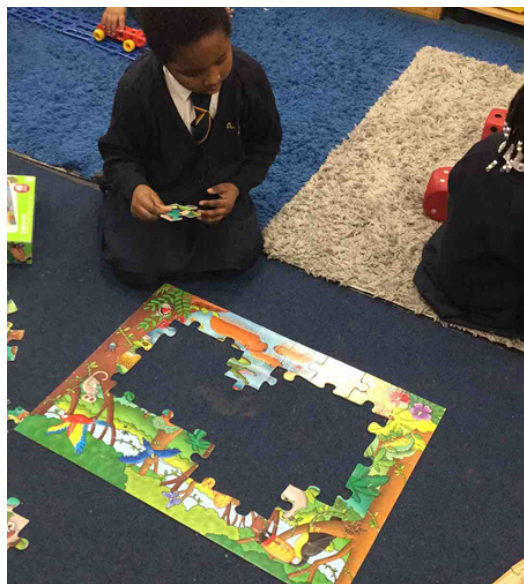


Reception Newsletter

	Term 3	
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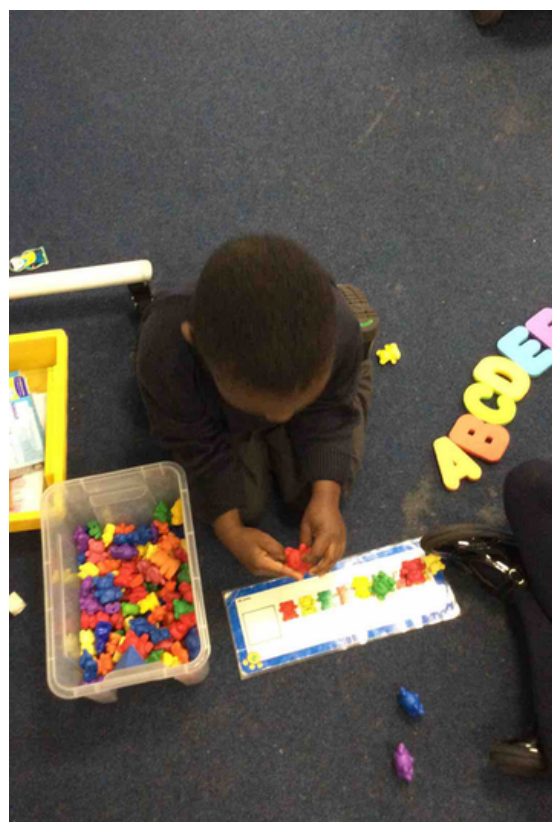
Using the Characteristic, 'Creating and Thinking Critically', the children successfully built a bridge in our Forest School session, inspired by the 'Three Billy Goats Gruff' story; they had to make decisions on the best way to achieve their goal.



The children have also applied this characteristic when sorting 'edges and middle' puzzle pieces as a strategy of completing puzzles.



Reception Term 3 Newsletter



Having an idea to create their own pattern, making links to follow a pattern and planning and testing their ideas in their model making, are all components of 'Creating and Thinking Critically'.



Year 1 Newsletter

Term 3



Year 1 have continued using ten frames to understand all of the combinations inside the number 10. To begin to understand 2-digit place value, the children have also created 'teen' numbers as pictures, words and digits, which they then needed to break into ten and _ more.

Day	Temp	Weather	Notes
26/1/2016	4°C	Very cloudy and grey.	I felt cold and I can't see blue sky.
Sr 27/1/2016	4°C	very dry, cloudy wet	I felt cold
29/1/2016	3°C	Sunny and very cold!	

In English, Year 1 have been learning the Russian tale of 'The Frost, The Sun and The Wind', focusing on the skill of personification. This supported their learning in science, studying the weather that occurs in winter.



Year 1 Term 3 Newsletter

Year 1 retold the story of the Last Supper, then used their art and DT skills to make models of chalices, bread and altars. They have been practising saying the Our Father with Makaton signs.



The children have been reflecting on the feelings that they are experiencing. Guided by the adults in class, they have been explaining how other people's actions have made them feel.



Year 2 Newsletter

	Term 3	
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In English, Year 2 have been looking at the poem 'Language of Cats'. They have been looking at the difference between fiction and non-fiction texts. They also began researching their chosen animal, to create their own versions of 'Language of Cats' poem.



Year 2 have been consolidating their addition and subtraction of 2 digit numbers skills. As well as the continuous use of money management in their project learning.



Year 2 Term 3 Newsletter

In RE, Year 2 have been looking at the different parts of the Mass and how we can give thanks. Year 2 created their own liturgical dance to show what they had learned in the topic and performed them to the class.



Year 2 have been looking at 'Living Things and Habitats'. They identified the different habitats for each animal and drew examples. They also began finding different habitats in and around the forest school.



Year 2 have been looking at how their actions and words affect other people. They have been working on identifying the different emotions they feel throughout the day.

Year 3 Newsletter

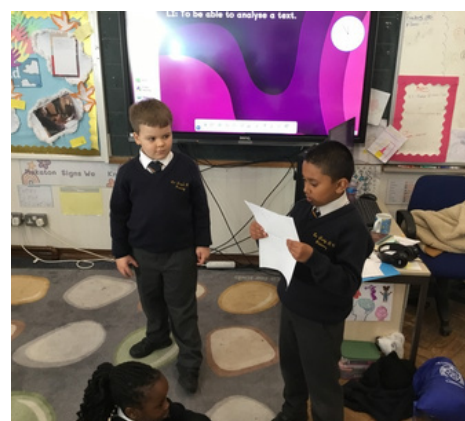
	Term 3	
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The children in Year 3 have been consolidating their understanding of addition and subtraction. The children have used outdoor learning to help consolidate the process of exchanging.



During English, the children have been consolidating their knowledge of using speech marks correctly and using this in writing their humorous event.



Year 3 Term 3 Newsletter

During RE, the children have been learning about the Order of Mass. They have been looking further into the prayers that we say and why we say them.

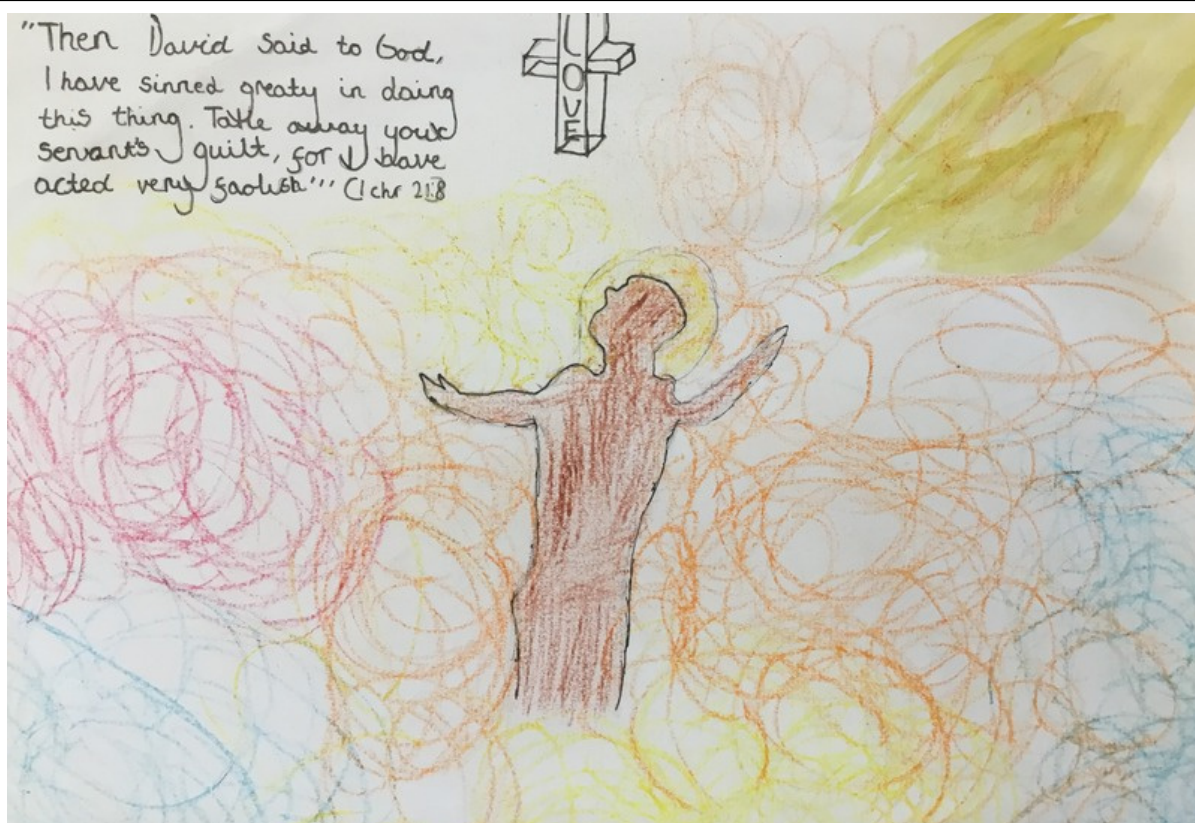


The children of Year 3 have been working hard on understanding the importance of self-regulation. They have been self-reflecting on how their body reacts to the different emotions.



Year 4 Newsletter

	Term 3	
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The children have been consolidating their understanding of what 'Giving and Receiving' means in their faith and in their everyday lives. They have been delving deeper into the 'Order of Mass' booklet, reflecting on this to use in their scripture analysis and to create a piece of artwork inspired by the Penitential Act.



In maths, the children have been practising their multiplication and division knowledge through various activities in class and outside. This has included playing games as well as using different methods to find the answers to a variety of questions.

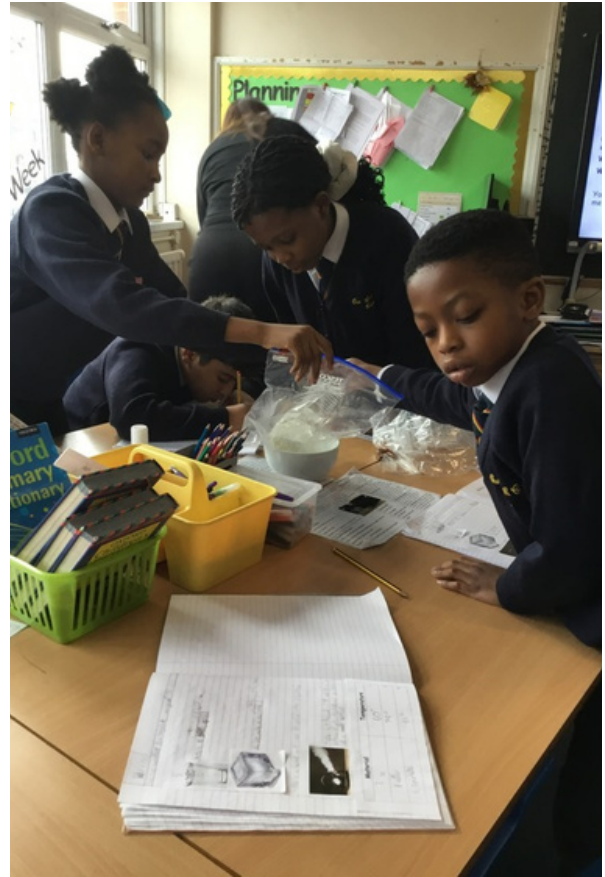


Year 4 Term 3 Newsletter

During the English topic, 'Writing to Inform', the class have studied the differences between fiction and non-fiction, as well as looking at different poems about cats.



The children have been consolidating their understanding of the Zones of Regulation through different scenarios. They have thought about how their words and actions can upset others and the zone they are in. They have achieved this through role-play as well as group discussions, offering advice to others, and expressing their own methods of regulation to help others.



The children have been learning what 'States of Matter' are and what causes them to change through various experiments. They also looked at the rates of evaporation and the water cycle.



Year 5 Newsletter

	Term 3	
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Year 5 continue to work with the Zones of Regulation. The children use the area when they need it, and choose strategies to calm and refocus themselves.



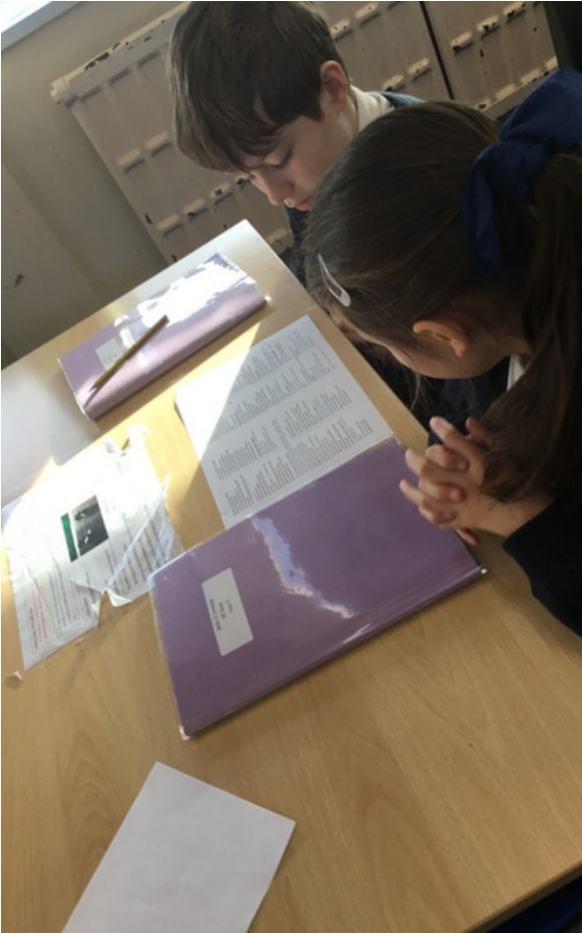
Year 5 went for a walk around the local area to consider how to use personification to help with their writing.

One child considered how the wind might whisper secrets through the trees.



Year 5 Term 3 Newsletter

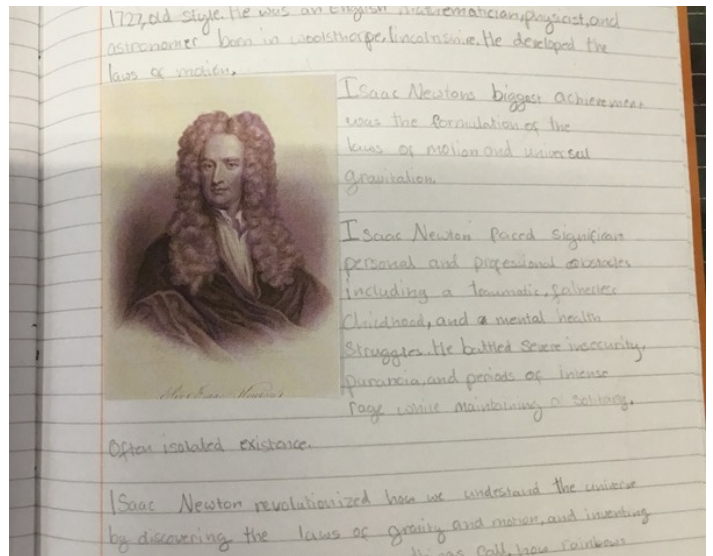
During RE, the children enjoyed learning about the Eucharist. They then created their own artwork of the Last Supper.



A photograph of a piece of grid paper with handwritten math problems. The problems involve adding and subtracting mixed number fractions. Each problem is followed by a purple checkmark, indicating they have been solved correctly.
$$\begin{array}{r} 4\frac{4}{5} - 2\frac{2}{10} = 2\frac{6}{10} \quad \checkmark \\ \hline 8\frac{3}{10} - 5\frac{5}{10} = 3\frac{8}{10} \quad \checkmark \\ \hline 2\frac{3}{8} - 1\frac{1}{4} = 1\frac{5}{8} \quad \checkmark \\ \hline 5\frac{2}{8} - 3\frac{3}{8} = 2\frac{7}{8} \quad \checkmark \\ \hline 3\frac{1}{2} - 5\frac{1}{4} = 11\frac{1}{4} \quad \checkmark \\ \hline 2\frac{1}{4} - 1\frac{1}{4} = 1 \quad \checkmark \end{array}$$

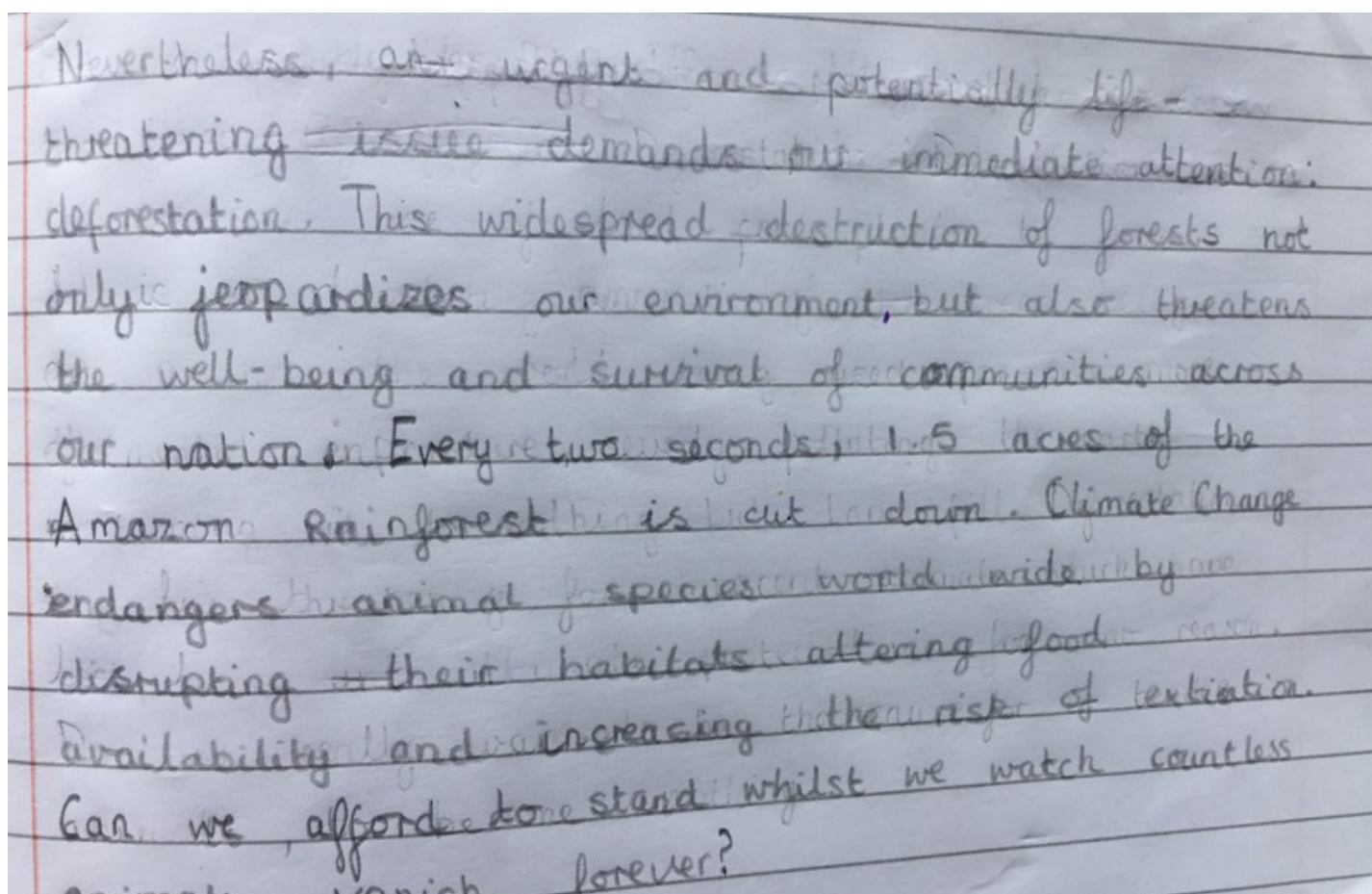
This term in maths, Year 5 learnt how to add and subtract mixed number fractions as well as how to order and compare fractions.

During science, the children enjoyed researching facts about Isaac Newton for their topic, 'Forces'.



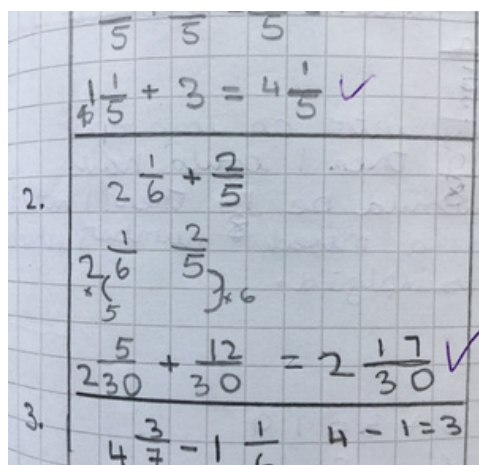
Year 6 Newsletter

	Term 3	
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Nevertheless, an urgent and potentially life-threatening issue demands our immediate attention: deforestation. This widespread destruction of forests not only jeopardizes our environment, but also threatens the well-being and survival of communities across our nation. Every two seconds, 15 acres of the Amazon Rainforest is cut down. Climate Change endangers the animal species worldwide by disrupting their habitats, altering food resources, and increasing the risk of extinction. Availability and increasing the risk of extinction. Can we afford to stand whilst we watch countless animals vanish forever?

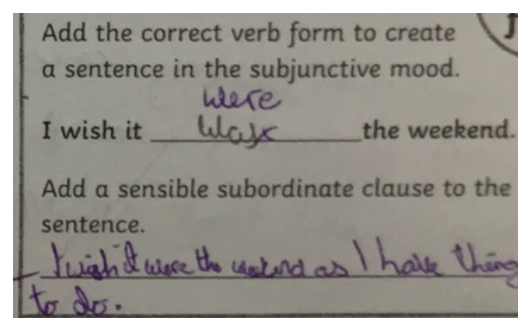
The focus for the English topic has been writing persuasively. The example above provides a snapshot of the excellent writing the children have produced.



2. $2\frac{1}{6} + \frac{2}{5}$
 $2\frac{1}{6} = \frac{13}{6}$
 $\frac{13}{6} + \frac{2}{5} = \frac{65}{30} + \frac{8}{30} = \frac{73}{30} = 2\frac{13}{30}$ ✓

3. $4\frac{3}{7} - 1\frac{1}{6}$
 $4\frac{3}{7} = \frac{31}{7}$
 $1\frac{1}{6} = \frac{1}{6}$
 $\frac{31}{7} - \frac{1}{6} = \frac{186}{42} - \frac{7}{42} = \frac{179}{42} = 4\frac{19}{42}$ ✓

Year 6 continue to work hard in preparation for their SATs by revising previous topics. They have also made significant progress in their fractions and decimals topic.



Add the correct verb form to create a sentence in the subjunctive mood.

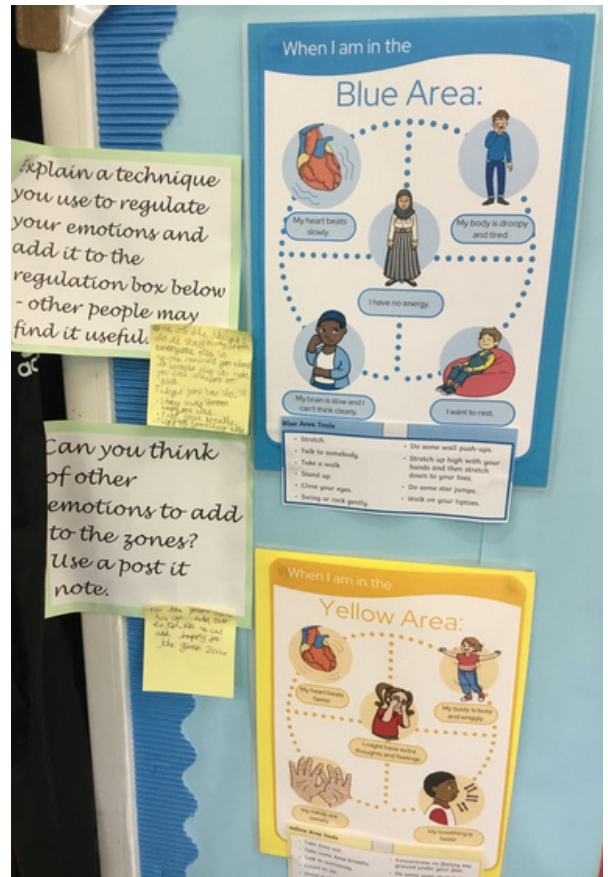
I wish it were like the weekend.

Add a sensible subordinate clause to the sentence.

I wish I were the weekend as I have things to do.

Year 6 Term 3 Newsletter

Year 6's RE topic has been focused on the Bible. They created artwork to show their understanding of how the messages found in the Bible apply to their own lives.



The Zones of Regulation display remains a central focus within the room and Year 6 are continually encouraged to consider how they can make expected choices in behaviour on a day-to-day basis.

