

Bedwell News

March 2024

This term's highlights:

- Our Year 5/6 Choir joined 6000 other children to sing at the O2 as part of the *Young Voices* project.
- We all got into costume for World Book Day and took part in lots of fun reading activities.
- A packed Science Week saw us completing loads of exciting workshops and challenges.
- Year 3/4 visited Hazard Alley in Milton Keynes, Year 5/6 travelled to the British Museum to learn about the Ancient Greeks, while Early Years visited Hertfordshire Zoo.
- Our Spring Parents Evening was attended by 86% of families.
- We finished the Spring Term with a fantastic Easter Disco, raising money for School Council funds.
- Year 1/2 organised a packed *India Day* to round-off their geography topic.
- Our Football and Netball teams have been in regular action throughout the term.

What we've been doing this term...

Getting together

One of our big school priorities has been to provide our parents and carers with more opportunities to come into school, see what we've been doing and get ideas for supporting learning at home - and this term has included lots of great examples of this. We've had maths workshops in Year 1/2 and Year 5/6, where lots of our parents were blown-away by the skills that we were able to show them. Year 3/4 ran a *Supporting Spelling* session that was packed with ideas for home, while Foundation Stage have organised two more busy *Stay and Play* events that combined opportunities to share learning with lots of fun craft activities. Our biggest community event of the term, however, was our *Science Fair*, which was attended by over 200 children, parents and carers. We made slime, planted seeds, built bridges, learnt about fingerprints and the science of chromatography, found out what happens when you mix household ingredients together and generally had a brilliant time - check out the next page for lots of photos from the day and more news on this year's Science Week.



Schools Parliament

Our Year 6 School Councillors, Alistair, Ella and Madhumitha, leapt at the chance to take part in Stevenage Schools Parliament this term. They travelled to the Council Offices, where they took their seats in the main chamber and presented their

thoughts on the key issues facing our town and ideas for projects that all schools could get involved in. They also met the mayor, and even got to try on her ceremonial chains of office!

Easter Egg Competition

We held our annual Easter Egg Competition in the final week of term. With some fantastic ideas, designs (and pun-tastic names), it was a great display of artistic flair and ingenious constructions - including models of the solar system, football stadiums, scenes



from nursery stories and Harry Potter, superheroes, schools and fish tanks, along with gorgeous Easter bonnets and lots of carefully painted egg characters. It was lovely to see how much we all enjoyed looking at the creations and picking out our favourite details - even if all the care and attention did make some of the judging decisions trickier than ever!

Science Week

We rounded-off the term with a fantastic Science Week. The penultimate week of term saw us taking part in a variety of challenges and workshops including:

- Our amazing Science Fair, which included ten stations covering everything from fingerprinting to bridge building and chemistry tests!
- Our Egg Drop Challenge, building a contraption that could safely transport an egg from the roof to the floor.
- Workshops with Falconry UK, learning about (and meeting) owls, hawks, eagles and even a kookaburra.
- The K'nex Challenge, where we worked in pairs to build buggies that could carry cuddly bears down a ramp and across our classrooms.
- Sessions with the Dogs Trust, where we learnt how to stay safe around all kinds of dogs.

As you can probably tell, it was a really busy week, packed with fab opportunities to learn about science and what it means to be a scientist.





Young Voices

Year 5/6 leapt at the chance to take part in the *Young Voices* project this year., singing at famous venues as part of a massive choir. Having learnt a collection of (pretty tricky) songs, they headed into London to take part in a huge performance at the O2 at the end of January.

Arriving in North Greenwich, the group (led by Ms Rose) headed into the vast arena. Our choir took their place alongside over 6000 other children and spent the afternoon rehearsing their songs, as well as the accompanying dance moves... And then, as if all that wasn't enough, it was time for the performance proper, when another 13,000 audience members, a few special celebrity guests and a massive light show was added to the mix.

It was huge, it was an amazing experience, and it now means that our brave choir members can all say that they have played the O2! It was a very long day, but eventually everyone made it home, exhausted but exhilarated!

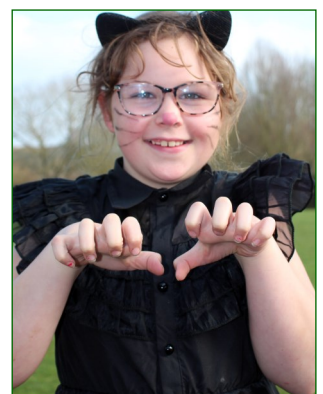
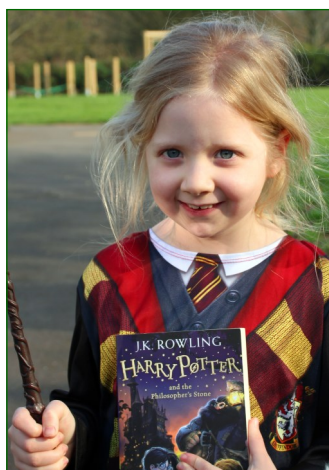
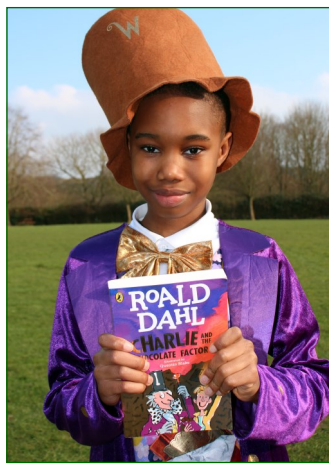
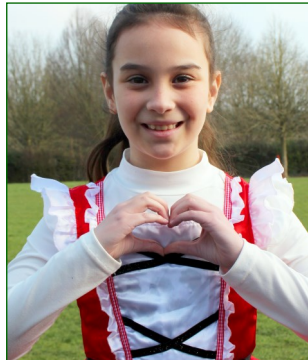


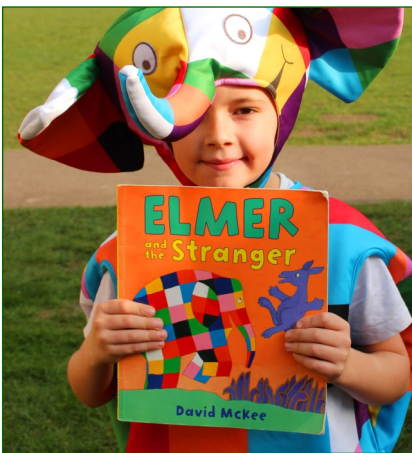


World Book Day

To celebrate World Book Day, we got into costume, dressing-up as our favourite storybook characters. We were really impressed with the range of characters and stories on show, with everything from Elmer the Elephant and Little Red Riding Hood to Willy Wonka and Wednesday Addams! We also had an army of Harry Potters (as well as lots of Rons and Hermiones), a palace of Disney princesses and enough superheroes to take on even the most fearsome of villains!

During the week, we also took part in lots of reading events throughout the school, including Buddy Reading with children in younger years, taking part in workshops, holding special assemblies and writing lots of reviews. Finally, we did lots of work linked to this year's special World Book Day £1 books, reading extracts, making predictions and learning more about their authors. It was great to see so many of us talking about the books we loved and discovering new favourite stories!





Easter Disco

On the last evening of term we held a fantastic Easter disco. With over 150 children from Years 1-6 coming back to school to join the party, the evening was full of energy, dancing and laughter. We ate a lot of burgers, pizza and sweets; we drank a lot of juice and pop; we threw a lot of balls at the coconut shy; and (helped by all that food and drink) we bounced enthusiastically around the dance floor! It was also lovely to see how our older children looked after and supported younger children - not just brothers and sisters, but anyone who was looking a bit lost or overwhelmed.

As a result of all of this, we collected over £850 for School Council funds. This will help us to get more resources to use at playtimes and lunchtimes, as well as topping-up our bank of Golden Time toys and games.

Can we all send a massive thank you to the staff who volunteered to give up their time to organise and run the disco, making our brilliant evening possible!





Early Years

Easter Stay & Play

At our latest Stay and Play we enjoyed sharing our learning with our grown-ups. We also completed a range of activities, including hunting for Easter Eggs, making perfume and using objects from nature to create crafts.

Zoo visit

On our visit to Hertfordshire Zoo, we saw a range of different animals and learnt about what they need to survive in the wild. We particularly enjoyed seeing the zoo keepers feeding the penguins. After lunch, we ventured through the dinosaur park and had lots of fun watching the dinosaur robots move.

Science Week

During Science Week, we carried out lots of experiments, including exploring, creating rainbows using water and felt pens and taking part in the school's Egg Drop challenge. We had great fun working with our partners and creating a safe hold for the egg. We continued the experiment in our garden and cheered as the eggs landed safely.



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Early Years

Investigators!

During the run up to Easter, we have been talking about Spring and learning to be inquisitive investigators! We have learnt about what happens all around us in our environment, testing out different materials, looking carefully at nature and making lots of arts and crafts linked to the arrival of Spring.

We have also learnt about lots of different festivals, including Chinese New Year and Holi. We have talked about the different days and events that we each celebrate in our families, and have learnt about the meaning of these festivals.

People who help us

Throughout the term we have been learning about keeping ourselves safe and people who help us in our community. We have had lots of visitors over the last few weeks, including the police, the lollypop person and a team of firefighters. It was very exciting to meet them and to see inside their police cars and fire engines!





Fieldmice, Dormice & Hedgehogs

India Day

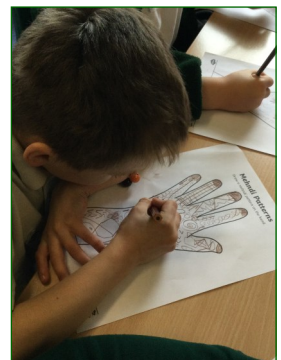
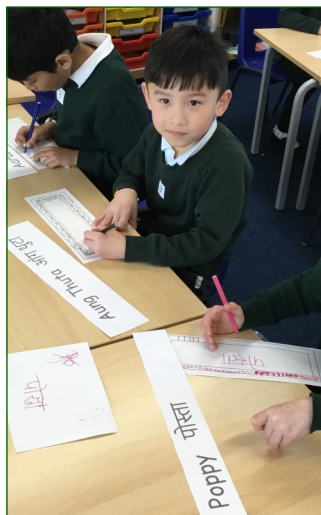
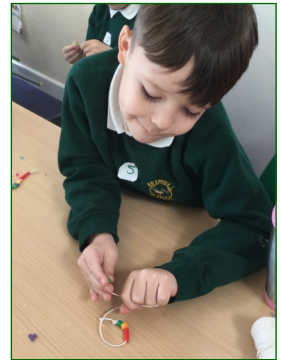
To finish off our topic on *Incredible India*, we organised a fantastic 'India Day' which included everyone in the whole of Years 1 and 2!

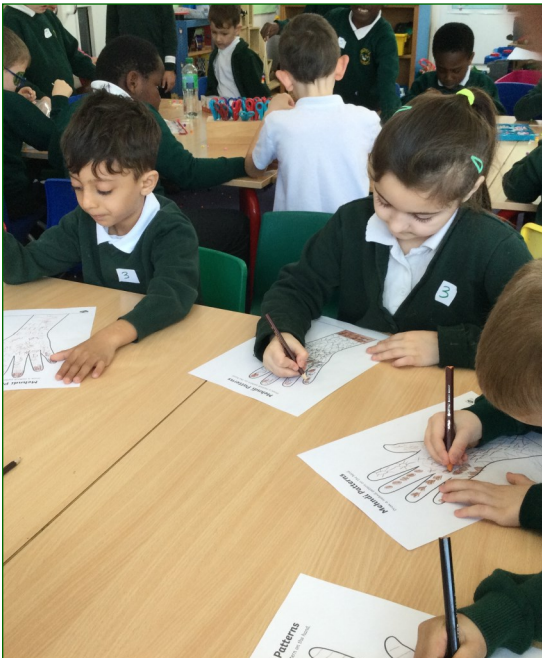
Across the day we took part in lots of different activities and workshops, including:

- Writing our names in Hindi
- Learning Bollywood dance moves
- Making clay divas (candle holders).
- Cooking Indian breads and dips with Mrs Anderson
- Drawing Henna tattoos
- Making bracelets from coloured beads

At the end of the day we shared lots of what we had done and got to try out our homemade roti breads, dips and poppadums. It was all delicious and we all agreed that we had had a fantastic day.

We would like to say a big thank you to all the staff who came together to organise this brilliant experience for us.





Dormice & Fieldmice

Maths

In maths we have been improving our ability to add and subtract numbers to 20 and spent a long time finding the difference between numbers. We have also looked at money, identifying the different coins and finding different ways to make 10p using the coins available.

Geography

Throughout the term we have been learning about India. We have discovered that it is an amazing, enormous country, and have really enjoyed looking at clothes and tasting foods from different parts of India.

Art

We have looked at a variety of Indian art, including Madhabani and Rangoli patterns and spent lots of time trying to recreate our own pieces in this style.

Science Week

We thoroughly enjoyed all the different activities in Science Week and particularly loved the construction challenges, making egg drops and K'nex cars, as well as our session with Falconry UK.

English : Instructions

This term's text was *How to Make Poppy's Flapjacks*. We have learnt about the structure of instructions (including 'You will need' lists and numbered steps), practiced following instructions and created some up of our own. We particularly enjoyed choosing different flavours and toppings for our own flapjacks.



How to make Poppy's Flapjack

Have you ever found yourself with too many oats and wanted to make something different to porridge? Well look no further here is a truly scrumptious recipe you can try.

You will need:

oats	chocolate essence	syrup	brown sugar
chocolate buttons	butter	vanilla ice cream	microwave
spoon	baking tray	wire rack	bowl

What to do:

1. Put the butter, syrup and sugar in the bowl.
2. Place the bowl in the microwave.
3. Mix in the oats.
4. Mix in the dark chocolate buttons and the dark chocolate essence.
5. Carefully spread the vanilla ice cream.
6. Place and cut the cookies.
7. Place the flapjacks onto the baking tray and cook.
8. Cut the flapjacks into 6.
9. Eat.

BEWARE

Make sure you let the flapjacks cool before you eat them. Enjoy!

by Elliot

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Year 2: Hedgehogs

Maths

In maths we have spent a long time learning how to tell the time and at last we think we have cracked it! We now know our o'clocks, half pasts, quarter to and quarter past. We've even tried using the language of 'minutes to' and 'minutes past' the hour.

Geography

We have been learning all about India and comparing life there with life here in the UK. We can name the 7 continents and 5 oceans (using our new favourite song to help us) and can talk about the different weather and landscapes found across India. We also spent time looking at Rangoli patterns and created our own versions, using polystyrene tiles which we turned into prints.

Science Week

We threw ourselves enthusiastically into every aspect of this year's Science Week. The K'nex Challenge was one of our class highlights, with us working in pairs to build a car or buggy that could safely transport a cuddly friend down a ramp.

English : Description

At the start of term, we received a very unusual message in a bottle from someone who had been stranded on an island! We had no idea who it was from and spent many days thinking about who would be unlucky enough to be left on an island! This then led us on to creating our own island descriptions, as well as diary entries for our adventures in this distant land.

Day 5 on the Island

Yesterday morning as I gazed into the sky I saw big palm leaves and I collected a few. I put the big palm leaves inside of my den before the terrible storm arrived. Now the storm has arrived, so before it got worse I put all of my things inside my den. The palm trees swayed violently and the bigger palm trees swayed even more. I made a fire close to my den, but the big wind blew it away so I didn't give up. I figured out a way to make it hot inside of my den. I found a brown, small basket to put my shoes in. I took the cloth of my hammock and used it as a warm blanket. I used thick palm leaves as a pillow. Enormous waves splashed on the sand.



by Sai

If I was marooned...

If I was marooned on an island, I would find a fishing net so I can make a bed for me to sleep on. I would surf on a dolphin, because I want to have fun! I would make a flag out of sticks and a leaf so someone can find me!

I would make a spear so I can fish and I would sharpen a stick so I could catch my food.

If I was thirsty I would cut a coconut in half and then put a straw in, and then put a tiny umbrella inside and then drink it!

by Rubi

Disaster on Day 6

A storm has hit the island! I could hear the animals crying, screaming and yelping for help. The ocean was crashing like crazy. Dolphins were yelping, sharks were jumping and fish were dying. As I gazed into the sky, I could see two violent tornadoes swirling in the breeze. The waves were crashing like crazy and it was raining heavily. On the shore I could see the leaf-green palm trees swaying in the hard breeze. The clouds were grey and black with a little bit of red. All over the island it is freezing and it is raining. It is nasty weather!

by Layla



Year 3: Rabbits

Hazard Alley

Back in January we visited Hazard Alley in Milton Keynes, an immersive and interactive town that teaches about the dangers that we might face in everyday life. During the visit we worked in small groups and visited lots of settings, including a house to talk about fire safety, a train track to discuss the dangers of railway lines, a shop to talk about stealing and a lake to learn about water safety. During the visit we all had the opportunity to make a 999 call, which was both scary and great practice.

Art

We have learnt about lots of different art styles this term. First we studied Pop Art, experimenting with body form and colour to create a Keith Haring style portrait - check out our class display on the right. Next up was clay work. As we have been learning to write dragon reports in English we combined this with learning how to sculpt and manipulate clay to create dragon eyes. We then learnt how to make slip to attach scales and horns.

English : Dragon Reports

In our daily English sessions we have been crazy about report writing. After learning about different genres of non-fiction texts and the structure of non-chronological reports we started to build up the skills in order to write our own. Below is Sophia's final piece of writing which we were all impressed by. She worked hard to use formal language, conjunctions and technical language, in order to make her writing as exciting and detailed as possible.

Ice Dragons

Without a doubt, Ice Dragons are one of the most unique species of dragon that has ever existed. These dragons are extremely elusive and rarely seen by humans.

Appearance

Many dragon experts believe that Ice Dragons have changing translucent scales that change colour when they are hunting. This species' fangs are covered in poisonous liquid. Furthermore these dragons have long tails that reach five metres in length and long sharp horns that can be used to charge their prey.

Habitat

Scientists have discovered where the Ice Dragon lives and have found out that it resides in more than one place. Most Ice Dragons live in the Blue Mountains in Nigeria, but a small group can also be found further away near Antarctica. The Ice Dragons nest is made from rocks, seaweed and ice because it likes to be cold at all times. During the day this dragon can be found underneath the sea searching for food.

Feeding

The diet of the Ice Dragon is varied and rather unexpected. Its favourite food is human flesh as it provides the dragon with valuable energy. Furthermore this species is known for devouring ants, and can eat up to six million in a day. In addition to these foods, Ice dragons consume fish that only grow to full size in the Spring.

By Sophia, Dragonologist





Year 3/4: Moles

Romans

This term we have been delving into the past and learning all about the Roman Empire and how the Roman invasion affected modern day England. Did you know that without the Romans we may never have had cats, coins or even stinging nettles? We have been both fascinated and horrified by some of the things that the Romans did for pleasure, such as feasting on flamingos and dormice or watching gladiators battle to the death in the Colosseum. We have made a start on creating our own mosaic in the style of a Roman floor and look forward to linking these tiles together to create a whole class masterpiece!

Science Week

We thoroughly enjoyed getting involved in Science Week. A particular highlight was our visit from Falconry UK, who brought an array of birds, such as kookaburras, owls and falcons into school. We learnt so much about these magnificent creatures and were able to ask and answer lots of interesting questions.

English : Classic Literature

This term we looked at 'Stories from our Literary Heritage' - classic stories that have had a huge impact on the stories we all read, write and share. We chose to use an extract from Mary Poppins as our model text and focused on correctly using inverted commas for speech and using figurative language to build description. We were then able to get creative and chose three pictures from the second Mary Poppins film to base our 'invent' writing on, creating an imaginary scene where something exciting and unexpected happened. Check out a few examples of our work below...

Using figurative Language

Out of Mary's bag came:

- A scary, abandoned book filled with horror.
- A horribly aggressive lamp filled with scariness.
- An anxious art quill ready for a surprise.
- A diamond, blue covered lipstick, dripping with laughter.
- Some cheerful, blinging biscuits dying to be gobbled up.
- A burning, delightful oven ready to get toasty.

by Lauryn

Creating a new scene for our story

"Oh dear," Mary Poppins exclaimed, "what happened to you?"

Mary, Michael and Jane entered a chocolate filled room with sweets, Oreos and hot chocolate. In the corner there was melted chocolates waiting to be drunk. The delicious smell made Jane and Michael want to eat it. Everywhere they looked were sweets, oreos and chocolates.

"Well, I can't believe you're here!" a deep voice said and the children looked around for its owner. However, she was no where to be seen. The room appeared to be quite empty. Then they heard Mary Poppins answer crossly,

"What are you doing?"

Surprisingly, as she spoke she looked down and to their astonishment they saw a cute, fluffy, brown fox. Suddenly, the fox changed into a human and just stood on the carpet like everything was normal.

"I can see you're quite confused!" said Mary's aunt and indeed their mouths were wide open with astonishment. "I suppose I'd better explain. You see, when my birthday falls on a Sunday, I turn into an animal!" Soon Aunt Elizabeth turned into a tiger, turned and jumped, splashing chocolate all over Mary, Michael and Jane. She was immense as a tiger, slender and beautiful.

by Carey

English : Non-Chronological Reports

In the second half of the term we focused on the non-fiction genre of chronological reports, learning about their structural and language features. We looked at many different examples but our main text was all about dragons. After we had explored this report we began by adding two new paragraphs to our model text, before moving on to write a whole new text of our own. We carried out lots of research on an animal of our choice in order to write reports that were packed with facts and detail.



The Harrod Dragon

Habitat

The Harrod Dragon lives in a snow-capped tree on the edge of the mountain side. However, it is freezing cold up there, which makes life very difficult. The Harrod eats goats that have to be frozen. It uses its ice breath to make the goats freeze so that they are even more delicious!

Eggs

The Harrod Dragon egg is baby blue and covered with light blue bird feathers, as blue as the sea. The parts without feathers are very smooth. The baby dragon stays in the egg for two days and four hours. When it hatches it stays next to its mum at all times. The egg is covered in sharp ice shards which stab anything that touches it. Also, if any human touches it, they will fall to the ground because of how cold it is. The egg is found at the top of a cold mountain in a nest of snow.

by Alex

Amazing Axolotls

Axolotls are a type of salamander, they are also critically endangered. Read on to find out more about these amazing creatures.

Habitat

Axolotls can be found in two fresh water lakes in Mexico. Unfortunately the lakes are shrinking, which means that the Axolotls are in danger.

Diet

Axolotls are known for eating worms, insects and other small creatures. They also eat small leaves and flowers.

Threats

The lakes in Mexico that are home to the axolotls are shrinking drastically, making the axolotls depressed. People want to and are eating the axolotls! IUCN have classified them as critically endangered and they have been since 2006!



by Freya

Year 4: Badgers

Over the last term, Badger Class have completed lots of learning! This term we have looked at non-chronological reports, Mary Poppins, fractions, forces and magnets, the Romans and how to stay safe online.

Romans!

In our topic this term, we have been learning all about the Romans conquering Britain. We looked at how the Roman Empire started, and what the Romans brought over to us, that we still use today. It was so interesting to learn that roads, calendars and coins were something that the Romans started!

Art

We have learnt to shape and link clay this term, creating dragon eyes to link in with the dragon reports that we read:



English : Report Writing

In English, we have been working really hard on our non-chronological reports this half term. We started by looking at a report on dragons. Over time, we have learnt that reports need a title, introduction, sub-headings and a conclusion. Recently, we have been researching an animal that we find interesting to write our own report on, with some of our favourites including pythons, pandas, owls and gorillas! You can see two fantastic examples below:

Pythons

Did you know pythons are very dangerous if you do not know how to handle them? Pythons live in stunning forests and mountains.

Diet

Large pythons love to eat small mammals and stunning birds. Small pythons eat all kinds of animals such as amphibians, small rodents and scaly lizards. Humans can even be hurt by these pythons, as they are super venomous.

Habitat

Pythons live from forests to open, rocky areas in stunning mountains. In the rainforests, pythons live near lakes and swamps in the tall, stunning grass.

Appearance

Pythons can grow up to 32 feet (10 metres) and pythons have beautiful patterns when they are fully grown. Pythons don't have the best eyesight, but they have an amazing sense of smell.

by Carson

Giant Pandas

Did you know that pandas have black eyes and live in dense bamboo forests? Surprisingly, red pandas are not related to giant pandas, despite the name.

Appearance

Giant pandas have incredibly strong jaws. These creatures have molar teeth to crush food. These giant creatures have black and white fur to help them camouflage in the dark shadows. They also have black ears, which help them to listen out for any predators.

Habitat

Giant pandas can live in mountain ranges of China. They can be found in bamboo forests. They are seen near bamboo trees because it's their favourite kind of food.

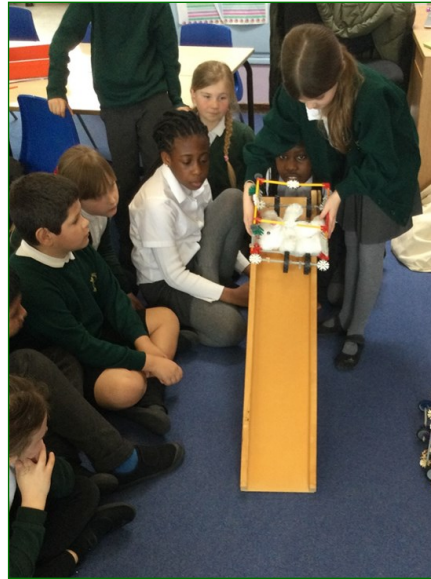
Diet

Giant pandas mostly eat bamboo. Also, they eat small mammals, birds and fish from time to time. Pandas will almost only bamboo because they are commonly found in these forests and they are a rich source of energy.

by Tezz

Science : Forces, birds and bears

During Science Week, we were lucky enough to have some birds of prey (and their handler) come in to school to help us to understand their habitat and their adaptations. We found this really engaging and interesting! We also had lots of fun building K'nex buggies for teddy bears. The aim was to roll the car down the ramp but make sure our teddy was safe inside. It was tricky, but most of us managed this!



Meanwhile, in our Science lessons, we have been learning about different forces and looking at how magnets work. We carried out lots of different experiments, such as testing different materials to see if they were magnetic and looking at how objects move on different surfaces due to friction. Recently, we have talked about how magnets are used in everyday things such as trains and card readers! Below is a table of all the push and pulls we could think of:

Push	Pull
<u>Friction.</u> <ul style="list-style-type: none">● When you push your chair in● Push the trolley trolley● Pushing the table● When you jump you push● Push someone you push● Push a door you push● Push a car you push	<u>Gravity.</u> <ul style="list-style-type: none">● When you climb a rope you pull● When you pull a chair● When you pull the door open you pull● When you pull up on a bar● Pull a car you pull

Year 5: Foxes

It has been a shorter term, but it feels like we've absolutely rammed it full of activities and learning. We have learnt loads about Greeks (and their myths), discussions, Microbit coding, space, French, Mini Police, swimming - and we even found out how to save lives in our CPR session!

Highlights of the term have included:

- Learning about the role of the police and things we can do to keep safe in our *Mini Police* sessions
- A packed Science Week, including sessions with Falconry UK and the *Dogs Trust*, kite making, buggy building and our Egg Drop challenge
- A fab day out at the British Museum to support our *Ancient Greeks* topic, where we got to see the Parthenon Marbles and ancient vases
- Getting into costume for World Book Day - after our visit last term, Harry Potter was very popular!
- Becoming much more confident in our swimming sessions!

English : Modern Myths

Linking in with our *Ancient Greeks* topic, we began the term by exploring stories where everyday people suddenly found themselves in the middle of a mythical adventure. We read lots of myths, then explored our model text using drama and freeze-framing. We developed our ability to punctuate speech correctly, and finally planned and wrote our own tales - just like Anna has done below...



New Friends

"Hey, Penelope want to play some football?" said Leander.

"Sure!" Penelope and Leander went to get a shiny silver ball covered with black slivery spots. They saw children playing tag, a classic game. "Let's keep playing, don't worry about them!" whispered Penelope. They kept playing for hours, enjoying their day in the sunshine.

Late that afternoon, a muscular man and a beautiful, veiled lady suddenly arrived at their house. Meanwhile, Leander and Penelope were calmly reading their books, when Leander heard the banging sounds and told Penelope to take a peek through the door. To her surprise she saw the two strangers standing outside...

Penelope told Leander what she had seen and Leander's jaw dropped in shock while hearing this. Gingerly he walked up to the door (careful of what he was doing) and opened it slowly. The muscular man began talking at once, begging for help. "Please help us, the guards are searching for us. If they catch us, the King will kill us!"

Leander immediately felt bad and decided to help, but Penelope was not sure what to do. "Hold on, we don't know who you are!" said Penelope in shock, "You might be murderers for all we know!"

"We're not murderers, though I have killed a monster today," replied the stranger, "You see, I've killed the minotaur. That's why the guards are trying to catch us."

"WOW!" said Leander in shock. "That must mean you're Theseus, and this must be Ariadne," he whispered. Penelope and Leander stared at each other for a few moments, then they decided to show the strangers the way to safety. Penelope grabbed a map, so she could work out where to go.

"OH NO! I SEE THE GUARDS! RUN!" shouted Leander. They all rushed out of the building like crazy. Leander and Penelope grabbed hands and ran, with Theseus and Ariadne following close behind.

With Penelope leading the way and Leander looking out for guards, they managed to reach the beach without being spotted by the guards. Theseus immediately started to build a raft, which they could use to sail back to his ship, which was waiting a mile out at sea. By morning it was ready, and Theseus and Ariadne sailed away.

"Good luck!" shouted Leander.

"Safe journey!" added Penelope.

By Anna

History : Groovy Greeks

We've learnt all about the Ancient Greeks this term! We discovered that it was actually a collection of separate 'city states', all with their own types of government, and compared life in Athens and Sparta. We read lots of myths and explored the idea of oral storytelling in the days before everyone could read and write by becoming travelling storytellers ourselves - you can see Anna retelling the myth of Orpheus and Eurydice in the picture on the right.

The highlight of our topic, however, was our trip to the British Museum. We took part in a workshop with an expert from the Museum, who showed us how we could spot particular gods, characters and stories by the clothes they wore and the objects they carried. We put these skills to use when we got back to school, as you can see in the examples below. We also got to see the priceless Parthenon Marbles first hand - and this has fed into our work on discussions, as we have begun debating whether or not they should be returned to Greece.



Year 5/6: Falcons

We've had an incredibly busy term, filled with trips, workshops and lots of learning, as well as Science Week and World Book Day.

In February, we visited the British Museum to support our work on the Ancient Greeks. We were able to see lots of ancient artefacts, which brought our learning to life. We attended a Greek God workshop, closely examining the images on 2500 year old vases, and can now identify different gods and goddesses by looking at what they are wearing and holding.

Our Year 5s are being visited weekly by our community police officers for *Mini Police* sessions, while those of us in Year 6 took part in a knife crime workshop, linking in with our work in PSHE.

Finally, we organised a Girls Football Festival for International Women's Day, with every girl in Years 5 and 6 taking part. It was fantastic to see so much enthusiasm and enjoyment on display as we charged around the field!

English : Points of View

This term, we have been exploring different styles of writing that we use at different times - chatty and relaxed for talking to friends, formal and correct when we want to sound like experts and everything in between. We have used these styles to write discussions and balanced arguments, considering everything from mobile phones in schools to banning sugary sweets to the rights and wrongs of fairytales. Check out Jahrell's fantastic example below, where he used a formal tone to make his discussion as powerful as possible:

Should Blacky Pig Be Charged With Murder

Fellow fairytale folk, I have gathered you all to discuss the actions of the third little pig (Blacky). Far, far away in an enchanted hamlet, a family of pigs returned home and found a ferocious wolf. It is suggested that over the next period of days, the wolf murdered the youngest little pigs. Some may say Blacky Pig set a dangerous trap to ensure that the sly wolf had a painfully slow death, making him suffer as he made the younger pigs suffer. However, many other people believe that the wolf deliberately climbed through the chimney. Let us now examine both sides of the case, in order to reach a conclusion.



Arguments for the defence

Firstly, let us consider the arguments in favour of Blacky Pig. Blacky is a well-respected model citizen, with no previous criminal record; it is hard to believe that he would commit such a crime. Furthermore, Blacky Pig might argue that his actions were influenced by the wolf. Many people believe that the sly wolf trespassed, therefore the three pigs tried to scare him away.

The Prosecution

On the other hand, it could be said that Blacky premeditated the murder. Even if it was done accidentally, his actions cannot be ignored. He must be punished. Witnesses suggest Blacky Pig lured the devious creature to his property by enticing him with the promise of a delicious feast. This was a blatant lie. There is no doubt he has interfered by taking the law into his own hands, and must be disciplined.

To sum up, Blacky is a young pig with no prior misdemeanours, except that he was caught eating the wolf after killing him. It is now up to the jury to decide based on all the evidence given whether Blacky Pig should be imprisoned for his actions. Will he live happily after all?

by Jahrell

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Year 5/6: Eagles

Maths

Across all of our maths sets, a big focus this term was on measures. We completed lots of practical challenges to develop the ability to read scales precisely and measure mass, capacity and length. This also helped us to build an understanding of what 1kg or 1 litre 'looks like', so we can make sensible estimates and spot when answers just can't be right. Those of us in Year 6 have also taken part in weekly Booster sessions, building our understanding and confidence, ready for our national SATs tests in May.

The Easter Story

In the lead up to Easter, we visited our local church, to find out more about why Christians celebrate this special time of the year. We were split into four groups and throughout the morning, we talked about how Jesus was betrayed by Judas, was hung from the cross and was then resurrected. All of the adults were really impressed by both our behaviour and the way we were able to talk knowledgeably about the Easter Journey.





Diary Dates

15th April

Start of Summer Term

10th May

Foundation Stage Stay & Play session

13th - 17th May

Year 6 SATs Week

27th - 31st May

Half-term

10th - 14th June

Phonics Screening Tests for Year 1

10th - 14th June

Year 4 Multiplication Tables Check

14th- 16th June

Year 6 PGL trip

17th June

Key Stage 2 Sports Day (Years 3-6)

18th June

Key Stage 1 Sports Day (Years 1 and 2)

19th June

Foundation Stage Sports Day

27th June

Summer Fayre

28th June

INSET training day (school closed)

1st July

Occasional Day

9th - 10th July

Key Stage 2 Show

23rd July

End of term, 2pm

Sports Update

Rapid Fire Cricket

Our Year 3/4 Cricket team performed brilliantly at the Stevenage Festival, smashing shots and working really well together to field opposition hits and return balls to their starting positions (the key aim of Rapid Fire Cricket). They outscored every other team in the competition and reached the final, where the game went down to the final batter. The team narrowly lost out, but returned with well-deserved silver medals!



Football

It's been another busy term for all four of our school teams, with our Year 5/6 A team reaching the quarter-finals of the Stevenage Cup and moving up Division 1 with a convincing win over The Leys in the last week of term. Our 'B' team, meanwhile have shown amazing resilience when up against the best players from lots of other schools in Division 3. Our Year 5/6 Girls and Year 3/4 Mixed teams have also been in action - but the highlight of the term was actually the Stevenage Year 3/4 Girls Festival, which we organised and hosted. 18 of our girls joined 60 children from 5 other schools for an afternoon of friendly matches, coaching sessions and a penalties competition, and it was great to see so many children enjoying their first ever taste of organised football - and even better to see many of them seeking out more opportunities to play over the weeks that followed.

Netball

Both our Year 5/6 Girls and Year 5/6 Mixed teams remain undefeated this season after a series of hugely impressive displays. Thanks to some amazing shooting from Ceyda, Millie, Jahrell and Cairo we have scored over 100 goals already this season, while our formidable defence of Grace, Bella and Riley have made it tough for oppositions to score more than one or two against us! Rounding out the teams, Madhumitha, Lucas Ella and Mia keep driving us forward in mid-court, quickly winning back possession and keeping the ball away from our defensive third. Both squads have some challenging games left to play, but are hoping to end the season with medals all round!

Inclusive Golf and Cricket

On the last Wednesday of term a group of children from across Key Stage 2 headed to Barnwell School for the Stevenage Inclusive Festival. This event was designed to give some of our less sporty children the opportunity to compete and represent their school - and our team did this with fantastic enthusiasm and determination! They took part in Tri-Golf and Rapid Fire Cricket competitions, and finished in fourth place overall, as well as securing the School Games Value Award, given to the team that showed the most self-belief across the day.