

Friday 14<sup>th</sup> January 2022

## Message from the Headteacher

### Gold Merit Awards

Congratulations to the following junior children who were awarded their Gold Merit Badge today:

- **Vyshnavi - Amber Class**
- **Lola-Jay - Amethyst Class**

### Coronavirus Update

Thank you for working closely with us this week to reduce the number of positive Covid cases in the classes. We had more pupils and staff testing positive this week, however we have managed to cover these classes. We will let you know if there are positive cases in a class as soon as we know. Please test the children if anyone in the household has tested positive and do not bring the children into school if they have symptoms. We have found household transmission may not show up on a test until day 8 sometimes. We continue to follow the government guidance and will only resort to home learning if we cannot cover the teacher absence.

### Times of the school day

We have moved back to the original start and end times of the school day this year, with a soft start from 8:45am to help everyone get into school safely. Below are the times for clarity:

➤ All children can be dropped off from 8:45am to the classroom door.	
Registration and finish times	
Nursery	Morning 8:45am & 11:45am Afternoon 12:30pm – 3:30pm Fulltime 8:45am - 3:15pm
Reception Classes	9:00am & 3:15pm
Year 1 & 2	9:00am & 3:15pm
Year 3,4,5,& 6	8:55am & 3:30pm

**Classroom doors will close at registration and you will need to go to the office to register and order a school lunch.**

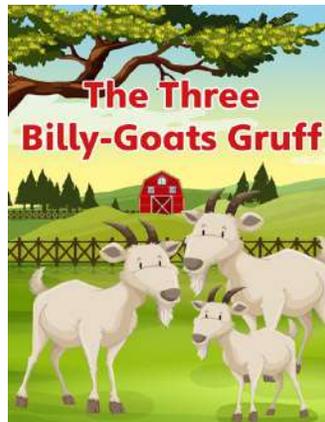
### Writing Competition Prizes

Mrs Kahlon awarded prizes to the winners of the writing competition in the juniors today. The effort the children put into this competition was fabulous. We were very impressed with the entries. We are organising a Readathon competition next. Look out for details coming out soon.

## Early Years

### Nursery

This week in the nursery the children have been reading the story of 'The Billy Goats Gruff'. They have had lots of fun exploring the story with puppets and props. We have been really impressed with how many of the children were retelling the story and changing their voices to pretend that they were the Troll and Billy Goats.



In math this week the children have been comparing sizes. They have sorted objects by size and used mathematical vocabulary to say which is small, medium and large.



The children have really enjoyed retelling the story of the Billy Goats Gruff. They have used the props and story book to take on different roles. It has been lovely to hear the wonderful language and phrases that the children have remembered from the story.



This week we have also been making bridges for the Billy Goats. The children have used stickle bricks to explore and investigate the best way to make a bridge.

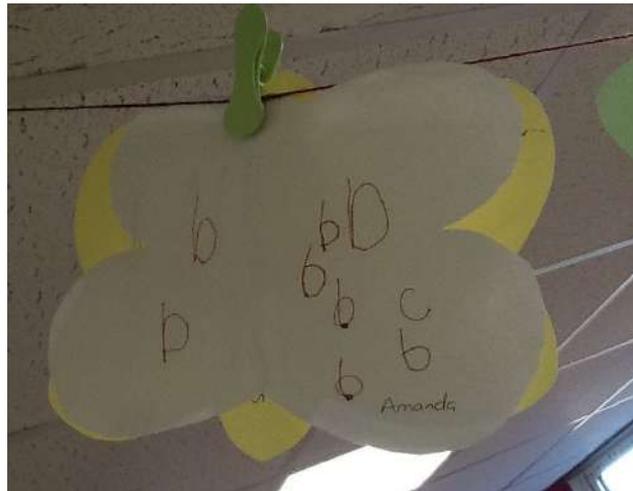


We have been practising our scissor skills and the children have developed their fine motor skills by cutting green grass for the goats. They have tried really hard to concentrate and make snips on paper.





Our letter of the week is Bb. The children have been recognising and saying the sound. They have also been looking in the Nursery to see what objects they could find that started with the letter Bb.



The children have been sent home with reading books this week. Please can you listen to your child tell the story everyday for 5-10 minutes and encourage them to talk about the pictures in short sentences. Please also send your child book bag on their allocated day. The list is displayed on the Nursery door. Thank you so much.



## Stars of the week

Chetan for drawing some excellent stick men  
Lenoy for becoming confident and sharing his thoughts  
Aira for being super brave and speaking in front of the whole class  
Amelia for sharing her news from home with a clear, confident voice  
Abdullah for trying really hard with his mark making  
Zayn for wonderful role play as a fireman  
Ayah for excellent story telling



## Nursery birthdays this week

There are no birthdays in the nursery this week

## Reception

### Dojo points

Birch - 562
Yew - 2086
Elm - 712
Oak - 643



### Home learning

Beginning in January, all home learning for reception will be uploaded to Tapestry. Homework will continue to go out every Thursday. Please can all parents upload your child's home learning by Monday morning. If you have any questions, please ask your child's class teacher.

### Mathematics

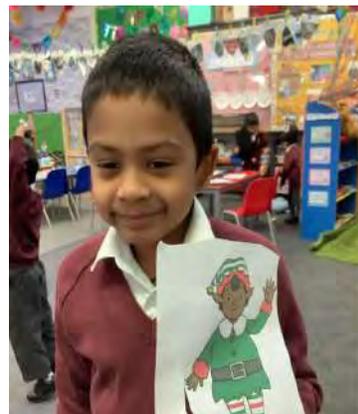
This week in mathematics we have been learning how to compare numbers 0 to 5. We have been looking at the language more, fewer and the same. Also, we have been learning the composition of numbers and we have been comparing these numbers. Lastly, we have been comparing the length of objects and measuring.

The children did a range of activities to show how we compare these numbers in a range of activities. See below all the wonderful work they did.



## Literacy

In Literacy we have been focusing on the story, 'The Shoemaker and the Elves'. We have been busy learning about the story and looking at a range of questions to help the children understand the story in more depth. The children have been learning how to compose sentences about the story using phonics knowledge and tricky words. We have also been role playing, creating art and learning how the elves were able to make shoes. The children were engaged in some wonderful activities they thoroughly enjoyed. See below some activities they were involved in.



## Phonics

In phonics this week we have been revisiting the sounds 'th' and 'ng'. Also we have been looking at the new grapheme 'oo'. Children were able to recognise the sounds in words and learned how to write new words using these sounds. Children used their phonics knowledge to write sentences and label a picture of elves. We have been practising some tricky words which have been really helpful for children to write words and sentences. The children really enjoyed a variety of activities to show their understanding of blending and writing words. This included writing sentences, words, fishing for words and reading them, painting with string using the 'ng' sound and exploring words through interactive board games.



## Outdoor learning!

This week we were really busy in the outdoor area making sure children are all having a go in the sandpit, garden and construction area. The children were involved in learning how to plant bulbs and understand how they grow. Also, they learned how to construct a variety of buildings using a range of tools and protective equipment. See below the excellent work the children created independently.



## Merits

### Birch

Adela for settling in to birch class so well, making friends and learning our class routines.

Bhuvik for making so much progress with his reading this week.

Veer and Zain for adding one more to a number accurately during independent learning.

Nishmeet for learning to write all her sounds this week, including the ng and oo sounds and has now started writing high frequency words: you, he, she, me, we

Tillie for always eating her school lunch and being confident at trying new foods. Well done Tillie.

### Elm

Amaya for an excellent reading task- following instructions to build a rocket.

James for settling back into the school routine smoothly after feeling poorly.

Isra for her super questions about the whereabouts of Peter Pan's shadow.

Navraj, Mehardeep and Laiba for excellent behaviour on the theatre trip and joining in with actions and songs.

### Yew

Tanish for doing an excellent string painting.

Saranya for excellent blending and reading.

David for excellent blending to write descriptive words.

Imaan for trying really hard with her phonics sounds.

Daniel for excellent answers when discussing the story.

Adrian for excellent answers when discussing the story.

## Oak

Hollyann for trying her best in phonics and attempting to write letter sounds.

Vivan for settling in well in the class and making good progress.

Sara for doing lots of good writing on the writing table.

Tanishi for coming into school with a smile and positive attitude.



## Year 1

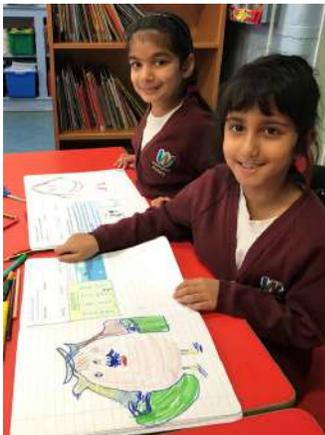
### Dojo points

Beech - 523
Ebony - 684
Maple - 500
Willow - 420



### English

In English this week we have been creating our own Beasts and describing them using adjectives! Look how creative we have been.



Phonics - we are still working on our Phase 5 sounds. Next week we will be reading and spelling words with aw, ea, ir, oy and ph.

## Maths

This week we have been remembering our number bonds to help us add larger numbers! For example, if we know that  $4+3=7$  then it is easier to work out  $14+3=17$ . Here we have been showing our mathematical thinking using part whole models.



## Science

In science we are continuing with learning about plants. We used cupcake cases to represent flowers, lollisticks as stems and drew our own leaves and roots. Look at their fantastic explanations of a plant's functions. Can you tell a grown up what roots do?



Flower - the flower needs to look pretty so bees come to visit them. stem - the stem helps to keep the flower tall. Leaf - the leaf helps to get sunlight from the sun so it can make food. Roots - suck up the water and nutrients from the soil.

☺ explained

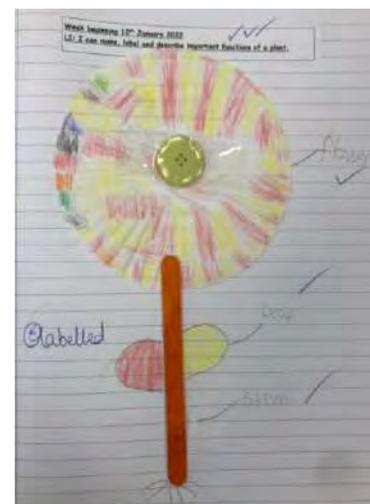
The stem helps the flower stay strong.

The roots take water from the soil.

The flower attracts insects and birds.

The leaf takes sunlight and gives food to the plants.

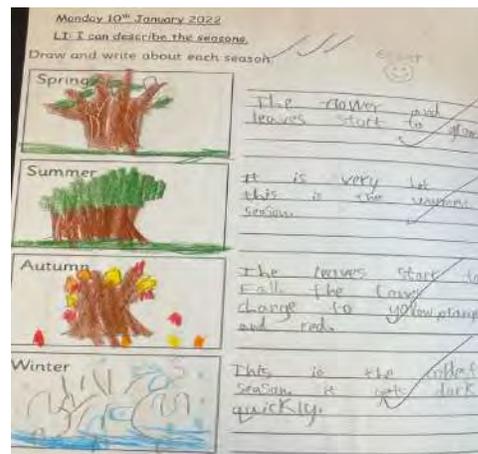
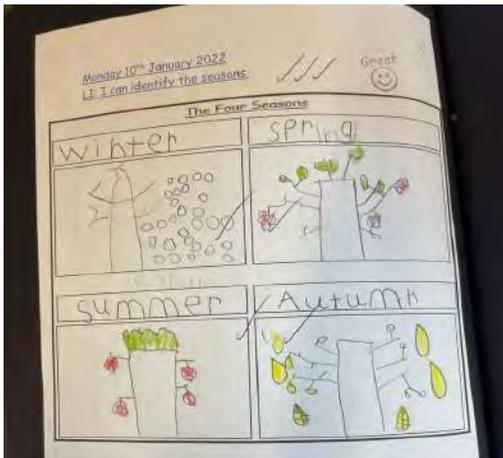
☺ explained



☺ explained

## Topic

This week we have been discussing, drawing and writing about the different seasons. Here is some of the work we have been doing this week.



Please complete maths sheets and English sheets in the homework books.

**Homework is due on Monday 17th January.**

## Science Rocket Logo competition!



Can you design a logo that will go on a rocket?

The UK Space Agency (UKSA) are running an exciting competition here are the details:

Are you 4-11 years old?  
We're launching our

competition to find a logo to go on rockets launched from UK spaceports in 2022! To enter, design a logo that showcases the role of small satellites in measuring climate change. Watch the video to get started.



<https://www.youtube.com/watch?v=wugP0SYtVuk>

Please give your entry to **Miss Strange** before Friday 11th February or you can enter from home here: <https://www.logoliftoff.org.uk/enter/>

**Winners will see their design on the rocket and will be invited to watch the rocket Launch!**



### Merits

#### Willow

Elisabeth and Rihaan - For their fantastic reading and a huge improvement in their confidence in class. Keep it up!

Kung'u - For drawing his own beast and writing descriptive sentences about what his beast looked like. Well done!

Akshith - For listening really well on the carpet and completing his RE task about the 5 pillars of Islam. Well done!

Theodor - For his consistent focus and concentration in all lessons and when completing tasks. Keep it up!

## **Beech**

Skyla-Rose and Sanjay for their wonderful Beast and using adjectives in their sentences - well done!

Lionel and Alan for their amazing phonics work this week and brilliant reading this week!

Zayan for following instructions and completing all given tasks - great effort!

## **Ebony**

Vernal for his excellent effort in phonics this week and writing excellent sentences.

Ruhan and Rameen N for their brilliant English work this week. They created excellent Beasts and described them.

Yahya and Sudhera for their excellent drawing of the seasons and writing a fact about it.

Shanaya for excellent number bonds to 20 in maths. Keep it up!

## **Maple**

Georgia - for a good attitude to learning in all subjects.

Amira - for trying hard during the week and listening to her teachers and classmates.

Anes and Jigar - for asking and answering questions about the Five Pillars of Islam in RE.

Kushal and Pranvik - for working independently during our English lessons and writing lots of super sentences.

## Year 2

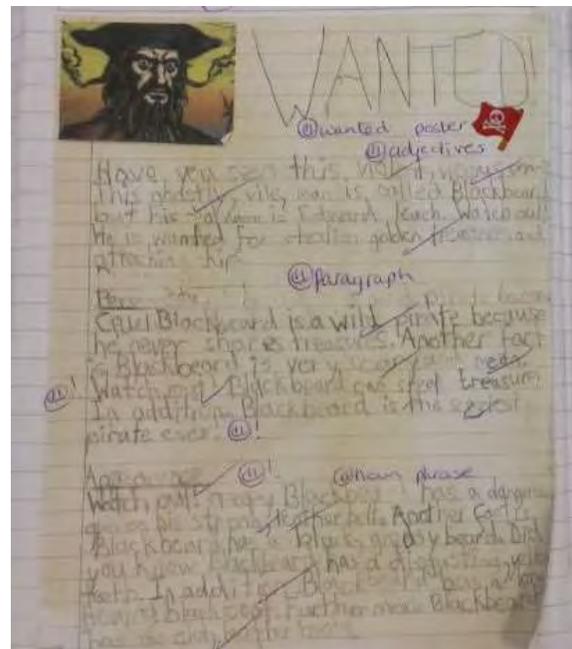
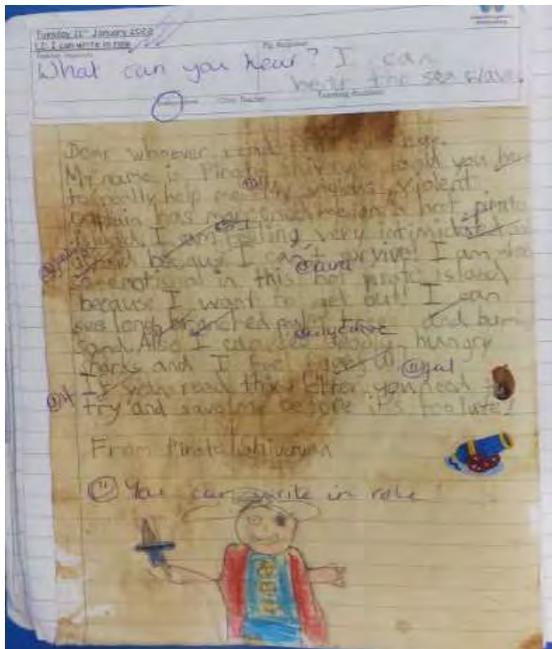
### Dojo points

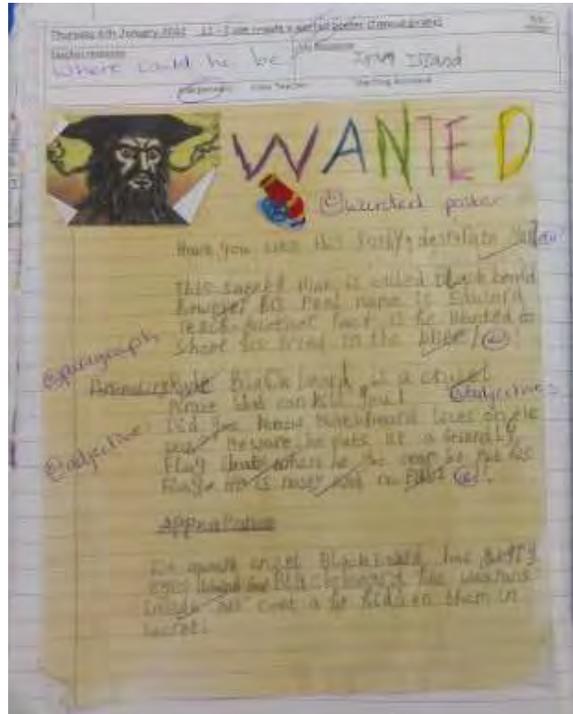
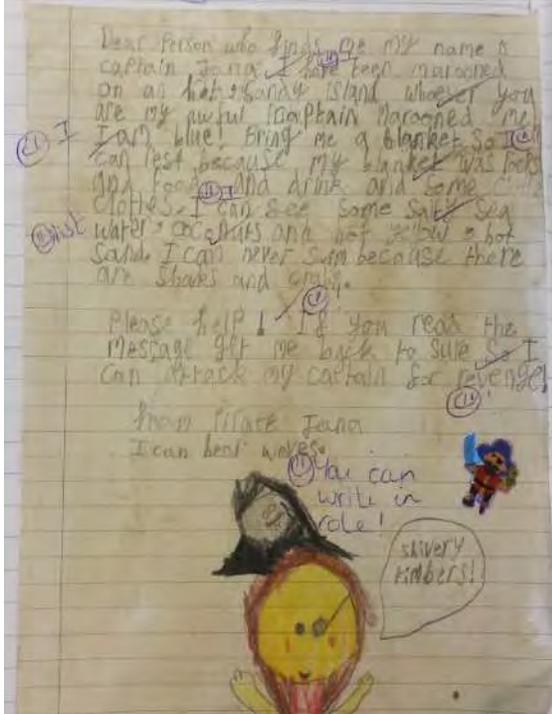
Aspen - 846
Chestnut - 785
Pine - 789
Sycamore - 756



### English

This week year 2 has been learning about Blackbeard the pirate. They created a wanted poster for the nasty pirate using the adjectives, sentence starters and commas. The children really enjoyed learning how gruesome he was! They also learnt how to write in role - they had to imagine that they've been marooned on a desert island and wrote a letter asking for help - a message in a bottle. They started to write a leaflet about pirates which will be finished next week. Here are some examples of their amazing work:





## Maths

This week in maths, we continue with Statistics, learning about pictograms.

A **pictogram** is a chart that uses pictures or symbols to represent data so you don't have to look at lots of numbers. Everyone learnt to read pictograms carefully, understanding what the symbols mean and the fact that all pictograms should have a key. A key shows you what each symbol represents.

Below are some examples from their books:

# Wellington Weekly

10-11/2002  
 12. I can draw and interpret pictograms (1-1)

My Response: You can draw and interpret pictograms

Independent Class Teacher Teaching Assistant

1. There are some flowers in a garden.

- There are 4 sunflowers.
- There is 1 less daffodil than there are sunflowers. 3
- There are twice as many daisies as daffodils.
- There is the same number of tulips as daffodils.

You can make a tally chart first for the flowers from this garden. After that, complete the pictogram.

Flower	Tally
Sunflowers	
Daffodils	
Daisies	
Tulips	

Key: = 1 flower

2. Complete the pictogram using the data given.

Name	Tally
Toddy	
Arwen	
Arwen	
Whitney	

Key: = 1 goal

1. Here is a pictogram to show minibeasts collected by Aspen Class.

Minibeast	Tally
Woodlice	
Ladybirds	
Caterpillars	
Worms	
Spiders	

Key: = 1 minibeast

There are 5 ladybirds.  
 There are 22 centipedes and worms altogether.  
 There are 5 more worms than caterpillars. 3  
 What else does the pictogram tell us? A caterpillar tells us that how many spiders need eating!

2. Toddy writes these statements about his pictogram:

- There were more cows than sheep.
- There were the same number of sheep and horses.
- There were more chickens than any other animal. CHICKENS
- There were less cows than goats.
- There were 4 goats.

Can you draw a pictogram so that Toddy's statements are correct?  
 What title would you give it? NUMBER OF ANIMALS

Animal	Tally
Chickens	
Cows	
Horses	
Goats	
Sheep	

Key: = 1 animal

Challenge

Use the clues below to help you complete the pictogram.

- More Caramel was sold than Bubblegum flavour, but less than Strawberry flavour.
- Mint was the most popular flavour.
- Vanilla was the least popular.

Flavour	Tally	Total
Strawberry		8
Vanilla		3
Chocolate		4
Mint		10
Caramel		5
Bubblegum		4

Key: = 1 ice cream

Can you find more than one way to complete the pictogram?

Flavour	Tally	Total
Strawberry		8
Vanilla		3
Chocolate		4
Mint		10
Caramel		5
Bubblegum		4

10-11/2002  
 12. I can draw and interpret pictograms (1-1)

My Response: What is a pictogram?

Independent Class Teacher Teaching Assistant

Pencils, rubbers and rulers have been used up in a tub.

The tally chart shows how many of each item there are.

Item	Tally	Total
pencils		5
rubbers		5
rulers		4

Use the tally chart to complete the pictogram.

Item	Tally
Pencils	
Rubbers	
Rulers	

Key: = 1 item

2. There are some flowers in a garden.

- There are 4 sunflowers.
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You can make a tally chart first for the flowers from this garden. After that, complete the pictogram.

Flower	Tally
Sunflowers	
Daffodils	
Daisies	
Tulips	

Key: = 1 flower

## Art

In Art we have been creating our own paintings based on Jackson Pollock's art work and been using shapes to design our own images. They also learnt how to create an image using different shapes from paper.

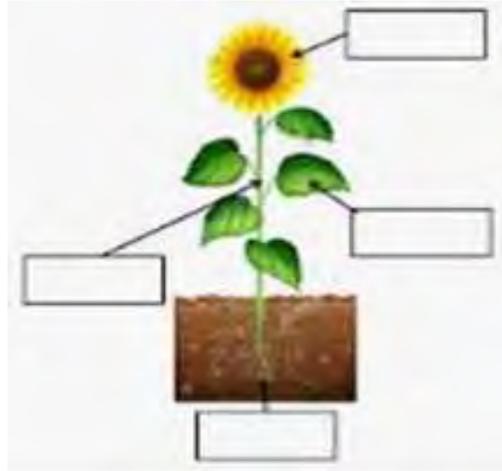
Here are some examples:



## Science

We've been labelling the parts of the plant this week in Science and describing what each part does. Can you name all the parts and describe what each part does?

Can you correctly label the plant?



## Science Rocket Logo competition!



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**Winners will see their design on the rocket and will be invited to watch the rocket Launch!**



## Merits

### Sycamore

Aaryana - for naming the world's continents and oceans and identifying them on a map.

Adelina - for a huge improvement in her pace and confidence when reading new texts.

Akshay - for being able to draw and interpret pictograms.

Amelia - for creating an excellent letter in the role as a marooned pirate!

Ibraheem and Pavneet - for naming the parts of a plant and explaining their purpose.

### Aspen

Viyana and Tanishka for being able to draw and interpret pictograms.

Samiha and Husayn for their excellent facts about pirates, using great adjectives to describe them.

Colter for naming the world's continents and oceans and identifying them on a map.

Louie for creating an image using different shapes from paper in art.

### Chestnut

Navya - for trying to make a positive change to her behaviour, Well Done!

Dahir and Dumitru - For making an improvement in their reading. Super Work!

Mariam, Zohaib and Reazel - For using fantastic adjectives when writing a message in a bottle in the role of a marooned pirate. Well Done!

### Pine

Shukriya and Nova for interpreting information from tally charts and creating their own, well done!

Adam for confidently naming the continents and oceans in the world.

Simairah for learning her initial phonics sounds and beginning to learn digraphs.

Hassan for a super letter in role as a marooned pirate.

## Key Stage 2

### Year 3

Welcome to another brilliant week in year 3. We have had a fun-filled week completing a variety of learning. Topaz and Lapis class have really enjoyed their specialised tennis lessons on Tuesday afternoons. Their last session will be next week (18.01.22) and then the following 3 weeks (starting on 25.01.22), Turquoise and Sapphire will be partaking in the sessions on Tuesday afternoons!

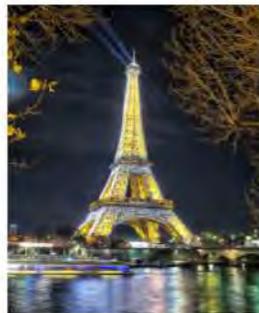
Thank you to all parents and carers who have supported their children in completing their Europe projects over the Christmas holidays. We have had an influx of amazing projects and here are only a few of the fantastic projects:

### Eiffel Tower-Paris

#### An amazing place to visit!

1. The Eiffel Tower is located in France. Eiffel Tower is made out of iron and 1050 feet tall, every 7yr they paint the tower.
2. In the Eiffel Tower there are two restaurants, a bar and a theatre.
3. Every year 7 million people visit the Eiffel Tower.

#### Did you Know?



4. It took eight months to build the first floor of the tower.
5. For forty years the eiffel tower was the tallest structure in the world.
6. Initially, the eiffel tower was supposed to last for twenty years but paris decided to keep it.
7. The eiffel tower sparkles every night for 5 minutes at the start of each hour.

#### Fun facts:

The Eiffel Tower was built as an entrance arch for 1889. Whilst building the Eiffel Tower 1 person died. Once the Eiffel Tower was coloured yellow. The Eiffel Tower was a gift from the United States to France. The Eiffel Tower stood for 20 Years. The Tower has three floors that are open to the public. The Eiffel Tower took the name of its creator, Gustave Eiffel, 19th century French entrepreneur and engineer who specialized in building large-scale metal structures.

# Wellington Weekly

Europe's Famous Landmarks

Big Ben London.  
Also called  
Clock tower.

Colosseum  
Rome is  
the largest  
standing  
amphitheatre.

Eiffel tower  
France is the  
most visited  
monument.

This sacred  
church was built  
with materials  
spared from an  
ancient castle.

one of the  
iconic  
attractions  
in the pether-  
lands.

Papam  
Khatri

Italy

The Leaning Tower of Pisa is one of the most famous landmarks in Europe and it is in Tuscany Italy. The Leaning Tower of Pisa was built to show the world how important the city was. The people of Pisa built a great cathedral complex, known as the Field of Miracles. The cathedral has a bell tower, a cemetery and a baptistery.

The Trevi Fountain, in Rome is a Baroque work of art and a landmark of Italy and was completed in 1762, it is the largest Baroque fountain in the city and one of the most famous fountains in the world. In the centre-piece of the Trevi Fountain is the Greek sea God Oceanus, it is accompanied by sea-horses and Tritons who are half men and half mermen. The word 'Trevi' comes from Latin *trivium* and means three streets. The Trevi Fountain was built to supply water for the Roman baths, before it was known as The Trevi Fountain it was called 'Aqua Virgo' and was built by Augustus's son-in-law Agrippa.

The Pantheon was built around 125AD, and is a landmark of ancient Rome. Why The Pantheon was built is a mystery, but then it became a church in 609AD. The tomb of the famous painter Raphael is within The Pantheon.

The Colosseum in Rome, is a 2000-year-old stone and concrete monument, which was completed by Emperor Vespasian in 80AD it had 12 storeys, 80 entrances and seating for 50,000 people. It was used as an arena for gladiators and some wild animals to fight it out till the end.

Eiffel Tower in France

The Eiffel Tower is in the capital of France, Paris.

The Eiffel Tower is often referred to as the "Iron Lady".

65 million people live in the country, out of which 11 million live in Paris.

The Eiffel Tower is 324m high 1,063 ft. Built in two years by Gustave Eiffel and his collaborators for the Universal Exhibition of Paris in 1889, the tower has become the symbol of the French Capital.

**Gustave Eiffel** (1832-1923), a French engineer who designed the famous Eiffel tower in Paris. The Eiffel tower is named after him. He also worked together with Auguste Bartholdi, designer of the Statue of Liberty in New York.

The Mona Lisa painting is one of the most famous portraits in the history of art, where it is located at the Louvre. Painted by Leonardo da Vinci the famous painter in the 16th century. It joined the collections of the court of France before being added to the works on display at the Louvre Museum in Paris.

The Colosseum in Rome, Italy



- The Colosseum is a famous landmark in Rome, Italy
- It was built over 2000 years ago by the Roman emperor Vespasian.
- Construction of the Colosseum began in 70 BCE, it took ten years to build and it finished in 80 CE.
- Thousands of slaves were used to build the Colosseum.
- It is made out of stone and concrete.
- It's the largest stadium built during the time of the Roman Empire. It's also known as the Flavian Amphitheater.
- The Colosseum can hold between 50,000 to 80,000 people.
- It was used mainly for entertainment such as blood sports. Like Gladiators combat contests and animal hunts.
- The Colosseum was also used for public execution.
- They also used to play theatrical shows, that showed stories of famous battles.

By Ayoub Khan



## Class Dojo Points:

Topaz: 418 points

Sapphire: 452 points

Turquoise: 337 points

Lapis: 324 points



## Lapis merits

Aysha- for her hard work in maths when calculating number bonds to 10 and 20.

Kevin- for his excellent effort in English when retrieving information from a text.

Wayne- for his super work in maths when consolidating his 2, 5 and 10 times tables.

Yash- for developing his reasoning skills in maths and using key vocabulary.

Amina- for working well as a group when performing a song on the recorder.

Saimon- for his outstanding knowledge and understanding about light and shadow and even answering year 6 questions!

## Topaz merits

Kiara - striving super hard to help the class become the runners up in the TTRS Battle and scoring 20,559 coins within the space of 5 days!

Ayoub and Alexandru - In PE, using great tennis skills - showing good teamwork in the rally.

Varjaa, Shahwaiz and Hargun - fabulous maths work comparing multiplication sentences using the symbols for greater than, less than and equal to.

## Sapphire merits

Shazad for his great ideas expressing descriptive similes about his firework display for English!

Kiran for creating a fantastic poster all about light and shadows.

Adam for his super concentration this week and completing the times table challenge.

Kent and Yasmin for grouping sources of light into the correct group - keep up with the brilliant work!

Sarah for her fantastic persistence in maths and recalling the division facts from the 8 times tables - well done!

## Turquoise merits

Hazim - for his excellent work this week in maths when working on related questions.

Victor - for his fantastic hard work in topic when identifying European countries on a map.

Shameek - for his fantastic writing about a firework display using a wide range of adjectives.

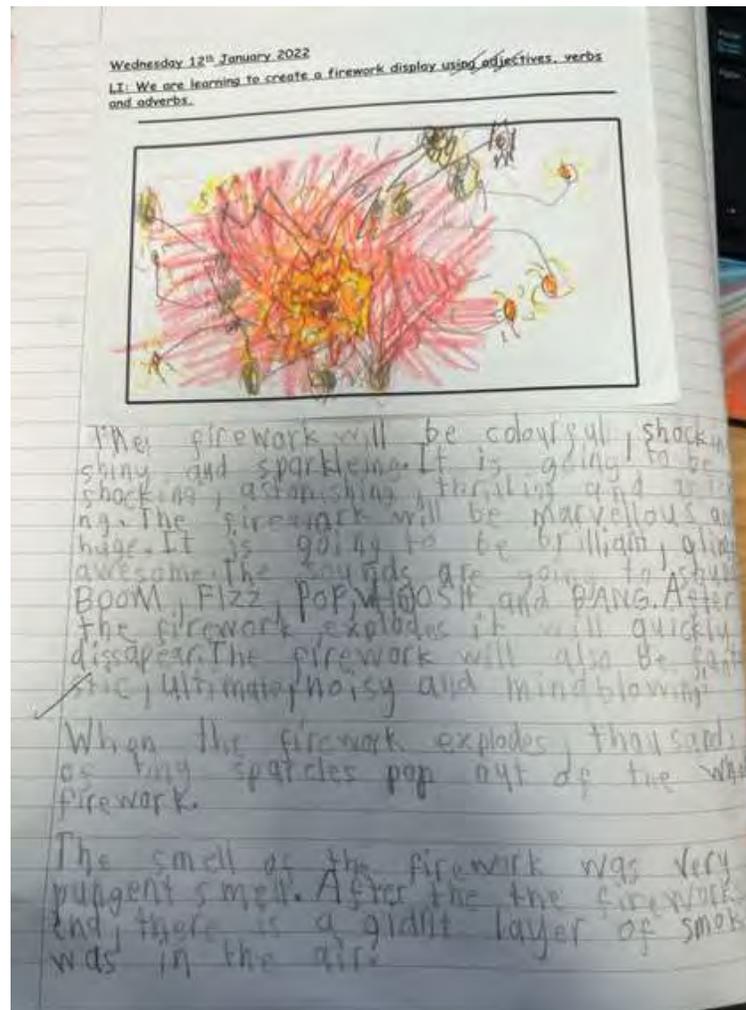
Snigdha and Alishah - for their participation in music this week showing good listening and determination.

Abdulla - for becoming more independent in his writing and confidently contributing in all lessons.

Declan - for completing all challenges in math this week and being superstar when contributing to class discussions.

## English

In English this week, year 3 have been developing their comprehension and inference skills. We have continued to look at 'The Firework Maker's Daughter'. The children have answered some very tricky questions and improved their retrieval skills. We have looked at a variety of word classes and encouraged the children to use these in their writing. Year 3 have described and drawn some excellent fireworks using a variety of verbs, adjectives and adverbs. We will continue to consolidate these in the upcoming weeks.



# Wellington Weekly

## Maths

In maths this week, year 3 have continued to work on their times table knowledge. There has been a lot more focus on the language related to multiplication and division and the importance of knowing the division inverse of multiplication. E.g.  $3 \times 4 = 12$ , so  $12 \div 3 = 4$  and  $12 \div 4 = 3$ . We have explored the symbols, greater than, less than and equal to, to compare statements. The homework this week will help consolidate that understanding too.

10.01.22 - U: We are learning to consolidate 2, 4 & 8 times tables.

1. Complete this question on your sheet. How many paper clips are there? Complete the multiplication.

1)  $2 \times 3 = 6$

2)  $3 \times 4 = 12$

3)  $4 \times 5 = 20$

A paper clip is 3 cm long.

a) What is the total length of 2 paper clips?

b) What is the total length of 4 paper clips?

c) What is the total length of 8 paper clips?

Work out the multiplications.

a)  $1 \times 2 = 2$     b)  $1 \times 4 = 4$     c)  $1 \times 8 = 8$

$2 \times 2 = 4$      $2 \times 4 = 8$      $2 \times 8 = 16$

$3 \times 2 = 6$      $3 \times 4 = 12$      $3 \times 8 = 24$

$4 \times 2 = 8$      $4 \times 4 = 16$      $4 \times 8 = 32$

$5 \times 2 = 10$      $5 \times 4 = 20$      $5 \times 8 = 40$

What do you notice?

4. Complete this question on your sheet. Work out the missing numbers.

a)  $2 \times \square = 16$     b)  $8 = \square \times 8$

M:  $\square \times 5 = 30$

d)  $28 = 12 + \square$

5. Complete this question on your sheet. Work out the value of each shape.

$\bullet + \bullet + \bullet = 16$

$\triangle + \triangle = 32$

$\square + \square = 8$

Handwritten answers on the right:

1  $8 \times 2 = 16$  ✓  
 $5 \times 4 = 20$  ✓  
 $8 \times 8 = 64$  ✓

2  $5 \text{ cm}$  ✓  
 $12 \text{ cm}$  ✓  
 $24 \text{ cm}$  ✓

3  $1 \times 2 = 2$  ✓  $2 \times 8 = 16$  ✓  
 $2 \times 4 = 8$  ✓  $3 \times 2 = 6$  ✓  
 $1 \times 8 = 8$  ✓  $3 \times 4 = 12$  ✓  
 $2 \times 2 = 4$  ✓  $3 \times 8 = 24$  ✓  
 $2 \times 4 = 8$  ✓  $4 \times 2 = 8$  ✓  
 $4 \times 4 = 16$  ✓  $4 \times 8 = 32$  ✓  
 $5 \times 2 = 10$  ✓  $5 \times 4 = 20$  ✓  
 $5 \times 8 = 40$  ✓

4  $5 \times 8 = 40$

6  $5 \times 2 = 10$  ✓     $5 \times 4 = 20$  ✓     $5 \times 8 = 40$  ✓

MD-2  
10.01.22 - U: We are learning to consolidate 2, 4 & 8 times tables.

Challenge 1  
Jona is using her knowledge of the 4 times table to help her multiply by 8.

8 x 5 is 20, then 8 x 10 must be 40!

Explain the mistake that Jona has made.

MD-2  
10.01.22 - U: We are learning to consolidate 2, 4 & 8 times tables.

Challenge 2  
True or False?

All of the numbers in the 4 times table are even.

There are no numbers in the 5 times table that are in the 4 times table.

Handwritten answers:

1 Her answer is wrong because  $8 \times 10 = 80$  if you add another 40 it will make 80 ✓

2 True first one ✓  
 false second one ✓  
 $4 \times 5 = 20$  ✓

1. Complete this question on the sheet. Complete the number sentences to describe the pictures.

a)  $4 \times 5 = 20$      $20 \div 5 = 4$

b)  $5 \times 4 = 20$      $20 \div 4 = 5$

2. Complete this question on your sheet. These representations show equality. Use equals to compare their statements and answers.

$5 \times 4 = 20$  ✓     $4 \times 5 = 20$  ✓



1ST JANUARY - 10TH JANUARY

 Turquoise

171

 Topaz

148

 Lapis

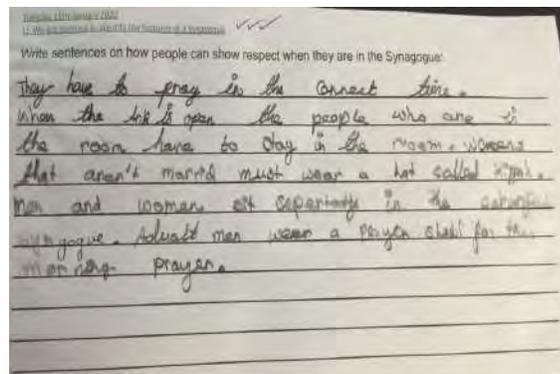
47

 Sapphire

9

## RE

For RE this week the children in Year 3 have been learning about the Synagogue for places of worship. They have labelled the different features and explained how people can show respect in the Synagogue.



## Science

This week in Science, we have been exploring much more in our new topic of Light and Shadows. Children had to categorise light sources to specify if they are artificial or natural sources of light. This was very interesting as many children thought the moon was a source of light, however it was concluded that it is a reflection of the light source the Sun! We then carried out a short survey around the school, to identify the different light sources that are present and why some rooms contain more sources of light in comparison to others.

We had an interesting discussion and some children were discussing if the eyes of some fictional characters are a source of light as Superman's eyes emit a visible beam!

# Wellington Weekly

Wednesday 15th January 2020  
 L1: We are learning to identify sources of light

Diamond

Natural Source of Light	Artificial Source of Light	Not a source of Light
 candle	 Fireworks	 rainbow
 Firefly	 light bulb	 mirror
 lightning	 television	 eye
 sun	 car lights	 cat eyes
 fire	 torch	 moon
	 classroom light.	 bells

1. What is light?
2. What is **artificial** light and how do you think it works?
3. What would happen if there was no light?
4. Name one interesting fact you remember from today's lesson.
5. What have you noticed about the type of **clothing** cyclists wear when travelling in the dark?  
Explain

1. light is a form of energy.
2. A **artificial** light something that is man-made.
3. If there was no light, you would be surrounded with dark.
4. A source of light like a torch emits light.
5. They wear a helmet with a light and a yellowish green coat because the light helps them to see and the coat to reflect light.

Tally Chart Showing the number of light sources in different areas of the school

Room	Tally	Total/ Frequency
Classroom		4
Hall		3
Playground		1

Wednesday 10th January 2021 ✓✓  
LI: We are learning to identify sources of light

Answer these questions

1. What is light?
2. Can you name one **natural source of light**?
3. The objects you added to the 'Not sources of light' - how do you know this?
4. What does **artificial** mean?

1. Light is a source of energy of brightness.

2. Natural sources of light are things like fireflies and candles.

3. If the world was all dark none of those things would light up the world.

4. Artificial means manmade and not natural.



## [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.

Maths this week there is Google Quiz on Classroom. Please note, the quiz will be marked automatically by Google Classroom, therefore your child **must** carefully input the data. As if one symbol/digit is entered incorrectly, it will show as an incorrect answer.

The weekly spelling list will be on Google Classroom.

## Year 4

A very warm welcome to this week's year 4 newsletter. We have had a fantastic week with lots of opportunities to get out of our chairs and be hands on with our learning. In PE we got a chance to get the mats out and learn some gymnastics, in art we learned about printing by creating finger and hand print art and in English we were able to put our acting skills to the test by working in groups to create our own dilemma stories.

### Merits this week

#### Amber class

Gautam- sharing excellent knowledge in science.

Abdullahi- trying so hard in maths.

Lasya- being a wonderful helper.

Lilliana- helping others during classwork.

Samanvi- focused on her tasks.

#### Amethyst Class

Maelie for learning her 5 times tables.

Yashmit for helping us to explore sound in science by playing his guitar for the class.

Sudher, Ameena and Laysha for their enthusiasm in science when recreating how sound travels through the ear.

#### Obsidian Class

Krishna for writing a great prediction for our new class book.

Neel for writing a great prediction for our new class book.

Aleksander for his effort to improve his handwriting.

Thaarisha for completing her first week at Wellington and trying her best in every lesson.

Angel for trying her best in maths to multiply numbers by 10.

#### Moonstone Class

Daria and Aanya for their great work in science when identifying different parts of the ear.

Divansh and Shaurya D for their positive attitude towards their learning this week.



#### Class Dojo Points:

Amber: 253

Moonstone: 428

Obsidian: 298

Amethyst: 291

# Wellington Weekly

## English

In English this week, children learnt about what a dilemma story is. They looked at different examples of dilemma stories and what features a story should have to make it a dilemma story. We also used our acting skills to create a conscience alley which linked to our class book 'The Great Kapok Tree'.

Write a dilemma story using the table provided below. You have been given the dilemma choice that creates a dilemma. Using the table provided, write a period of writing and a resolution. Think the story to make it a dilemma story for writing a period of writing and a resolution.

Dilemma story	Dilemma (what the character must choose)	Period of writing (what happens with the character whilst they make a choice?)	Resolution (what does the character decide to do in the end?)
Story 1	Tom is on his way home from school and sees his classmate, Tim, who is carrying a book. Tom wants to take the book home with him, but he also wants to help Tim.	Tom is thinking about what to do. He is thinking about what to do. He is thinking about what to do.	The teacher might catch him. He might tell the classmate. He might tell the teacher. He might tell the classmate.
Story 2	Tom is confused about what to do. He wants to help the poor man, but he also wants to help the poor man.	Tom is thinking about what to do. He is thinking about what to do. He is thinking about what to do.	Tom might help the poor man. He might help the poor man. He might help the poor man.
Story 3	Tom is confused about what to do. He wants to go to the party, but he also wants to go to the concert.	Tom is thinking about what to do. He is thinking about what to do. He is thinking about what to do.	Tom goes to the concert. He goes to the concert. He goes to the concert.
Story 4	Tom is confused about what to do. He wants to tell his parents about the book, but he also wants to keep it a secret.	Tom is thinking about what to do. He is thinking about what to do. He is thinking about what to do.	He doesn't tell his parents. He doesn't tell his parents. He doesn't tell his parents.

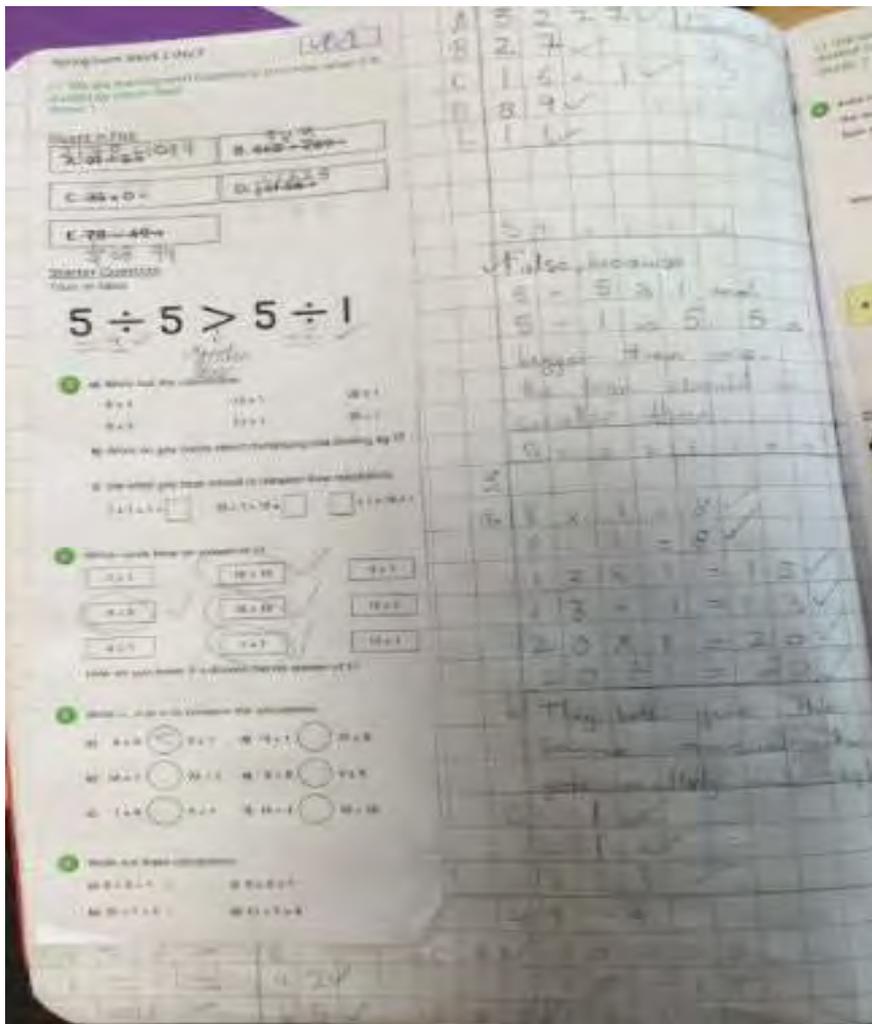
Reflection: I have learnt about Dilemma, Period of writing and Resolution.

What did you learn in today's lessons?



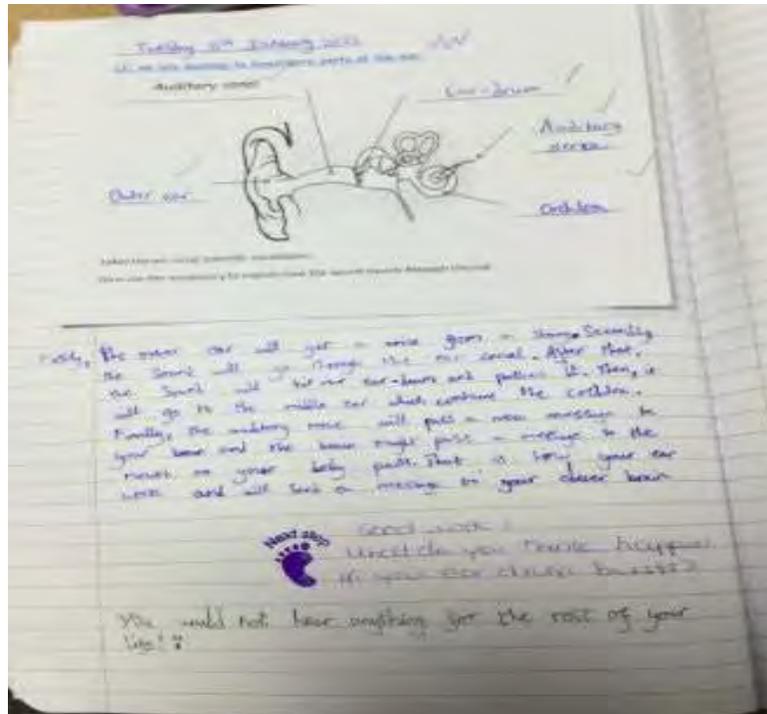
## Maths

In maths this week children have been learning about multiplying and dividing numbers by 1 and 0. Children worked very hard to give reasoning for their answers using mathematical vocabulary. They also learnt how to group numbers when multiplying and dividing. Children were able to identify the sum they needed to work out to find out the answer by looking at different images.



## Science:

In Science this week, we continued learning about our new topic sound. Children learnt the different parts of the ear and how sound travels through our ears. We recreated how sound travels through all the different parts of the ear with our bodies, we had a lot of fun!



## Topic

Following on from some amazing projects that were completed over the holidays on Rainforests we have started looking where in the world they can be found. Children research different rainforests and made weather reports on them. Some children even created a google slide to go with their weather report where they learnt how to insert pictures. Great work year 4!



## PSHCE:

In PSHCE we were learning to understand that sometimes our hopes and dreams do not come true and this is ok. We wrote a letter to a child who was facing a dilemma whereby their dreams do not come true.

## Year 5

The children have worked extremely hard this week across all subjects and they have experienced presenting in topic which they found extremely exciting as they were so proud of their holiday projects. The children have started their new maths topic this week and have been developing their learning and understanding of calculating, measuring and exploring the perimeter of a range of shapes.

Why not encourage them to find out the perimeter of household items this weekend?

We hope everyone has a relaxing weekend.



### Merits

#### Emerald Class:

Shrihan and Dheer- For their terrific drafts of their news articles reports, recalling the events in chronological order.

Deniz- For his positive attitude towards learning that has been demonstrated in maths.

Alina and Wsna- For their excellent participation in dance this week. Their enthusiasm for trying something new was great.

Maham- For the excellent discussion of properties of materials using the key vocabulary from the lesson.

#### Merits Diamond Class:

Braylen for his excellent work in Topic when confidently presenting his holiday homework to his group.

Ashni for using a range of newspaper sentence starters in her news report this week.

Amanveer for working very hard this week to apply and solve problems involving perimeter.

Kris for demonstrating great knowledge of materials and their properties in science and sharing these with the rest of his class.

Shylah for working really well in her group and learning her new Spanish vocabulary concerning the weather.

Romeo for completing his topic project to a great standard and sharing it with his group.

#### Dojo Points:

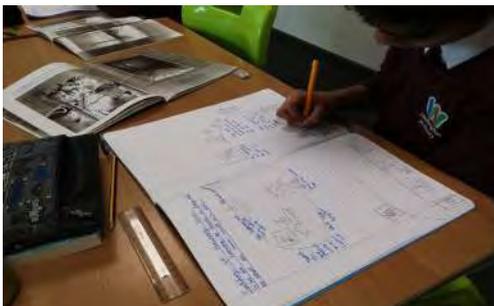
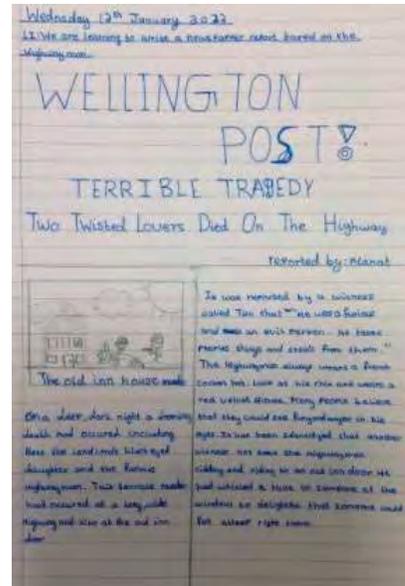
**Diamond Class - 388**

**Emerald Class - 289**

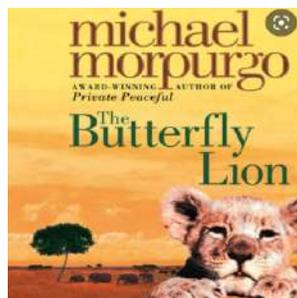
## English

In English this week the children have drafted, edited and created final news articles based on the current English book, 'They Highwayman'. The children have identified how to construct different elements of a news article. For example, heading, subheading, introduction, main body and conclusion. We have also unpicked specific vocabulary and sentence starters that follow the tone of reportive writing.

Following the investigation,...  
 Late last night,...  
 Upon making the discovery,...  
 Despite all of the evidence,...  
 Although it may come as a surprise to our readers,...



Next week, we will be starting our new book 'The Butterfly Lion'.

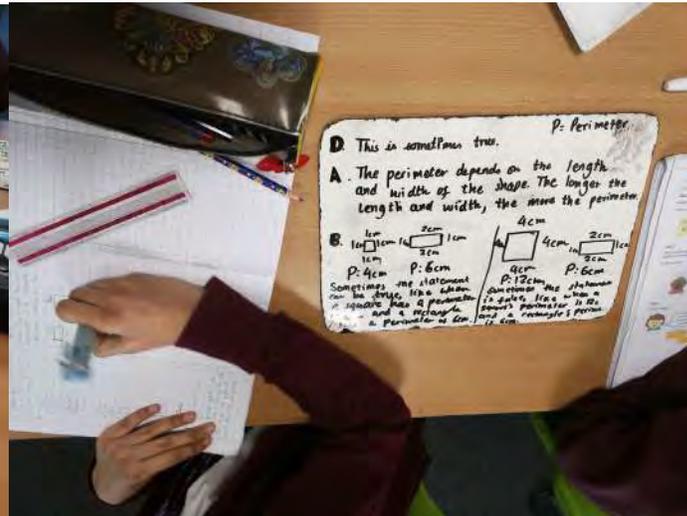
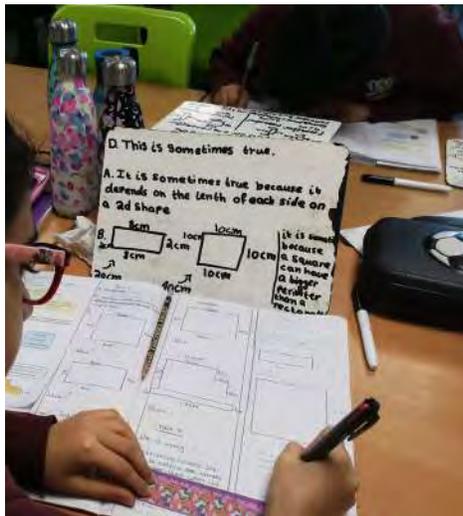
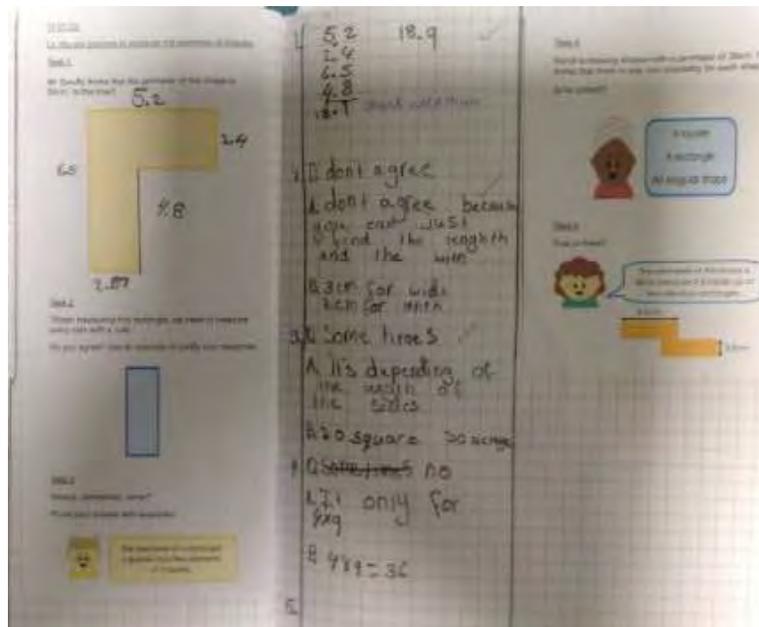


# Wellington Weekly

## Maths

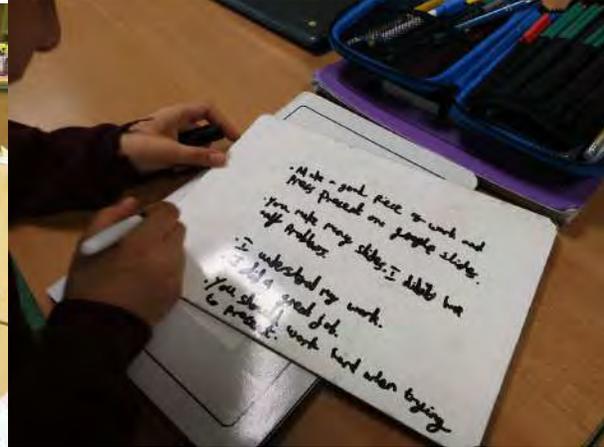
At the beginning of the week we ended our topic on multiplication and division which will be picked up again later on in the term.

The children have started their new topic of perimeter and area. The children have explored how to measure the lengths of a shape using a ruler whilst also problem solving and looking at missing lengths. They have investigated the perimeter of different shapes including a range of rectilinear shapes. Like any other topic we would like the children to focus on their reasoning when explaining and expanding on their answers to showcase their knowledge. They will continue to use D.A.B to do this.



## In the Spotlight: Topic

This week in topic, the children shared their excellent presentations that they created on Africa over the Christmas holidays. The class had discussed how to present successfully e.g. looking at your audience, making eye contact. The children were naturals! After presenting in groups the children then reflected on their own work using the black and yellow cognitive thinking hats. They reflected on what they were most proud of and how they would improve their work. The children also received feedback from their peers and teachers on their hard work.



## INTRODUCTION



*Africa is a one of the seven continents and it is the second largest/continent in the world. Africa is covering a fifth of the world's landmass. Africa consists of over fifty states. Did you know that it stretches equally to the north and south equator. Africa is sometimes called "the Mother continent" This is because it is the oldest inhabited continent on Earth. Africa is bounded by the Mediterranean sea, Red sea and the indian ocean. Africa's real name is the Alkebulan. The richest and the wealthiest city in Africa is called Johannesburg. Have you heard that 1500-200 languages are spoken in Africa. Also Africa is home to the world's largest university*



## AFRICA

by kris

**What is Africa?**

Africa is a continent found south of Europe. It is bordered by the Atlantic Ocean on the west and the Indian Ocean in the east. It has a population of around a billion people and is the second largest continent in the world.



**How big is Africa?**

The continent of Africa covers 30 million square kilometers or 12 million square miles. Africa could hold all the land occupied by China, India, Europe, Argentina, New Zealand and the United States.



**How many countries are in Africa?**

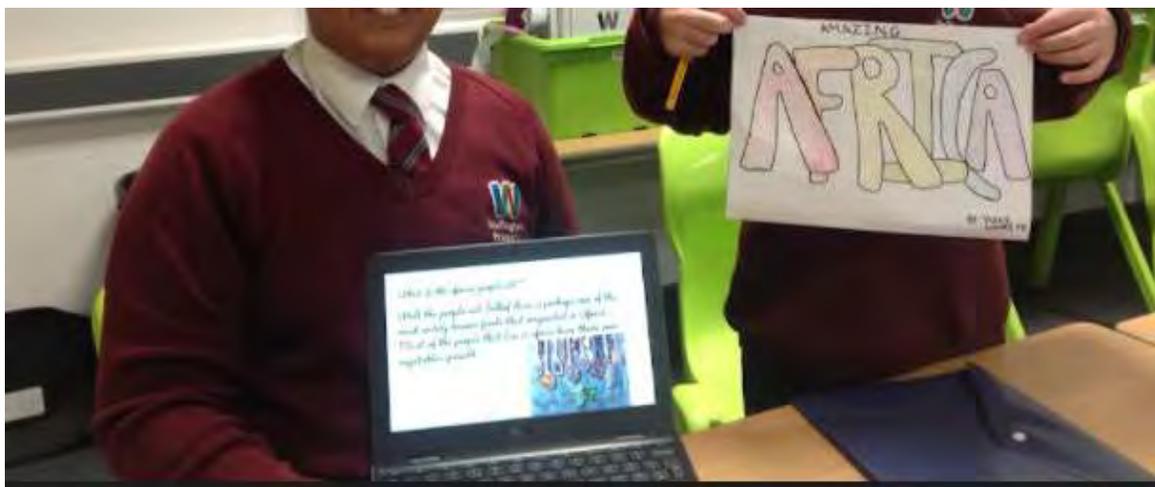
Africa is also the world's second most populous continent. There are 53 countries make up the continent of Africa. Some of them are Egypt, Nigeria, Kenya, Ethiopia and Madagascar.




**Languages in Africa**

The people of Africa speak over 2000 different languages and dialects are spoken by groups of one million people or more. Most African languages are spoken by groups of fewer than 100,000 people.







## Homework

Emerald 21/22

Diamond 21/22

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

**Maths:** Go to google classroom and complete the worksheet that has been assigned to you, recapping your learning over the last topic on multiplication and division.

**English:** Log into Doodle English and complete the Man of Steel (comprehension). Then complete your 5 a day and get into and stay in the green zone.

**Spellings:** On Doodle Spell

**Due date:** 17.01.21

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

## Year 6

We are coming to the end of our class reader in English. This was a good time to focus on reading comprehension skills and revising different techniques to help find and construct answers - particularly backing up opinions with evidence.

In maths we are revising and extending our knowledge of decimals - up to three decimal places. In topic, we looked at the Koppen system for classifying climates across the globe - focusing on the varying climates across the Latitude of the Americas. We also considered the various different Biomes.

In science, we continued studying LIGHT, and focusing on the formation of shadows.

HOMEWORK this week is on Doodle Maths and Doodle English.



### Ruby

**Bilal:** from Mrs Grover for making fantastic progress with his arithmetic scores.

**Rohan:** for completing a super reading task. He made fantastic points that were consistently supported with evidence from the text.

**Zakir:** for his excellent maths work on reading and representing decimal numbers.

**Arjun:** for his fantastic understanding of climate zones and biomes in topic.

**Corinne:** for her excellent maths work this week on decimal numbers. She partitioned decimal numbers in a variety of ways showing a super understanding of place value.

### Opal

**Mohamedamin:** for excellent participation in English - showing great understanding of the text.

**Gurpal:** for his super recall of facts from last week's science lesson and clear oral explanations.

**Heena:** for her very accurate and clear science explanations on the formation of shadows and how to make a shadow larger and smaller.

**Rudrakshar:** for his great improvement with his reading comprehension in English lessons.



Whole  
Class

## Dojo Points:

**Opal = 106**

**Ruby = 116**

In English, we have focused on reading comprehension - and accuracy and depth of answers. This included techniques to help find relevant parts of the text to use in answers and form opinions. We also looked at what type of questions need a quote (evidence) from the text to back-up our answers.

Another tricky area of comprehension we revisited was strategies to answer inference questions. All of these were practised.

Here is an example of one of the strategies we used.

## Retrieving quotations from a text.

### Steps to follow:

1. Underline the key information in the question.
2. Scan the text for the key words.
3. Read the sentence around it to find the quotation.
4. Use quotation marks.
5. Explain what the quotation mark tells us or suggests.

Useful stock phrases to explain quotations.

- ❖ *This suggests that...*
- ❖ *This implies that...*
- ❖ *This tells us that...*
- ❖ *This gives the impression that...*
- ❖ *This helps the reader understand that...*
- ❖ *This creates the effect...*

In maths, we started a new unit on decimals to extend our knowledge and understanding. For instance, we started off with looking at numbers with three decimal places.

We then revised multiplying and dividing decimal numbers by 10, 100 and 1000. Although we have covered this before - it was trickier with three decimal places! The children also had to complete some challenging reasoning problems. Here is an example of these:

Complete the number sentences.

$$1.456 = 1 + 0.4 + \boxed{\phantom{000}} + 0.006$$

$$1.456 = 1 + 0.3 + \boxed{\phantom{000}} + 0.006$$

$$1.456 = 1 + 0.2 + \boxed{\phantom{000}} + 0.006$$

$$1.456 = 1 + \boxed{\phantom{000}} + 0.006$$

Dora says,



When you multiply by 100, you should add two zeros.

Do you agree?  
Explain your thinking.

Tommy says,



Do you agree?  
Explain why.

The more decimal places a number has, the smaller the number is.

Kim is calculating  $14.3 \times 200$

She writes this as her answer.

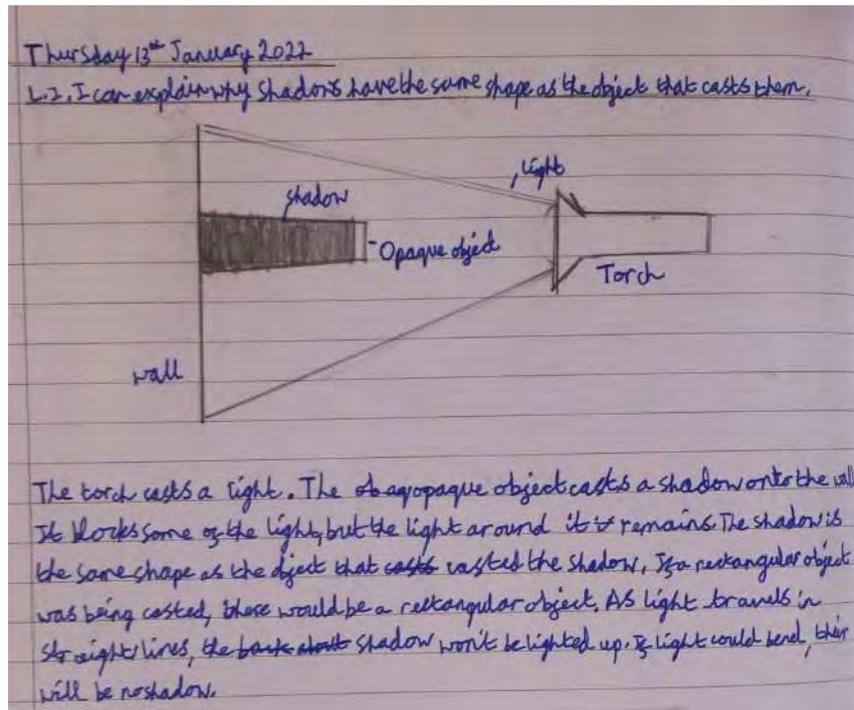
$$14.3 \times 200 = 28.600$$

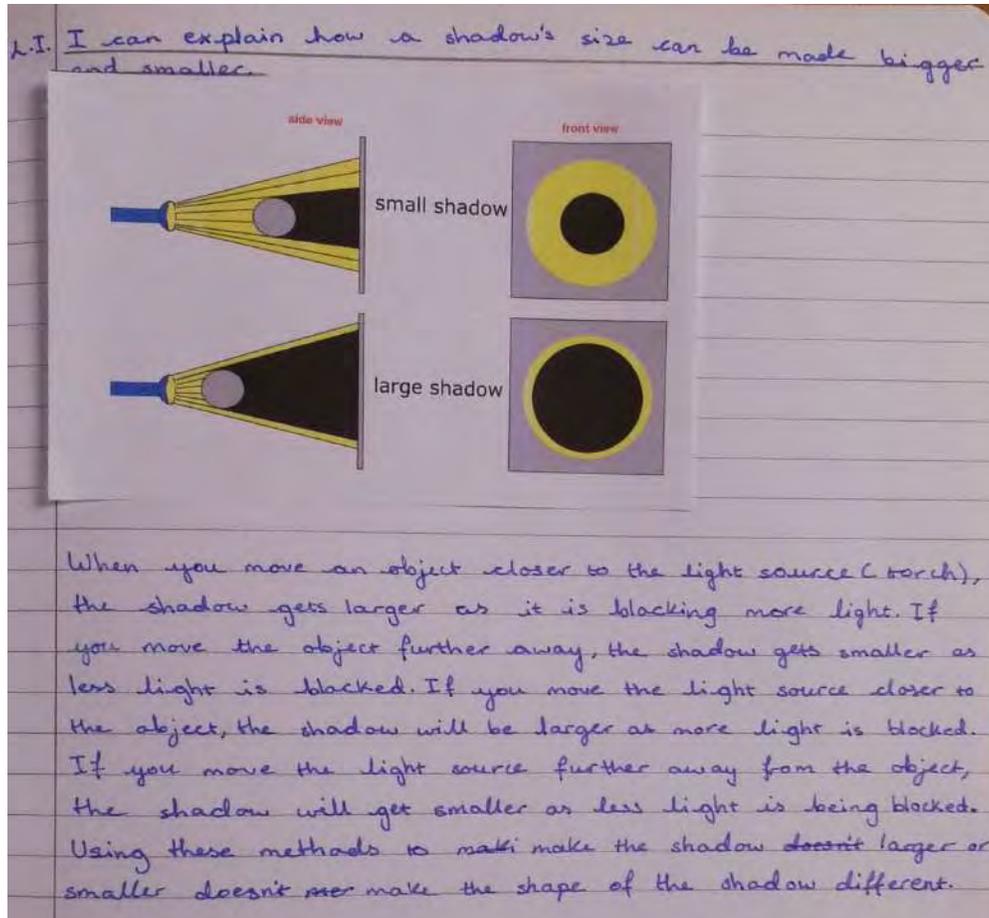
Explain Kim's mistake.

In science, the children have continued with their new unit on LIGHT.

They used their knowledge from last week (that light travels in straight lines) to understand and explain how shadows are formed (by light being blocked by an opaque object).

We then went on to consider how to make shadows bigger and smaller without altering their shape.





Finally, we answered the question regarding shadow puppets.



The puppets have a solid appearance as a silhouette. There are no features. If you draw detail on the puppet, it will not show on the shadow.

Why?

How could we add detail, e.g., a face onto the man's shadow?

We worked out that the only way is to cut holes in the puppet to let the light pass through.

We then problem solved how we could add colour to the shadow. We solved it by using coloured cellophane - which was translucent.

The children then had a go at making their own shadow puppets - giving them detail and colour.



In topic, we researched how the Earth is broken up into lines of latitude and longitude. The lines of latitude are used in the Koppen system for classifying different types of climate, ranging from tropical (along the equator) to polar (at the two poles). The children used these to classify different climates across the Americas, to understand how the different countries have different temperatures and climate. We extended this to consider how the different latitudes have different biomes and used keys and tables to classify different places throughout the Americas into their respective climate zones and biome. This was quite tricky and the children were challenged to complete these tasks. The extension to that was to use an atlas and carefully work out the description for the latitude of the selected area in terms of degrees.

Here is an example of a completed information chart.



# Wellington Weekly

Monday 10<sup>th</sup> January 2022

U: To understand and explain the different climate zones and biomes of the Americas.

Use the Koppen guides and an atlas to help you complete the table.

Place	Latitude	Type of Climate	Type of Biome
Sheffield South Yorkshire, UK (for comparison)	53°22'58"	Temperate (Cfb) 4 seasons. No major extremes in temperature. Rainfall all year round.	Deciduous forest
Las Vegas <u>USA</u>	36°15' ✓	Dry (BWh) ✗ Hot desert climate. Dry and cold.	warm desert ✓
Havana <u>Cuba (North America)</u>	23° 83' ✓	Continental (Cfb) ✗ warm summer humid-continental climate. continental climate	Deciduous Forest ✓
Churchill <u>North America</u>	59° 95' ✓	Continental (Dfc) ✗ Subarctic climate	Tundra ✓
Buenos Aires <u>South America</u>	34° 61' ✓	Temperate (Cfa) ✓ humid subtropical climate	Grasslands
Barrow <u>North America</u>	73° 16' ✓	Polar (ET) ✓ mild tundra climate	Tundra

How does latitude influence the climate across the Americas?

The latitude influences the climate across the Americas as the latitude type of biome changes across the Americas as well. This also shows the type of climate is different and not all the same.