The children really enjoyed writing this sound and made treasure maps with 'x' marks on the spot. They also had lots of fun creating x-rays of a skeleton using straws and glue.

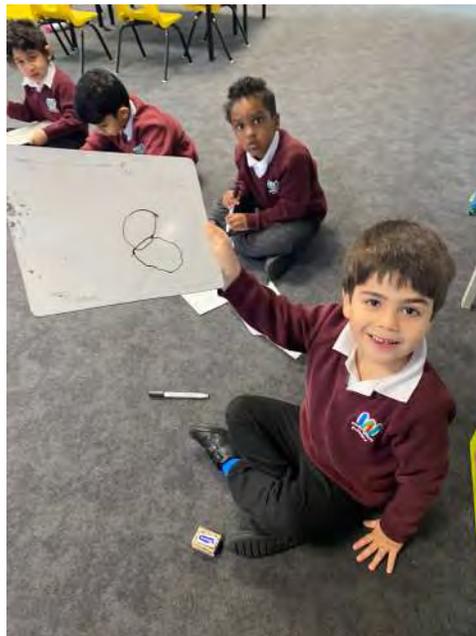


The children have also been revisiting all the sounds they have learnt in the nursery. We are so impressed with how many they remember. Here they are looking for different sounds. Some of the children are also trying to blend three letter words and read them.



The children are matching letters to CVC words.

This week in maths we have been recognising numbers and counting. We have also been recapping last week's activity of heavy and light. The children are getting so confident with their number writing and talking about weight.



We transformed our role play area into a hairdressers this week. The children had a full day of appointments and they really enjoyed washing and combing the dolls. They also used their fine motor skills to put pins, clips and bands in the dolls head. They loved making appointments at the hairdressers too and we got to hear lots of vocabulary in their speaking.



This week we had a school fire drill. The children were amazing at listening to instructions and we calmly and quickly got out of the classroom to our designated safe spot. Well done children!



The children have been enjoying the nursery garden- hopefully we have some more sunny spells! They have been busy gardening and found some snails. They have had a great time carefully picking the snails up and watching them slither around slowly.



Book bags

REMINDER: Please can you purchase a school book bag so that we can send all of the childrens books home. There are only a few children who still need a school book bag. Also remember to send them in on their book bag day once a week. This is when we can read with them and change their book. There is a list on the nursery door which will let you know which day your child will need to return their book bag. Please remember to talk about the book with your child at least 4 times a week and write a comment in the reading diary. Thank you.



Stars of the week

- Freya- for being very brave and gentle when picking up snails in the garden
- Jaisvi- for excellent number formation
- Isra- for talking about heavy and light objects
- Eesa- for helping to sort teddy bears into the correct colours
- Lily- for always being kind to everyone in the class
- Laira- for talking confidently about her family picture
- Vien C- for excellent work for name writing
- Ayaan- for drawing a fantastic astronaut picture and writing about his picture



Nursery birthdays this week

- Charvi turned 4 this week
- Maitrin will be 4 in the half term
- We hope you have a wonderful birthday

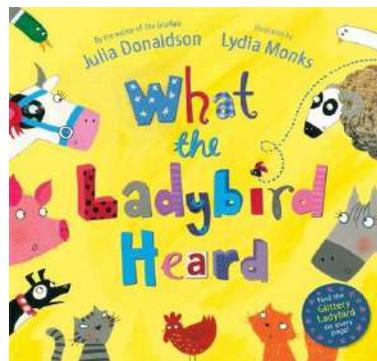
Have a wonderful and safe half term holiday. We look forward to seeing you on
Monday 7th June.

Reception

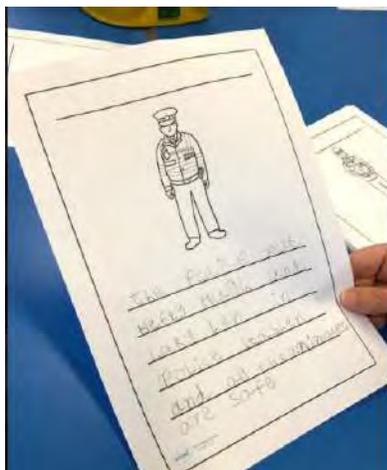
Literacy

In literacy we have continued learning through our focus story-

'What the Ladybird Heard' by Julia Donaldson.



The children have enjoyed a range of activities to help them learn the story and we have been writing about the ending, filling in police reports and describing crimes committed in the story.



In phonics, we have been revisiting the phase 3 tricky words and we are now learning to read and write the phase 4 tricky words in sentences.

Can you read and write all of these words?

The children had lots of fun playing tricky word Bingo.

Phase 4 Tricky Words

said have like so do
some come little one were
out what when there



We like this video because it helps us to learn the words:
<https://www.youtube.com/watch?v=3NOzgR1ANc4>

Mathematics

In mathematics we have been learning to use height vocabulary and using the words:

short, shorter, shortest, tall, taller and tallest.

The children have enjoyed ordering famous buildings in order of height and thinking about their height in terms of London buses.



The children have had fun investigating height both indoors and outdoors using nonstandard units, such as Lego and Unifix cubes.



Elm class were amazing at getting into height order. Lorenzo was the tallest boy!

Expressive arts and imaginative play



The children made police outfits and had fun getting into role.



We programmed Beebots to travel around the farmyard to steal the fine prize cow like Lanky Len and Hefty Hugh in our story.

Outdoor learning



Our outdoor activities are cross curricular. They link to our topics and learning in literacy, phonics, maths and 'understanding the world'.

This week we have seen some lovely creations in the water area.

Look at this brilliant racing track that Leo put together using guttering!

Reception Merits

Birch

Aashrrith – for settling back in to school routines so well and trying very hard in literacy.

Kashika – for making so many contributions during whole class learning and remembering to put up her hand.

Katushca – for making very good progress in phonics with Miss Ali.

Reanne – for answering questions about height well in maths and using the correct vocabulary.

Sian – for always making excellent contributions to class learning sessions.



Elm

Ali and Rudra - for doing a super job programming the Beebot to travel around the map.

Shameera - for her fantastic writing and puzzles on the art table.

Andrea – for her amazing blending when reading.

Musa – for super reading tasks every week.

Theodor – for working hard with his handwriting and for his super concentration on the carpet.

Oak

Sudhera - for writing amazing sentences in phonics, including tricky words such as 'and'.

Osman - for showing more confidence in writing different tricky words.

Udhbhav - for being a great helper this week with giving out hand gel and tidying up.

Zaynab - for creating lots of lovely artwork and drawings!

Yew

Ansh - for doing excellent home learning.

Pranvik – for doing excellent blending and reading.

Zayd - for making excellent choices and always trying hard.

Georgia - for using time connectives to write sentences.

Firoz- for making positive choices and always trying his best.

Eva - for using time connectives to write sentences.



Dojo points

Birch: 3,921

Elm: 4,500

Oak: 3,541

Yew: 4,968



This week in Reception we wish a very
Happy 5th Birthday to...

Zayyan and Pranvik in Yew Class.

Lohitakshith in Elm Class.

Key Stage 1

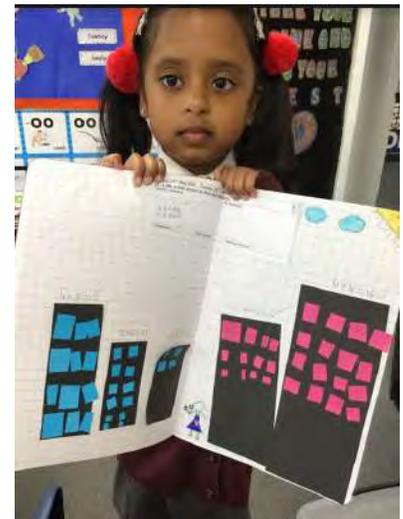
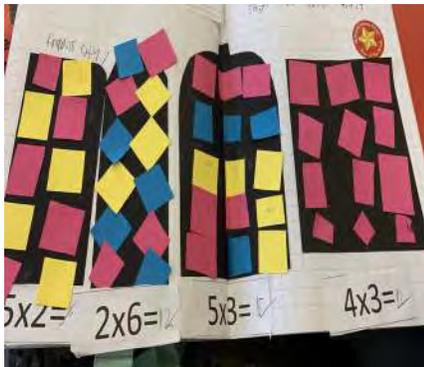
Year 1

Dojo points

Willow - 416
Maple - 500
Ebony - 554
Beech - 489



In maths this week we have been learning about multiplication and division. We have been creating our own array cities to show times tables.



In art we have been using plasticine to create a solar system. We had to roll the plasticine very carefully to get the correct shape and size.



The children have been learning all about toys from the past this term. They had a fantastic time exploring toys from the past and describing the materials!



We have also been creating stick puppets from the book "toys in space"





Merits

Beech

Ibraheem for excellent use of sentence starters.

Sudeshna for being careful when creating plasticine planets.

Aaran for finding remainder in maths when dividing.

Zakeria for learning new vocabulary to draw an alien in detail.

Marwo for excellent book bag tasks which she completed independently.

Maple

Sarah and Ksawery for their fantastic speech bubbles in English.

Renoy and Kelly for their super reading and answering comprehension questions in better detail.

Jayveer and Kushi for their brilliant PE skills and participation.

Ebony

Adam for using adjectives and writing brilliant sentences in English. Keep it up!

Manha for being very careful when creating her space planets. She added lots of detail to them. Well done, Manha!

Thigazh and Ameila for working really hard in science and going on a classroom hunt to investigate different materials and their properties. Keep it up!

Azmat for doing excellent reading. He has become much more confident and fluent. Keep on reading!

Ayesha for her super effort in PE this week. She has tried new ball catching activities. Keep it up!

Willow

Thisari and Milan for their brilliant party invitations and imaginative ideas!

Jaypal and Nyla for their super effort in PE this week - well done :)

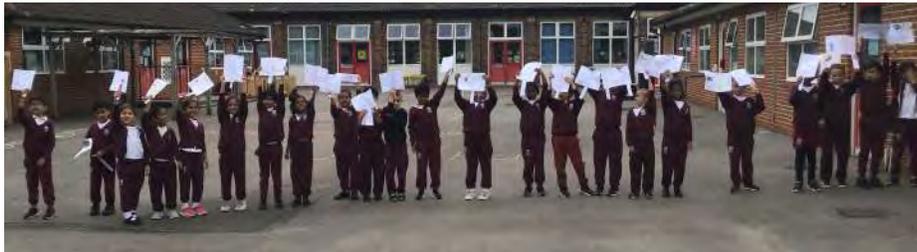
Year 2 - Dojo points

Aspen - 895
Chestnut - 860
Pine - 812
Sycamore - 789

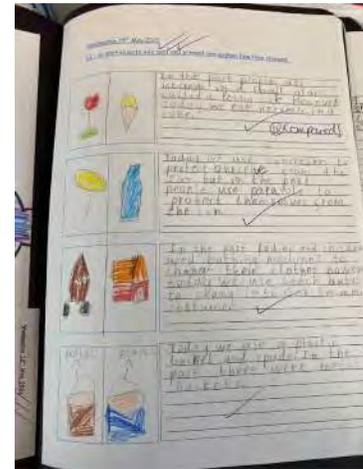
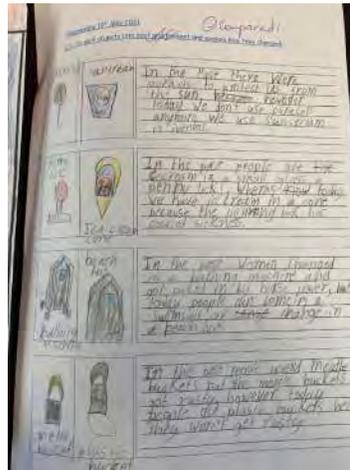
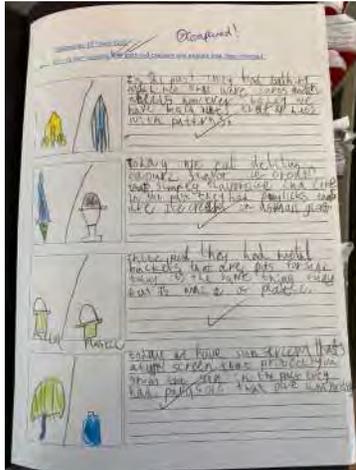


English

We loved having a protest about objects in our pencil case quitting this week! We had lots of fun shouting 'WE QUIT' all around the playground and making our own protest signs.



Topic



This week we have been comparing how the seaside was in the past to how it is now. Do you know the difference between the seaside in the past and in the present?

Homework

Please complete your set task on MyMaths for this week's Maths homework.

During the half term holidays, we would like you to read chapter 1 'The Three Farmers and chapter 2 'Mr Fox' from the book Fantastic Mr Fox and complete the task on Google Classroom.

Our spellings for next week are:

1. Fantastic 2. Farmer 3. Enormously 4. Valley 5. Scrumptious
6. Misbehave 7. Mystery 8. Celebration 9. Badger 10. Magnificent

Merits

Chestnut

Wayne and Romain - For trying really hard in all their learning this week and not giving up. Well Done!



Aiza and Harshvardhan - For writing a fantastic letter as Duncan to a crayon in English. Super work!

Kevin and Daivik - For trying really hard to share equally in Maths using bar models to divide. Great Work!

Aspen

Jugaad and Amina - For identifying physical and human features of seashores in Topic this week. Excellent work!!

Yasha - For trying really hard in Maths and persevering through challenging questions. Well done!!

Aymaan - For creating an excellent fact file all about Islam in RE this week. Well done!!

Malaki - For his fantastic writing, writing in role as Duncan to his favourite crayon in English this week. Well done!

Sycamore

Caleb - for counting with improved confidence and clarity! Well done!

Emrys - for being able to write sentences about how the crayons feel from our story 'The Day the Crayons Quit!'

Giselle - for a huge improvement in her 2,5,10 times tables recall! Well done!

Kafia - for creating an excellent fact file all about Islam!

Venkata - for confidently recalling the main events of the story 'Fantastic Mr Fox!'

Otis - for having excellent understanding and making predictions about 'The Day the Crayons Came Home!' Well done!

Pine

Sienna- For working super hard all week in English; ensuring she is editing and uplevelling her work.

Jaymin- For writing a fantastic postcard in role of a character in English

Owen and Kevin- For super maths of division and multiplication sums

Freden- For identifying various human and physical geographical features in topic.

Key Stage 2

Year 3

Request for recycling materials:

DT workshop after half term!

We are super excited to take part in our DT workshop after half term. If you haven't done so already, please remember to make payment and give your consent on ParentMail.

In preparation for the fabulous workshop, we have a request.

Please could we ask you to send in the following materials that we can use to prepare our Roman soldier in the workshop. Please send in an empty cereal box, aluminium for a clean takeaway foil container, if you have any spare wool your child can use for hair and all of these items in a carrier bag please. If you don't have any wool, please don't worry, we will get hold of that. Any questions, please email Mrs Salim.

Thanks again!

Merits this week

Topaz merits:

Vyshnavi - Showing a great understanding when answering tricky word problems in maths for subtracting fractions.

Gautam, Samaira and Nyay - In Science, detailed conclusion on our recent investigation, on how the surface affects the distance travelled.

Almirah and Summayah - Huge effort and progress in recalling their times tables.

Sapphire merits:

Ashish for great writing in his hot task.

Tannay for improving his maths work and answering all the questions.

Ashley for a positive attitude to her learning.

Alexsandra for making a big effort in her presentation.

Lapis merits:

Daria - For concentrating really well in PE and completing different yoga poses and focusing on her breathing.

Razan - For developing her understanding of finding fractions of an amount.

Jayan - For settling back into school well and writing a super newspaper article about The Iron Giant.

Trisha G- For completing a variety of book reviews and putting lots of effort into making them creative.

Shaurya D - For writing a detailed conclusion about our forces science experiment and using all the key vocabulary from the lesson.

Turquoise merits:

Maelie- For her demonstration of being able to find equivalent fractions.

Maariyah- For the excellent breathing and balance demonstrated in yoga this week.

Mavreet- For his attitude and independence towards problem solving.

Lukhanyo-For his kindness inside and outside the classroom.

Dulnitha- For his excellent use of direct speech in his news report.

Victoria- For her fantastic sentences she created using the 's' sound.

Pedestrian Training

Topaz, Lapis and Sapphire took part in pedestrian skills training this week, where they learnt the rules of the road and how to stay safe when crossing the road in a variety of safe places. They all learnt lots of important things about how to stay safe in the cars whilst our adults are driving and how it is important not to have an electronic device distraction when walking on the pavements and crossing the road. We are looking forward to training Turquoise class after the holidays.





Maths

This week has been our last week exploring fractions in year 3. This week the children have learnt how to add and subtract fractions, progressing into additions and subtraction word problems involving fractions. As a cohort the children have really understood how to add and subtract fractions and have demonstrated fantastic deepened understanding of applying their new knowledge in word problems.

Use the word representation to complete the addition.

$$\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$$

When we add fractions we add the **numerators** and the **denominators** stay the same.

Use your own bar models to help you answer the addition questions.

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

$$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

Use a number line to answer the questions.

3. I agree with Sarah because the denominator stays the same.

4.

$$\frac{2}{11} + \frac{3}{11} = \frac{5}{11}$$

5. His numerator is the same but the denominator should be 8.

Great Work! I can see you are learning how to subtract fractions.

Alan has a new book of poems to read.

He reads $\frac{1}{5}$ of the poems on Saturday.

He reads $\frac{2}{5}$ of the poems on Sunday.

He reads $\frac{2}{5}$ of the poems on Monday.

What fraction of the poems did he read altogether?

Complete this on the left

He ^{can} read

$$\frac{12}{15}$$

Challenge 2:

$$\frac{9}{5} - \frac{6}{5} = \frac{3}{5}$$

$$\frac{20}{6} - \frac{6}{6} = \frac{14}{6}$$

$$\frac{3}{12} - \frac{1}{12} = \frac{2}{12}$$

Ann has a tray of 10 chocolate bars.

She eats $\frac{6}{10}$.

How much of these she have left?

$$\frac{4}{10}$$

The Iron man's
 An amazing and surprising We
 thing happened today! At The
 Dimple game. A big ^{command} ^{or}
 had bitten their metal "We
 trucks. The had working ^{As a}
 farmers in Dimple game are ^{stare}
 very angry and a little ^{will}
 anxious too. ^{He has}

No More dust
 Last week it was horrible!
 there was a ^{picknick} ^{or}
 having a ^{picknick} ^{or}
 but they ^{picknick} ^{or}
 there was a huge
 dust cloud! It
 was the "Iron Man"
 "Man!"

Science/Topic

In Topic this week the children completed their fact file on an historical figure from the Roman era, the children have demonstrated superb research skills. The children have had to choose and retrieve information from secondary resources.

Science was very different this week. We have previously focused on setting up an experiment or investigation, however today we explored a different scientific line of enquiry - presenting children with the results of an experiment, where we tested two magnets four times. By showing children the results of the experiment it opened up lots of thinking and they were able to come to a conclusion about why certain magnets reacted in a particular way.



Describe Question: What happens when opposite and poles in different air magnets meet for each other?

Magnet 1 North Pole	Magnet 2 North Pole	Magnet 1 North Pole	Magnet 2 South Pole
more further apart	more further apart	attracts	more further apart
Magnet 2 North Pole	Magnet 1 South Pole	attracts	more further apart

1. Write down a prediction.
 2. Change the magnet's poles. If they are not a different color, describe what happens?

In the conclusion I noticed that the North and North push each other. I also know from the data that only the South and North attract with each other. Even the south and south don't attract together. In this data I noticed that the North and South also attract.

They would still attract to each other if the North and South were there in both magnets. The North and North on the big and small magnets won't stick.

Small		Big	
N	S	N	S

Art

This week the children explore a different artistic media, water colours! The children created some interesting pieces of art by using strips of colour. We have some extremely artistic children in year 3, who thrive in Art.



Sewing Club

This Thursday was the last day at the sewing club for year 3. The children have created some excellent pieces of work and made some super t-shirts. The children have participated well in the club and all tried very hard to develop their artistic skills and had lots of fun. Well done to those year 3 children who have attended sewing club this year!



Class Dojo Points:

Topaz: 1061 points

Sapphire: 398 points

Turquoise: 836 points

Lapis: 345 points

Year 4

Well done Year 4, we have had yet another successful term and we have so much to celebrate.

Homework

All homework has been set on Google Classroom all due in on **Monday 7th June**.

Doodle Maths, English and Spelling - Can you get into and stay in the Green Zone?

Maths: set on Doodle Maths, please complete the added Extras.

English - set on Google Classroom.

Spellings - set on Doodle Spell, please complete the added extras - The possessive apostrophe for plural words, for example in the word 'girls' '.

TTRS - complete the Soundcheck tasks set and aim to get 25/25 for all the set games.

Reading Eggs - Energy

This week, children have been asked to read with an adult and to then feedback regarding their child's reading progress using the Google Doc. We hope you enjoy reading together this week.

Merits

Amber Class

Manat for persevering with her reading and demonstrating excellent inferencing skills this week.

Gravier for working very hard to complete his extras on Doodle maths this week and developing his maths knowledge.

Sri for developing his understanding of summarising a piece of text by identifying key information.

Brijesh for demonstrating a fantastic understanding of identifying feelings of loss.

Sara for persevering and using whole part models to partition 3 digit numbers when dividing.

Krithik for applying his knowledge of tengo and no tengo when identifying objects in the classroom.

Obsidian Class

Shadiya- for her great effort in Maths to divide 2 and 3 digit numbers by 10.

Temidayo- for developing his understanding of summarising a piece of text by identifying key information.

Deesha- for excellent use of coordinating conjunctions in her writing.

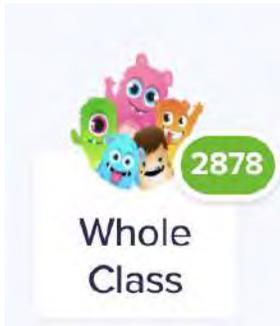
Rehyla- for designing and annotating an excellent canopic jar.

Ashni- for her fantastic defending skills in netball.



Dojo Points:

Amber Class

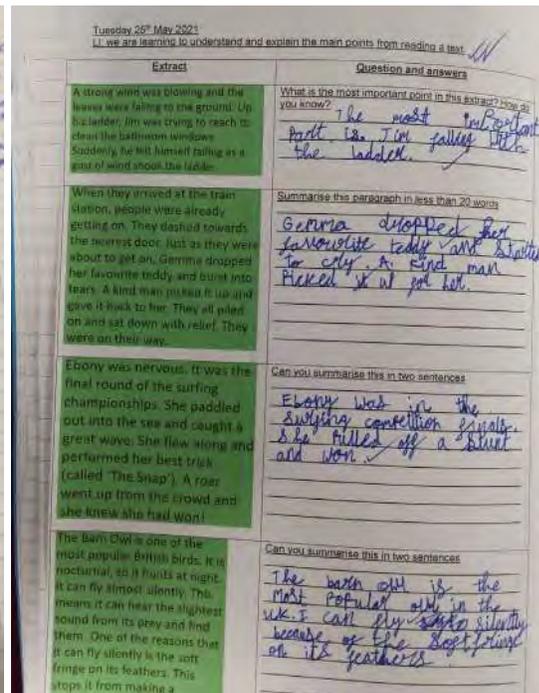
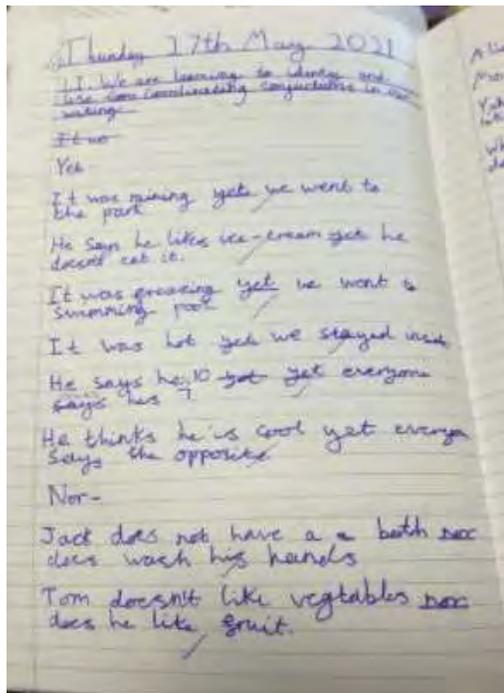


Obsidian Class



English

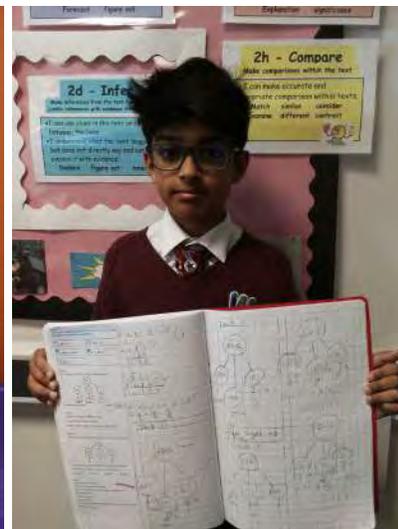
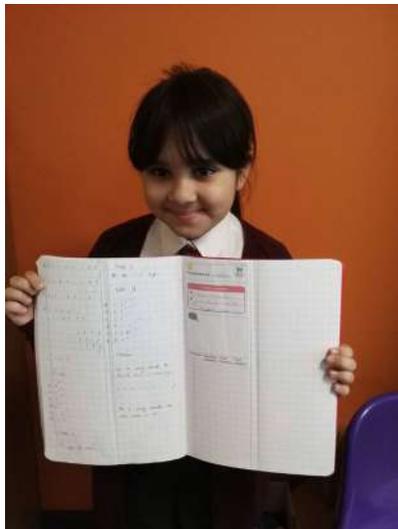
In English this week, children learnt the skill of summarising passages. They challenged themselves to summarising texts using as few words as possible. Children also practiced using coordinating conjunctions correctly in sentences. The children also used Mentimeter for our vocabulary work, they really enjoyed showing us what other words they knew for shimmering. They really enjoyed seeing their words pop up on the board. We will be using our work when we come to writing our stories after half term.

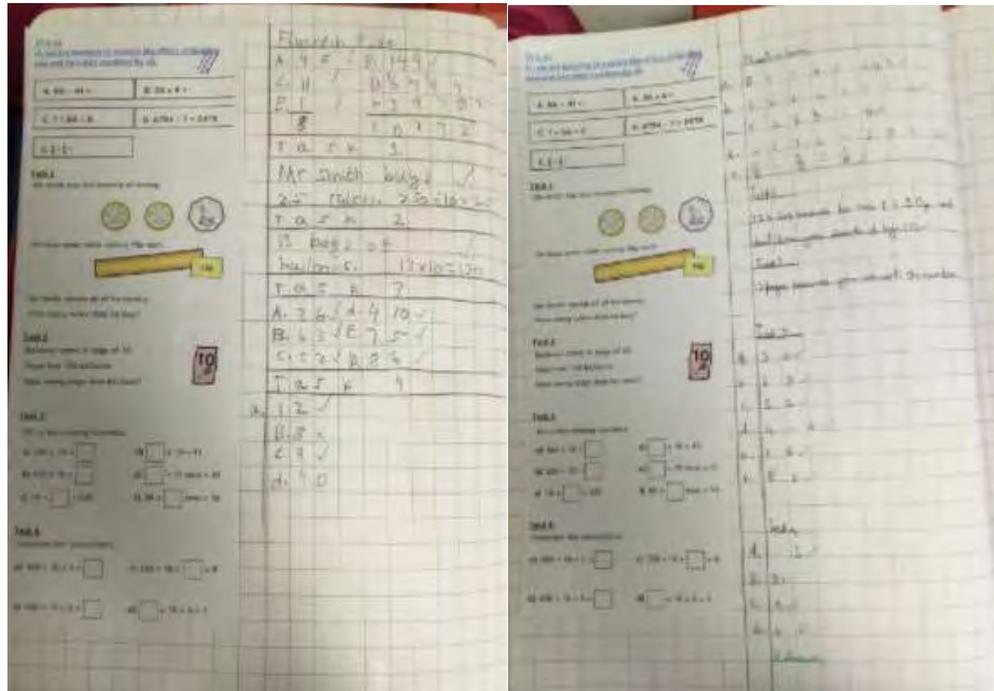




Maths

In maths this week we have been busy applying our knowledge of multiplication and division to solve word problems, which require the use of formal written methods. Children have been encouraged to use the inverse operation to check their understanding and answers. Children then went on to learn to divide three digit numbers by 1 digit numbers, as well as investigating the effect of dividing 2 and 1 digit numbers by 10 and 100.





Times Tables Rock Stars Tournament

The winners this week are - Amber Class.
Well done to both Year 4 classes for joining in with the tournament this week.

Amber	8,003
Obsidian	7,558

Top TTRS Rock Stars are Shrihith in Amber Class and Amanveer in Obsidian.

Science, Spanish and Topic

In science this week, children completed their work on the different types of electricity. They had a fun lesson this week finishing writing their scripts for a Wellington TV Show, where they got to be the presenters to tell children about how electricity is generated and the different types. They have had so much fun presenting, developing their skill of retelling and writing a non-chronological report. Some children recorded their presentations.



In Topic this week we learnt about Tutankhamun. Children explored the life of Tutankhamun and then went onto writing a diary entry in the role of Howard Carter, an archaeologist.



In Spanish this week, children went over their new vocabulary for - Mi Clase, which is all about my class. This week, we spent time learning new vocabulary of everyday items we come across in the classroom with the addition of using the terms **tengo** and **no tengo**. Children can continue to use their Language Angels login details at home to play the games associated with this unit of work.

<https://www.languageangels.com/homeschool/>

Wellington Weekly

Monday 24th May 2021
 U. We are learning to consolidate all the vocabulary for classroom objects and introduce the vocabulary tengo and no tengo.

Nombre: kritikk Write in the correct sentence using 'Tengo' or 'No tengo' for each item.

	✓	tengo una goma
	✗	No tengo calculadora
	✓	tengo un lápiz
	✓	tengo un estuche
	✗	No tengo un sacapuntas
	✗	No tengo una barra de pegamento.

Word Bank
 tengo... una calculadora, un cuaderno, una barra de pegamento, un bolígrafo, una regla, un lápiz, una goma, un sacapuntas, unas tijeras, un libro, no tengo..., un estuche.

RE and PSHE

In RE children have been learning about the Eightfold path and in PSHE children have been learning about how to show appreciation to those we love and also understanding how loss can make us feel.

Tuesday 25th May
 U. We are learning to identify and compare ways a Buddhist can lead a good life.

Name: _____ Class: _____

Right Livelihood
 The man is making a Right Livelihood as he is producing his family.

Right Concentration
 Concentration is how we should not get distracted. To provide a good quality of work we must concentrate.

Right Action Effort
 He is helping the environment and is putting all his energy to helping plants grow.

Right Mindfulness
 He is handling things well and is calm so he is making a Right Mindfulness.

I think this is the best way for a Buddhist to lead a good life.

Show good understanding to identify eight fold path.

Monday 24th May 2021
 U. We are learning to identify show we love and explain the reason why. We are learning to identify and understand how people feel when they lose someone or something they love.

Journal

What feelings might people experience when they lose someone close to them?
 How can people manage these feelings?
 How can you show you value the special people in your life?

Someone might feel shocked, angry and disappointed because the bond won't be the same.

People can get over this sadness, despair and loss by buying a new pet to make your acceptance.

I can show this strategy in life by pretending to start a new life.

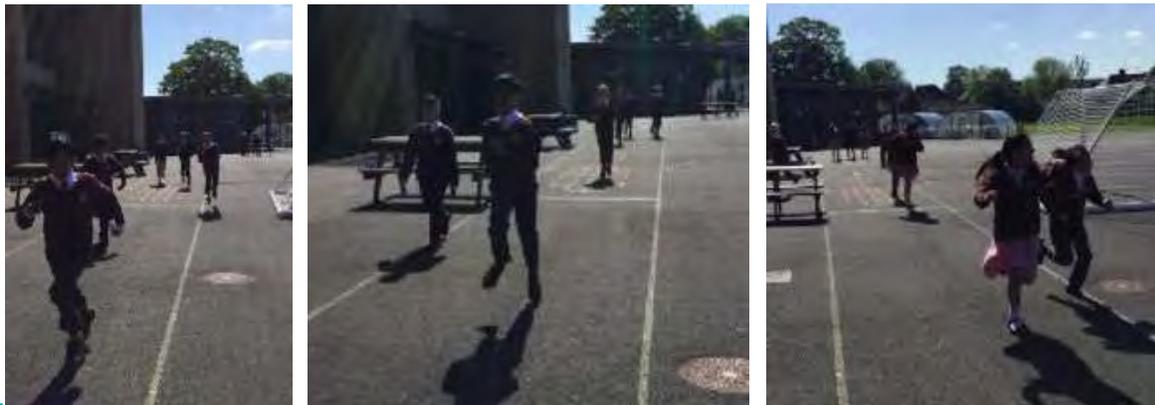
Reflection piece -
 How do you feel after this lesson?

Heart broken
 Disappointed
 Miserable
 Shocked

I feel really upset because of how close the bond was. I felt a bit sorry for the boy and Mousie.

PE and Wellbeing

This week in PE, children went outdoors to complete the daily mile and also took part in fitness challenges. They also developed their teamwork skills playing games against each other.



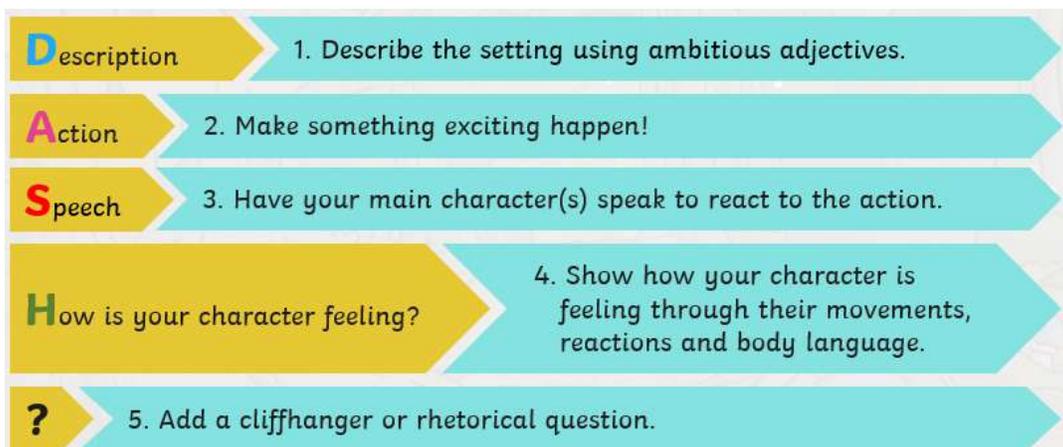
Year 5

Hello Year 5 families! We would like to start off by saying a huge well done to everyone in Year 5 for their perseverance and hard work this half-term. It has been a wonderful one at that! It has been a particularly special half-term because we have been allowed to start up year group – bubble - clubs.

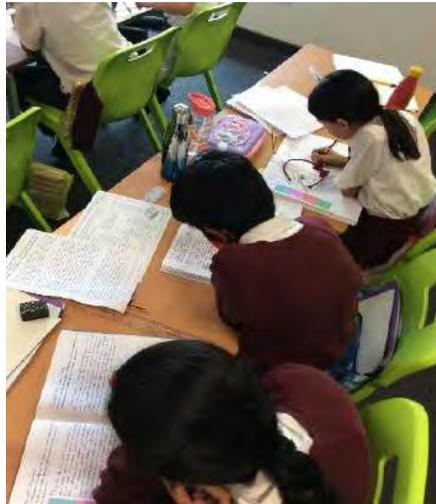


Year 5 have been lucky enough to have its own chess, choir and debate club. The children and staff have enjoyed learning new skills. We definitely have a few singers, chess champions and politicians in the making. All of us in Year 5 would like to wish you all a relaxing and re-energising bank holiday before we start our final half-term of the year.

In English this week, we have been looking at techniques in how to build and create tension in our writing. In our class reader, Coraline ventures through the old door in the drawing room that leads to the other house. In the other house, there is another mother and father, with black-button eyes and papery skin, waiting for Coraline to join them there. Forever. She knows that if she ventures through that door, she may never come back... With this suspense as a stimulus, the children have enjoyed writing about what happens when Coraline ventures through that door. In particular, we have been looking at how the **DASH?** technique can help to build atmosphere and tension.



In Maths, we have been re-capping and consolidating how to add and subtract numbers with four or more digits. In particular, we have been building on our knowledge and understanding by taking part in reasoning and problem solving questions.

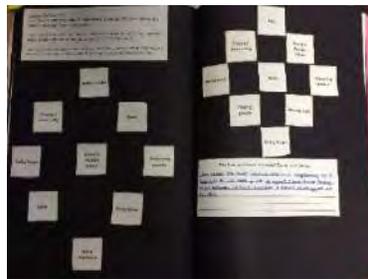


In Science this week, we have rounded up our topic of forces and took part in a loop game to test our knowledge of different forces and how they react with one and other. We also completed a defining frame to show everything that we have learnt and to ask any further questions that we may have about the topic.



In PE we have continued to work on our yoga and stretching flows and looking at what ways we can improve our body strength and flexibility. In RE, we have been discussing in which ways Muslim's might try to lead a good life. For example:

In PSHE, we have been looking at and discussing how spending too much time on a screen may be bad for our social, mental and physical health. We then came up with solutions to these problems. In topic, we have been comparing democracy in the UK today and democracy in Ancient Greece. We also took part in our own debate which involved discussing whether certain groups of people such as prisoners, non-British citizens and under 18's should have the right to vote.



Elmedina (Emerald)

Class Dojo Points

Emerald:



Diamond:



Merits

Emerald

Hashbir – for changing his character/sprite to look like its dancing on scratch (complex coding).

Modou & Nicole – for using evidence from the text effectively in their HOT tasks.

Heena – for using DASH? really well to create suspense.

Stanislav – for a great improvement in his writing.

Diamond

Bahar & Azalea – for their drafted paragraphs where they created tension and atmosphere using different techniques such as DASH? and SOMPA.

Haiqa, Alexandra, Neaveh & Ritisha – For scoring 15/15 every week on our spelling test this half-term.

Year 6

We have continued to work on various aspects of writing skills. This week, we looked at writing similes and metaphors effectively.

The children worked on how to choose suitable comparisons to create them, and how NOT to use clichés, like: *grass as grass!*

They studied different texts and understood how to incorporate similes and metaphors to create a clearer image in the reader's mind and to help create atmosphere and emotion.

To practice this, the children were given a selection of pictures with the task of writing a metaphor and simile for that picture and then extend into writing them into a descriptive paragraph.

Here is an example:

<p>Picture</p>  <p>tranquil blue reflection cool air mountain peaks</p>	<p>Similes and Metaphors to compare the objects and settings</p> <p>Hint – calm and serene setting</p> <p>The lake glistened as..... the cool air swiftly flew across it like diamonds on top of it. The lake reflected like bright blue embers. The lake sang a melodic song as the mountains were roaring as loud as cracks of electricity.</p>	<p>Picture</p> 	<p>Similes and Metaphors to describe the movement and heat of the fire.</p> <p>Flames amber flickering heat cracking</p> <p>The violent, crackling flames licking the heat aggressively. The flickering embers eating the crackling heat as the flames were fighting back aggressively. The flames were in the darkness, misty grey area with all alone.</p>
<p>Picture</p>  <p>Lightening rain cracks of thunder whistling wind</p>	<p>Hint – Wild storm with relentless rain</p> <p>Bright lightening was a..... wild storm with non-stop relentless rain. The thunder like cracks of electricity. The derelict house stood silently as the grave in the blackness of the grey, misty air.</p>	<p>Picture</p> 	<p>Similes and Metaphors to describe the tree in the picture.</p> <p>Green branches ancient wise leafy</p> <p>The tree groaned and creaked like an old man as the harsh wind aggressively battered its victim. The tree was the guardian from the forest - tall and proud, the wisest and oldest member of the woods. The old derelict tree, all alone with a old house.</p>
<p>Picture</p>  <p>Cheers roar crowd excitement joy</p>	<p>Hint – Large crowd whose team is winning the match.</p> <p>Roars of excitement as loud as..... thunder roaring towards each corner. The crowd chanting with excitement were like bees jumping everywhere.</p>		

They then went on to plan a piece of longer writing, describing a journey through an atmospheric and creepy forest/wood. They have created a word/vocabulary bank of phrases, adverbials, adjectives, similes and metaphors to help them write it. They will complete the writing after half term.

Here is an example of a plan:

1. Entering the forest at night, in the dark.

Gross bumps erupted all over his body, the spine-chilling wind... A jittery feeling entered me: I felt a deep sense of foreboding, gloomy, isolated, gloomy, eerie, skeletal, towering, frozen with fear. Leaves or sticks crunched, cracked behind me, CRUNCH! A hustling, light peeked through the curtains, the train track wobbled, unsecure, dangerously entering.



2. Walking through the forest and noticing a spooky house.

The glass shattered, CRASH, BOOM! The wind howled through the broken, cracked window, leaning glass pieces all around me. The old, derelict house. Abandoned, isolated. The wind howled, like a pack of wolves, as hungry as ever. Lightning looked like it just might strike, the door of the house opens itself and bats swarm onto you, twisting your hair.



3. Walking past the house through the trees and noticing a cliff at the edge.

Decided, petrified, tension, foreboding, dread, startling, disquiet, uneasy, doubt, fear, worried, insecurity, linger-has been there for a long period of time. Copse of a bush, trees, apprehensiveness, jittery, paralysed with fear, a blood-curling crack of a stick, echoed through my ears, filled my ears, petrified, the wind howled, squeaking of bats, a screech of an animal in pain.

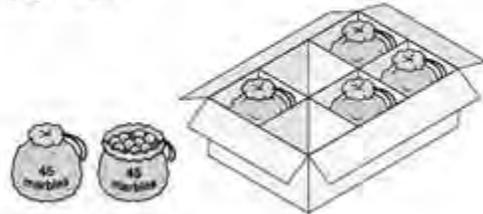


In Maths, the children have been using their revised knowledge of the 4 operations to solve word problems (number stories).

This was quite tricky, as they had to unpick what was required to solve them - and many were multi-step problems.

Here are some examples of the problems they had.

A toy shop orders 11 boxes of marbles.
 Each box contains 6 bags of marbles.
 Each bag contains 45 marbles.



How many **marbles** does the shop order in total?

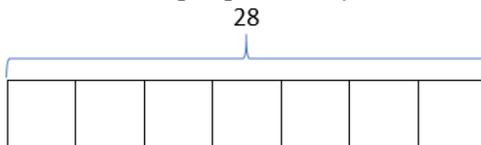
There are 28 pupils in a class.
 The teacher has 8 litres of orange juice.
 She pours 225 millilitres of orange juice for every pupil.
 How much orange juice is left over?



They also revised finding fractions of quantities. This extended into calculating the whole from a missing number of the fraction.

Here are some examples of the challenging maths work this week:

There are 28 children in a year 6 class. $\frac{5}{7}$ of the children are going on a school trip. How many children are not going on the trip?



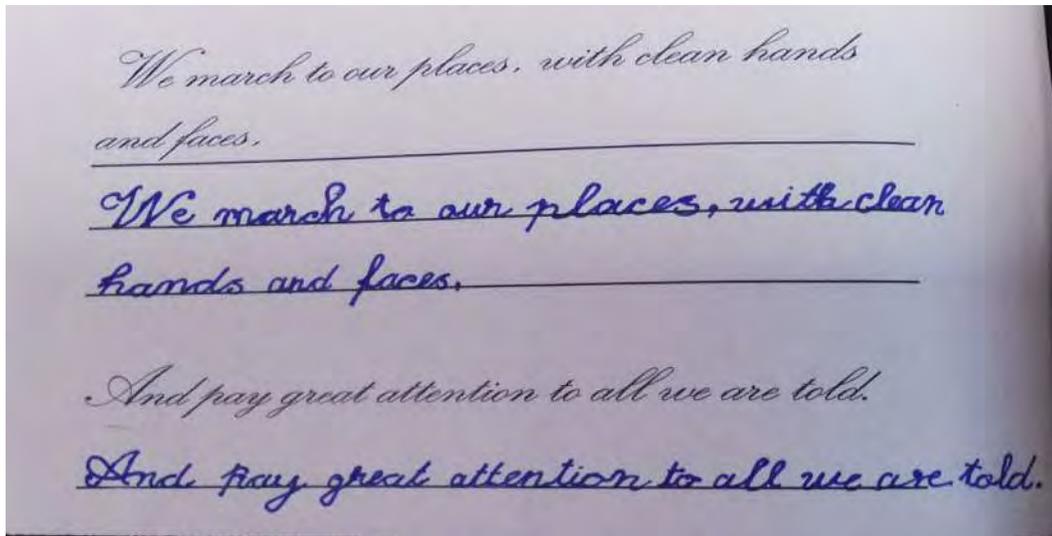
Sara spent $\frac{2}{6}$ of her money.
 She spent £126. How much money did she have to start with?



In Topic, we continued our research on what life was like for a child at school in Victorian times. This time however, we focused on the many punishments teachers implemented in the classroom to stop bad behaviour and poor work.

The children enjoyed hearing about the cane, stocks and 'the cage'!

They also had a go at handwriting - with the idea that if they had been in a real Victorian classroom, if they blotted their copy book, or their handwriting was poor, they would get punished!



They created a punishment information text and also - after some great hot seating in class - they considered the different points of view regarding the use of punishment in school from a pupil, parent and the teacher.

Use this to explore the different punishments children received in the Victorian time and why they got them.

Victorian Punishments

Cane
In the Victorian times, the cane was used to hit any children who misbehaved. Boys would get hit on the backside, however the girls got hit on the hands or their legs. The cane was usually made of wood and would sometimes be bendy, however it hurt more when hit it with the bendy one. The children would get to choose which cane they wanted to get hit by. The children would get punished if anything annoyed them, like if you were left-handed.



The cage
This was a punishment in the Victorian times to get hung from the rafters. Misbehaving children were put in the cage (also known as the punishment basket) and were embarrassed. Some children were even hung from the cage for having bad handwriting or doing bad work. They got put in a basket which hung from the roof.



The log or back straightener
This was another punishment used in the Victorian Era, it was there for children who the child teacher thought had a bad posture. They would not be able to move because they would not make the child able to move properly. The log was also used when a child misbehaved or even talked in class when not asked - the log went along the shoulders and the child had to hold it up.



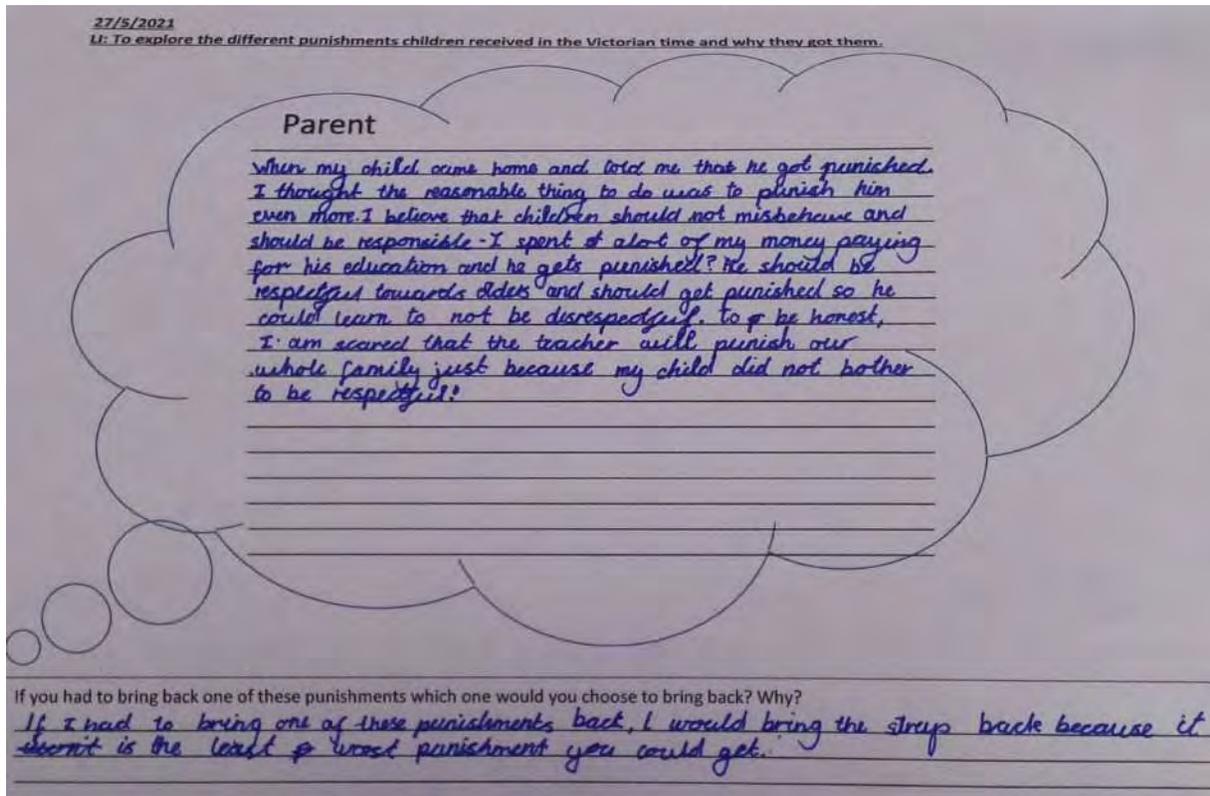
Dunces hat
This was another punishment used to embarrass the children to make them work harder. They would have to wear the Dunces hat and sit on a stool to show that they were not as smart as the others. Children were punished like this if the teacher thought that one child was falling behind, they faced the wall wearing the hat.



Did you know...
Children learnt not to misbehave and to always do and listen to the teacher. The children would get strapped on the palm or hand with a ruler. Another punishment would be their ears will get twisted.

Finger stocks
These punishments were usually used for children who kept on fidgeting on the table and when learning. Children had larger stocks too with their arms or legs tied down, they were even sometimes tied up for a long time, they could be in the finger stocks or larger stocks and tied up for days or hours!





They concluded with a task which asked them: 'If you had to choose one of the punishments to be brought back into schools', which one would you choose and why?

In Science, they are continuing to learn about circuits and electricity. This week, they investigated how you could prove the fact that current flows in one direction - from negative to positive.

To help them 'see' this happening, the children investigated motors and how they can be reversed by reversing the polarity of the battery.

They were also introduced to semiconductors, which only let current flow one way, and therefore only work one way round. In this case a buzzer.

This helped prove that current only flows in one direction.

The children had great fun playing with the motors and buzzers!

Wellington Weekly

Monday 24th May 2021

L.I: To use evidence to explain that current flows from negative to positive

L.I: To explain and identify how some components are semi-conductors and need to be connected to the correct terminal of the battery to work.

Task 1:



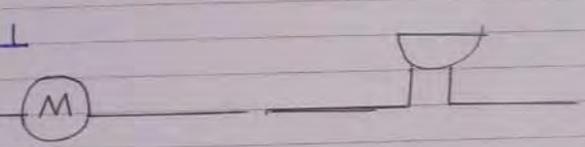
Task 2:

Me and my partner used a motor. When we used the wires on the motor, it turns one way. When we did it the other way, it spun the other way. Same with the buzzer. We had to put the red wire on the positive end of the battery. If you do it the other way, it won't work. This is why current only flows in one direction. If you put the black wire on the negative end of the battery, the buzzer will make noise. However, if you do it the other way it won't work. This is why current only flows in one direction.

L.I. To use evidence to explain that current flows from negative to positive.

L.I. To explain and identify how some components are semi-conductors and need to be connected to the correct terminal of the battery to work.

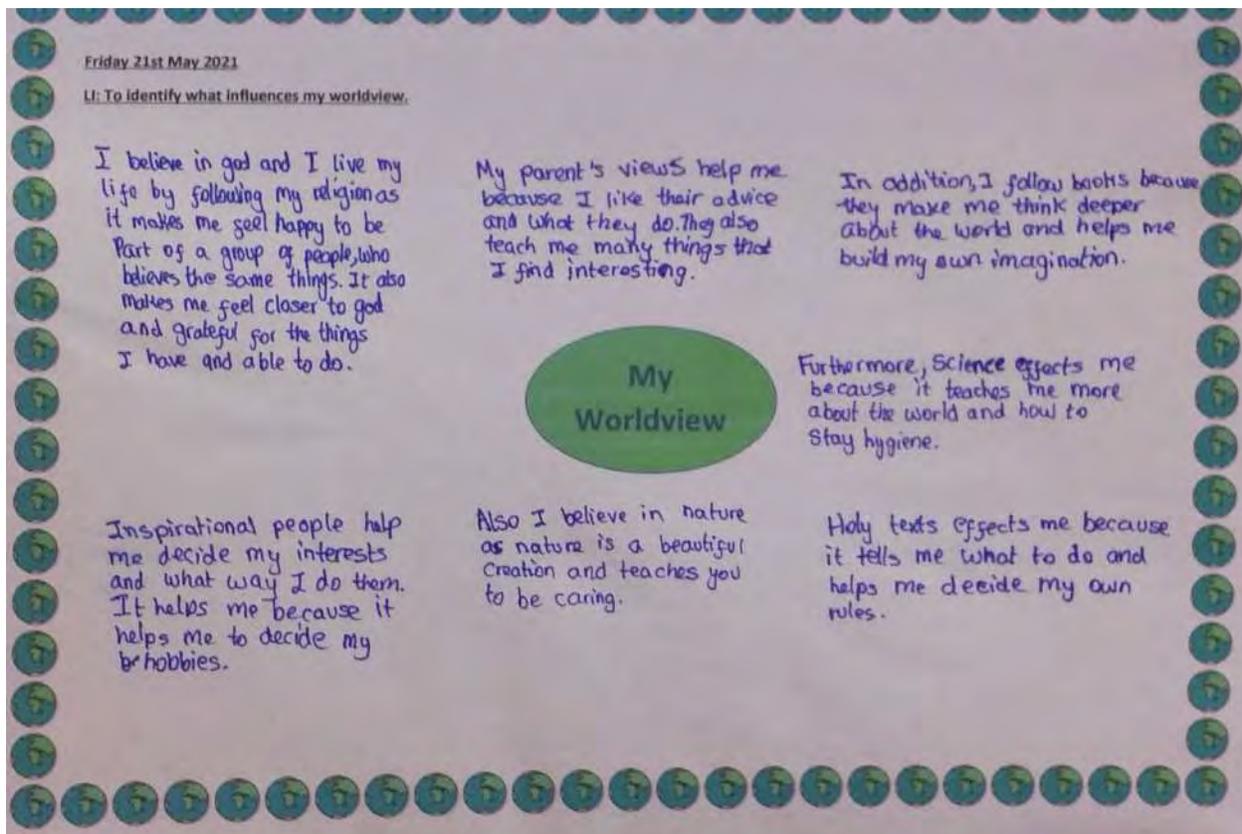
Task 1



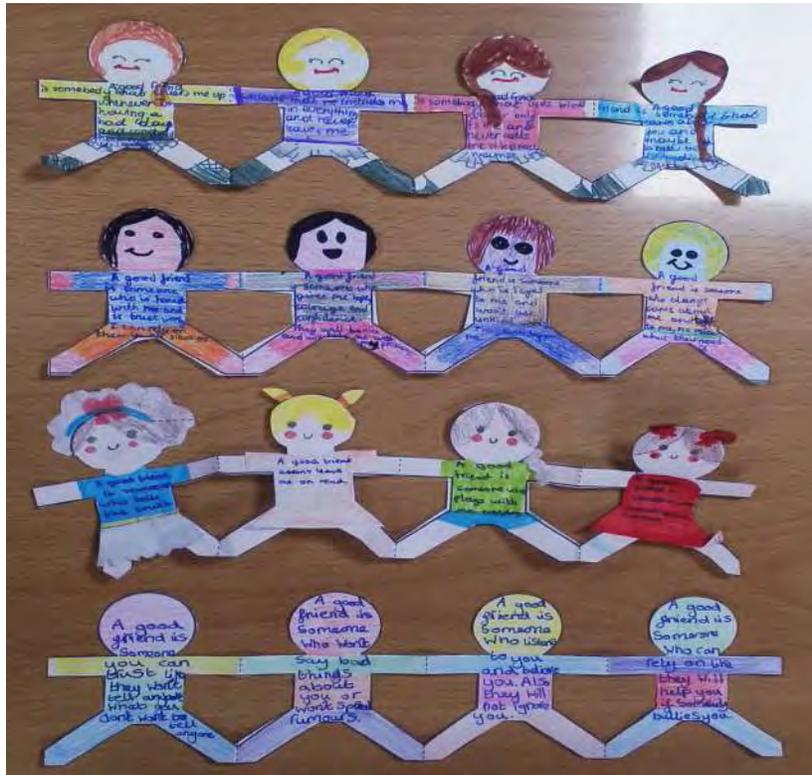
Task 2

I found out that current flows in only one direction because if you put wires on a motor, it will spin one way and if you switch the wires around, it will spin the opposite way. Also, on a buzzer, the red wire has to go on the positive side of the battery and if you put the black wire on the positive side of the battery, it won't work. The black ~~wire~~ ^{wire} has to be on the negative terminal and the red wire has to be on the positive terminal, or else it won't work.

In RE, the children considered how they have been influenced by their environment - country, religion, friends, family, books, school etc to become the person they are. They thought about the way they choose to live and what principles they live by. They also put this into the thinking of a whole world view - and how we need to acknowledge that different people have different attitudes and principles/standards and follow rules depending on where they are in the world and to be aware of those differences - to help us get along more with others.



In PSHCE, the children looked at what a 'real friend is' and what qualities they should have. After a whole class discussion, the class decided on the key qualities they thought a friend should have and why that was important. To help show this, they created paper doll chains showing a string of children holding hands. We will join all of these together to create a class friendship chain.



Merits

Ruby

Jaideep, Simranraj and Safa: For solving complex problems in maths with greater accuracy and showing perseverance.

Safa and Simranraj: For achieving 40/40 in their arithmetic test.

Oliver and Hrik (2x merits each!!): For solving the complex FLOWOL challenge - writing a very advanced programme to control a complex system - requiring the use of several subroutines.

Aakriti and Abhithi: For using a range of persuasive devices in their letters to parliament to improve the lives of Victorian children.

Hamza: For his super understanding of parallel circuits in science.

Opal

Anagha, Aima, Nanaki and Marlon: For solving complex problems in maths with greater accuracy and showing perseverance.

Rukaya, Jahiem and Qasim: for their excellent answers to questions in role as a teacher in Victorian times.

Arush: For his very clear and thoughtful explanation of key attributes a good friend should have.