



Weekly Learning Update 30 September 2022

Nursery

This week in Nursery has been wonderful! We took part in the harvest assembly and are so proud of how the children sang to the whole school. As part of harvest and singing 'dingle dangle scarecrow' the children have had a go at creating their own scarecrows on paper and with playdough.



On Thursday, we had a visit from Road Safety Alice and Warwick Bear who came to talk to us about keeping safe outside near the road. The children all took a bear and book home with them to share with their families. In the afternoon, we talked

about St. Gabriel's Day and created our own angel pictures to represent St. Gabriel's.



To end the week we started to talk about our school values and some children have had a go at writing some words and creating hearts, hands and feet so represent Love. We are looking forward to another fantastic week in Nursery next week.

Reception (King Class and Parks Class)

This week the reception children have explored the concept of weight in our outdoor learning environment. They have been weighing different natural objects to discover which items are the heaviest or lightest. They have also continued their learning of enclosures for the tigers with the use of different construction equipment.

In maths, they are developing the concept that number names can relate to how many objects we have. There has been lots of counting of objects, children, fingers and claps to represent how many we have in total. Remembering the last number we say, is how many we have.



In English, we have continued our story maps of 'the tiger who came to tea'. *The children would love to share the actions with you.* We are also beginning to write words in the form of a shopping list and menu. In our reading area, we have been using our phonics knowledge to read to the tigers.

Year 1 (Bell Class and Windsor Class)

It has been another wonderful week for Windsor and Bell Class.

In English, we began learning with our key text 'Coming To England' by Floella Benjamin. The children were introduced to the book at the beginning of the week and used their skills of prediction to think what may happen within the story. They had some great ideas and we have enjoyed working through some of the book and even got to be the storytellers and retold the story.



In Maths, we have been extending our learning of less than and the children have deepened their vocabulary to support learning about the operation of taking away.

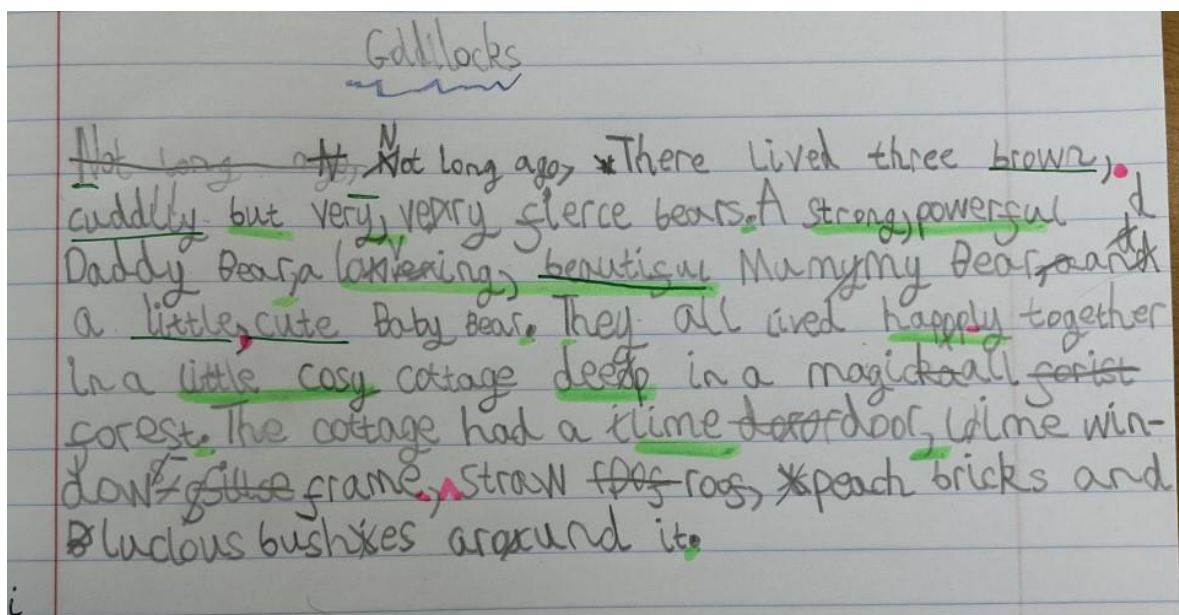
In Art, the children have been focusing on landscapes and the comparison of urban and rural and started to create their own urban landscape.

In Science, the children have continued to learn about the human body and linked the five senses to the appropriate body parts. The children have really enjoyed exploring the classrooms by using their senses.

Year 2 (Braille Class)

We have had another super week!

In English, we learnt the story of Goldilocks using actions and started writing the story opening adding extra detail by using adjectives. Here is a super example:



In maths, we continued our work on place value and started counting in tens forwards and backwards and on a number line.

In Humanities, we learnt about London landmarks and were able to identify them and match a description to them.

Match the number to the Landmarks

1. London Eye 2. Big Ben 3. No.10 Downing Street 4. River Thames
5. National History Museum 6. Tower of London 7. Houses of Parliament
8. Buckingham Palace 9. Trafalgar Square

Year 3 (Berners-Lee Class)

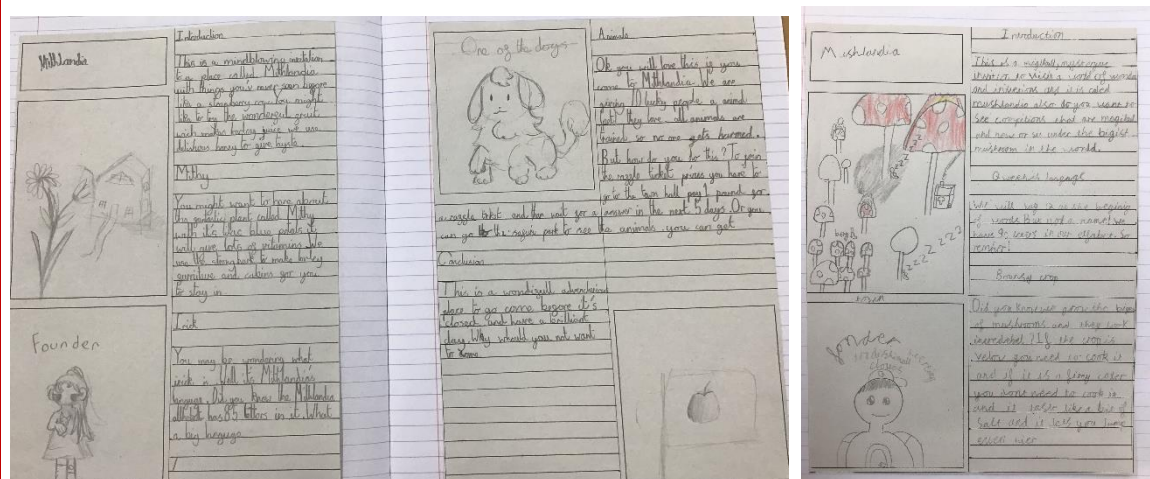
Berners-Lee have had another fantastic week! This week, the pupils have completed amazing descriptions of the Tear Thief using expanded noun phrases and adverbs. In maths, they have learnt to compare and order 3-digit numbers. In our humanities lessons, we have learnt how communication has changed over time in preparation for our school trip next Wednesday! In Art, we have learnt about the Pre-Raphaelite art movement and created portraits in this style. All the pupils really improved their sketching skills from the last time we did portraits.



Year 4 (Hopper Class)

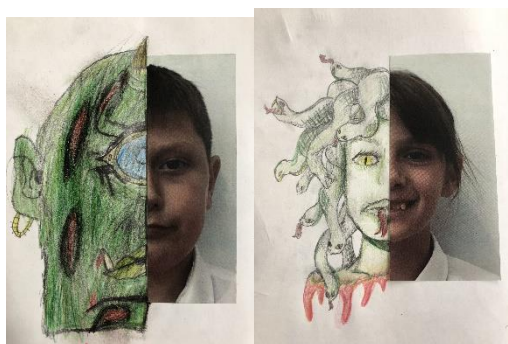
Our English lessons this week, have seen the us come to the end of our book Weslandia. We have worked hard to understand how reports work and the features that go into them so that we could create a report of about our very own creative land (There were some very interesting results). Our work on Place Value has been

about developing our understanding of how to: order numbers, compare numbers up to and including 10,000 and furthering our understanding of the Roman numeral system. Science delved into the different types of teeth that exist and their functions. In Humanities, we looked at the two different types of geographical features that can be found in the U.K. (Human and Physical features). Our R.E. lessons moved onto finding out about the four aims of life for Hindus, which involved role-playing scenarios where Hindus will have to apply those aims.



Year 5 (Jackson Class)

Jackson Class have been working really hard this week in all of their subjects. We have written our information reports all about Greek mythical creatures in English and taken great care in proofreading and editing these to make them the best piece of work they can be. In Maths, we have come to the end of our place value unit, where we have been focusing on rounding this week. In Art with Miss Wright and Mr Healey, the class have produced some amazing Greek mythology portraits – focusing on their use of pressure to create smooth lines and effective shading.



Year 6 (Gutenberg Class)

It has been another busy week in Gutenberg! We have completed our reading of Romeo and Juliet in English and have thoroughly enjoyed taking on character roles and discussing the unique vocabulary and themes of the play. This week, the children focused on writing to persuade as they wrote in role as Juliet's nurse, trying to convince her to not run away with Romeo.

Dear Juliet,

I am truly sorry about the incident in thy house this morn, I was only trying to protect thee. I was sure of Romeo, like you, but after he broke his vow to me by ^{murdering} harrning you or ^{thy} family, I was truly petrified of what he would do to thee.

I only advise you not to go after the love of Romeo as it has many mourns and he is surely miles away, ~~and still~~ ^{and still} the devastating affects of on thy family after your cousin Tybalt met his bloody end ~~and~~ ^{and} put a sword in the family's heart as well: ^{as well} your father has not been the same since. Honestly I think Paris is ^{so} much more so sensible than Romeo, as he has killed your cousin plus your parents already approve of Paris.

If you do not want to live a life of crime and cowardice, then I would ^{settle} settle down, forget about Romeo and marry Paris. It is still ^{your} choice and I wish that all is good.

Dear Juliet,

I apologise in advance for you having to read this, but please try to listen. Romeo may seem ^{more} noble to you, but I believe that you should listen to your parents about the ^{hateful} hateful Court. A simple sentence or two won't take you out of it, but maybe this will.

Finally, first and foremost, Romeo is a Montague! I cannot even now, ^{imagine} how in God's name you could love one of them. They argue and fight, bring war and ^{plight} plight and may as well have hearts of stone. He has demonstrated this very fact not so long ago, when he endangered our family by ~~murdering~~ ^{murdering} your cousin Tybalt in a fit of rage. He must be even worse than Montague himself, in that you, by a murder is your ideal husband, then ^{continue} continue your relationship. Yes, put your life at risk, be sent onto the streets, and let ^{some} someone in your family down. You've been told the bad things of Paris, and you must marry him to please your parents. But, of course you need to know about Paris, or why would you marry him?

In Science, we continued with our use of models to help us understand more about the complex structure of blood. This time, after finding out about their functions, we used sweets to represent the four key components of blood: red blood cells, white blood cells, platelets and plasma.



In Humanities, we strengthened our fieldwork skills by finding out more about six-figure grid references, how to read them and write them using an Ordnance Survey Map.

Recommended Read



This week's book is from one of our school's favourite authors – David Almond. The beautifully illustrated 'Paper Boat, Paper Bird' tells the story of Mina and her mother who travel to Japan. When Mina decides to write a message on her new origami gift and leaves it on a river in the temple gardens, she couldn't predict that it would find its way to a young boy who was in need of a friend of his own. This easy to read, Key Stage 2 text is all about dealing with life's changes and finding friendship in unlikely places.

Online Safety

Playing video games online with friends is a hobby that is enjoyed by a large number of children and an experience that should be enjoyable for all.



[UK safer internet](#) have some helpful conversations starters, top tips, FAQs as well as some game console specific guides that aim to enable the experience to remain enjoyable for everybody involved.

Celebration Assembly – Friday 7th October 2022

Come join us at 10:15am next Friday to see our learning from Year 1, Year 3 and Year 5!

