



NEWSLETTER – Friday 11th October 2024

Please can we take the opportunity to remind parents and carers that the gates open at **8:30** and classroom doors open at **8:40am** each morning, until **8:50am**. Arriving after 8:50am means that your child is late and will need to walk to the office which an adult and provide a reason for lateness. Learning begins promptly in the morning at 8:30 in all classes. Arriving on time at school gives your child the opportunity to not miss any learning and make good progress.



This week is Dyslexia Awareness Week. Dyslexia is a specific learning difficulty which primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

In the image below, you can find ways to support your child with reading.

Dyslexia
Awareness
Week 2024

Reading stories to support literacy



Reading stories aloud helps develop children's concentration and creativity, expands their vocabulary, and teaches them about the broader world. Stories can be used in a fun way to support developing literacy skills.

Here are a few ideas which should help to encourage active participation when sharing books. These can be adapted to most books aimed at primary age children:

- ★ Use the pictures in story books to prompt discussion. This can help your child's prediction skills, introduce vocabulary which you are likely to find in the book and can prompt an interest in the story to come.
- ★ Echo reading (children copying with what has just been read to them) can help children recognise the effect of intonation and punctuation on the fluency of language.

British
Dyslexia
Association

- ★ Have fun encouraging your child to correct silly mistakes. For example, if a sentence read, "Be careful" whispered Tom; shout out the words then, when the child points out your errors get them to read it correctly.
- ★ Encourage your child's interest in the story by talking about what you have read and asking them to predict what they think may happen next and why.
- ★ Talk about why characters are doing certain things and how you think they are feeling.
- ★ Support spelling and reading work by encouraging your child to identify any words or letter patterns they have been working on at school.
- ★ Identify rhyme and alliteration and encourage your child to play with language by thinking of other words they could add to the alliteration or other rhyming words (including silly or nonsense words).
- ★ The main aim, when sharing stories, should be to help children to develop a love of reading and to spend fun time together. Be led by your child and incorporate these ideas into story time and when sharing school "reading books" to support their literacy journey.

Safeguarding

If you have a safeguarding concern about the welfare of a child's and would like to discuss this with a professional, you can do this through Norfolk County Council's Children's Advice and Duty Service on **0344 800 8020**.

You can also talk to a school Designated Safeguarding Lead (DSL). Our school DSL's are: Mrs Petchey, Mrs Stolworthy, Mrs Greenwood, Mrs Derer, Mrs Eaglen, Miss Alderton and Mrs Burman.



Concerned about a child?

Are you worried about a child's welfare and would like to discuss?

You can speak directly to one of our Consultant Social Workers, and alongside our early help Pathway Advisors and partners, we will make sure the child gets the right support, first time.

Call our Children's Advice and Duty Service (CADS)
0344 800 8021

Add our phone number to your contacts

Our team is on hand from 9am-6pm (Mon-Fri)
Out of hours: 0344 800 8020
If you think it is an emergency call 999

Norfolk County Council

A polite reminder of our PE uniform

Our PE kit comprises of a plain white t-shirt, plain dark blue, black or dark grey shorts or joggers, plain dark blue, black or dark grey jumper or a school jumper and caridgon and trainers. If you are struggling to source the correct PE kit, please speak to either Mrs Derer, Mrs Chester or Mrs Watts in the school office as we may have spare PE kit in school which we can offer.

School Car Park

We are still seeing some parents and children walking through the school car park in the morning and at the end of the day. For your safety, we ask all parents, carers and children to use the steps at the side of school by the office. The school car park can become quite busy and using the steps rather than walking through the car park is the safest option, thank you.



Healthy Snacks

Please can we remind all parents and carers that children are to have only healthy snacks for playtimes. Items such as fruit, rice cakes, bread sticks and cereal bars are great but no crisps or chocolate thank you, these should be kept for lunchboxes. We do not allow sweets in school.



LOOK at
what we're
learning

YEAR 3

This week has been assessment week in Year 3. The children have shown wonderful resilience and determination in working through their challenging test papers.

In History we have been finding out about the Mesolithic Era of the Stone Age. We have made some marvellous Mesolithic scenes based on archaeological evidence found in Star Carr. We have focussed on how homes, finding food, tools and clothing have changed over the millions of years between the Palaeolithic and the Mesolithic.

In Science we began to look into the skeletons of other animals. We have used the terms 'vertebrate' and 'invertebrate'. We will be looking in more detail next week ready to make and annotate an animal skeleton. We will talk about whether we would rather have a skeleton like ours, an exoskeleton or no skeleton at all and why.

In English we have been finding the subject in sentences by making ourselves into parts of sentences.

In Maths we have continued to place numbers on a number line to 1000. We have needed to work very hard on finding the difference between the start point and the end point of a number line.



YEAR 4

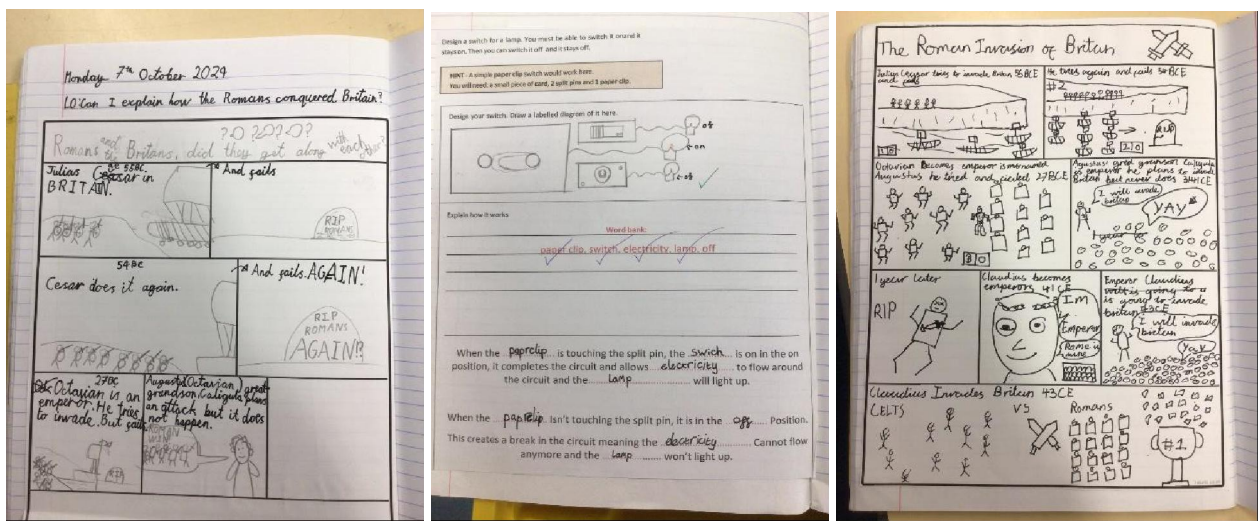
All the adults are very proud of the children in year 4 this week. We have had lots of tests and the children have all worked really hard and tried their best.

In our maths this week we have been working on addition. We have looked at adding two 4 digit numbers and learning about how to exchange when the sum goes above 10. We have worked on numbers with one exchange, before moving onto numbers with multiple exchanges.

In our writing this week we have written a continuation of a story using a story starter image to help us.

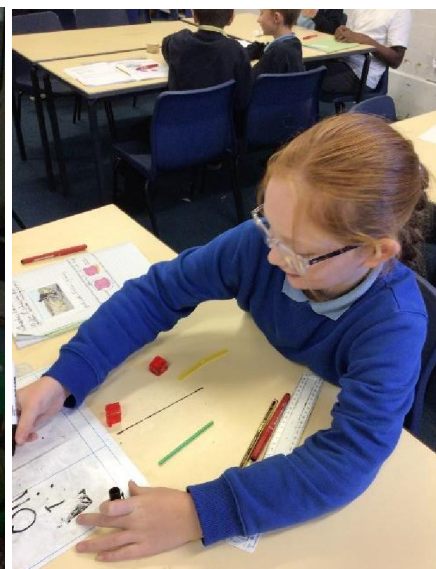
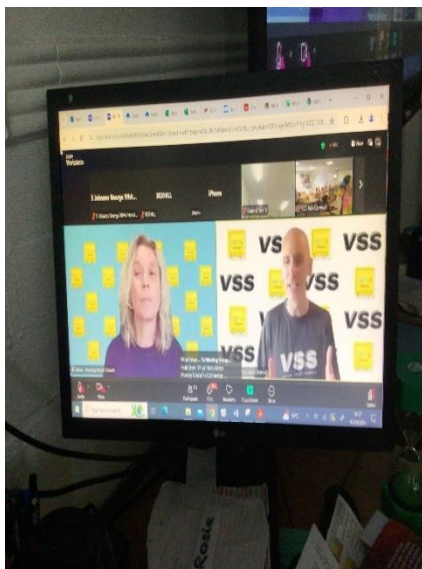
In our afternoons we have learnt all about how the Roman's conquered Britan and we created comic strips to show this. In our Science this week we learnt all about switches and created our own.

Our Art this week was focussed on creating 'zines.' Zines are small illustrated books and we are using ours to tell the story of a Roman soldier.



YEAR 5

This week in Year 5, we have designed and made paper aeroplanes as part of our forces science work investigating the effects of air resistance (another form of friction). We learnt about why the Anglo-Saxons invaded Britain, sorting the reasons into pushes that led them to want to leave their country and pulls for the positive attractions of a new country. We linked this to recent work in PSHE learning about refugees. Our RE work about the Ten Commandments that guide how a Christian leads their life started with an animated discussion about what the children in Year 5 believe about religion and a debate about whether or not prayer or worship had to be in a religious building. We took part in a zoom call with a footballer, who taught us about resilience, kindness and the importance of having goals. In maths, we have started a new unit of work looking at different methods of doing addition and subtraction, starting with a range of mental strategies and then practising a column written method of addition with larger, more awkward numbers. We will continue this next week by revising the column written method of subtraction and applying our learning to solving trickier problems. We started looking at the dramatic fantasy poem, 'The Jabberwocky', and coped brilliantly with the challenge of reading Lewis Carroll's nonsense words and trying to work out what the vocabulary might mean. We also practised summarising. Next week, we will be using our reading skills to analyse the poem with retrieval, inference and explaining. Our English work focused on grammar and punctuation at the start of the week, learning about gerunds (a verb functioning as a noun!), expanded noun phrases and commas. We then applied this learning, by planning and writing a dramatic fantasy story about going through a portal into another world. Year 5 ended the week by starting to design and create our own 3D maps in art and again storming up the leader board with their amazing efforts on TT Rock Stars. Another spectacular week of learning in Year 5! Well done all.



YEAR 6

Another challenging and rewarding week in Year 6! We are deeply engaged in our ongoing learning journey, and it's been fantastic to see the children embracing every opportunity to grow. One of the highlights of this week has been our Art lessons. The children have been hard at work transforming their drawings into statues, and the results are truly amazing! Their creativity and attention to detail are impressive, and it's wonderful to see their pride in their creations.

A big thank you for continuing to support and encourage the children with their homework. They are showing great responsibility and ownership of their work, and we truly appreciate your help in fostering these important habits.

As we progress with our Maths learning, we've noticed that many children in Year 6 could use a little more confidence with their times tables. If you could take some time to remind and encourage them to practice regularly, it would make a remarkable difference to their confidence and overall success in Maths.

These are some suggestions for practising times table:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Times table snap <https://www.dr-mikes-math-games-for-kids.com/times-tables-snap.html>

Thank you again for your ongoing support!

Best regards,

The Year 6 Team



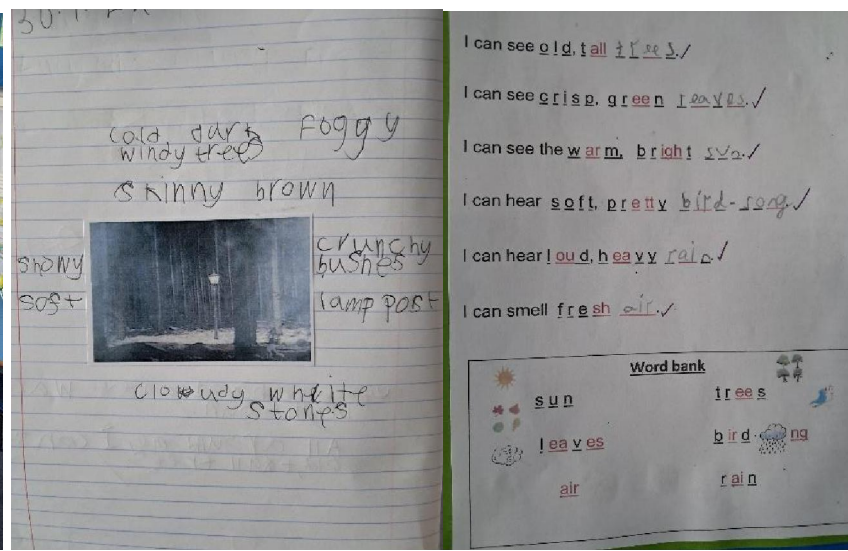
Blake Class

Blake class children have been fully immersed in all things nature this week. We have been checking all our experiments all week and are delighted with how well our sunflowers are growing. We made grass caterpillars and some of them are already starting to sprout! Children are learning how important it is to observe regularly to notice changes. We have also had some great discussions around the different speed of growing, especially of our beans. We talked about how, just like children, plants grow at different rates, and how even though some plants have been given all the same things to help them grow such as water, sunlight, air and soil, they develop at different times. We linked this to how we learn and how important it is to self-check our learning regularly so that we notice all the tiny improvements we are making.

We have also been using forest imagery in our writing, using our sentences to describe what we would be able to see, hear or feel if we were in a forest. We used our senses and talked about when to use past and present tense.

In maths, children have been doing column addition with exchanging, using Base 10 to see what exchanging is and how it works and then using these skills to complete calculations on paper.

Children have been using correct vocabulary to explain what they are doing at each stage of the process.



Attendance

We hold a celebration assembly every Friday morning to share and celebrate the children's achievements. During this Assembly, we also recognise the class with the highest overall attendance for the week.

Our school attendance target is 96%.

Well-done to **5 Almond** and this week, for having the highest attendance.

6 Ness – 92%

6 Palacio – 96%

6 Morpurgo - 95%

5 Johnson – 92%

5 Almond – 97%



4 Pullman – 96%

4 Tan – 94%

3 Blyton – 94%

3 Potter – 95%