



Chelmondiston CofE Primary School Newsletter

31.01.25

Parents in need of advice or support?

Text a school nurse using CHATHEALTH: 07507 333356

Help and/or advice with parenting issues: Freephone Parents Advice

Centre helpline on 08088 010722

<https://www.parenting.org/>

If you have a safeguarding concern please talk to a member of our DSL team:

Kerry Palmer-Long, Lesley Etchingam or Tracy Whayman



For general information about our **Early Help Offer** and other **general information about safeguarding**, both in school and beyond, please follow the link to the safeguarding section of our school website.

<https://www.chelmondiston.suffolk.sch.uk/safeguarding/>

The Good Samaritans

Charlie-James	Cygnets	For being helpful and kind in class
Joubert	Melissa	For always being willing to help others in the class
Scarlett G	Edith May	For always having a positive attitude in class
Katie	Thistle	For always showing a caring attitude towards others
Imani	Edme	For being caring and attentive to others

Well done everyone!

Diary dates to Friday 21st February 2025

Monday 3rd Maths workshop for Reception parents - 2.30-3.10pm

Tuesday 4th Yr 6 Photography Day

Thursday 6th Edme swimming session - 9-10am

Cygnets Forest School - 1-3pm

Monday 10th Maths workshop for Yr 1 & 2 parents - 2.25-3.10pm

Tuesday 11th Safer Internet Day
Safer internet workshop for Yr 5 & 6 parents - 2.20-3.10pm

Thursday 13th Last Edme swimming session - 9-10am
Cygnets Forest School - 1-3pm

Friday 14th Last day of Spring half term

Monday 17th - Friday 21st February - Half Term

A new future date for your diary -

Tuesday 25th March - Music concert at 2.30pm. This gives all the children who have musical instrument lessons in school the opportunity to perform to the school and parents.

Absence

When leaving a telephone message to record your child's absence, please ensure to give the reason for the absence and, if they are unwell, please explain what is wrong in a little detail, i.e. a cold, sickness bug etc. Thank you.

Chicken Pox

Please be aware there has been a confirmed case of Chicken Pox within the school. Please be vigilant and check your child for any signs or symptoms. For further information, please click the NHS link:

<https://www.nhs.uk/conditions/chickenpox/>

Cashpot for schools from ASDA



As we are sure you remember, our PTA kindly signed our school up to take part in the 'Cashpot for Schools' scheme by ASDA.

Thank you to everyone who helped - we managed to raise **£163.70!**

Wish List

We are kindly requesting donations of items to support our school activities, and would greatly appreciate any contributions from parents/carers who are able to help with any of the following:

- Floor play mats (roadways, airports etc.)
- Bird seed/bird boxes
- Compost
- Planting seeds

Dear parents and carers,

As always, it has been an action-packed fortnight - with our trip to the O2 to take part in the Young Voices Choir as a particular highlight. Adults attending praised the impeccable behaviour of our children, who embraced the experience and thoroughly enjoyed it. It was wonderful to receive messages of thanks from parents who joined the fun and appreciated that this experience is a truly memorable one and also for the extra work involved in the complex organisation of such a feat. In particular, I would like to join parents in thanking Mrs Palmer-Long, Miss Cocker and Mrs Whayman for solving all the different logistics and for making the trip such a successful one.



Children have enjoyed a special **Maths in the Workplace** lessons - organised by our Maths Lead, Mr McGinn. This is a Trust-wide initiative that enables children to see how Maths is applied beyond Maths lessons in the world of work. Please talk to your child(ren) about how you use Maths at work and at home. You will also see that we have several workshop sessions coming up where you are invited

to find out more about what your child is learning in school. We always mark Safer Internet Day and we are keen for parents/carers of children in Years 5 and 6 to join us for a practical session where we will be exploring the important topic of internet safety together.

Thank you for your continued support.

Lesley Etchingham, Headteacher

Here are our amazing learning highlights from the last fortnight:

Cygnets

Cygnets class is loving our forest school time. During our sessions the children enjoyed having the mud kitchen open, making stick dogs, den building and even making bird feeders to hang out to entice the birds for our upcoming birdwatch. The children are also getting a lot better at hiding and trying to camouflage themselves when we are playing the call and response games.



In Reception the children have been contemplating what makes a good friend and how to be a Good Samaritan during our learning in RE. The children had so many ideas, including helping friends when they are hurt, trying to cheer up your friends when they are sad and even discussed how little gestures like being polite and smiling when you see each other can positively impact someone's day. In Maths the children have started to explore mass when

using a balance scale. Using the vocabulary heavier, lighter, weight, balance, scales and prediction, the children have used items from around the classroom to compare.

The children's fine motor and teamwork skills have been challenged in their DT work on junk modelling. Some very impressive creations are taking place, including a castle and a boat. In our very special focus child time, the class has learnt all about the interests of Charlie and George over the last fortnight. The highlights have been creating clay hedgehogs and recreating a dirty farm scene! (With hot chocolate powder mud.) The children and teachers always look forward to this time for children to present their pictures, talk about their interests and share special memories with the class.



Year 1 has been busy learning about alliteration and using it to describe in their writing. After hearing a story all about Hattie Hedgehog and how she is getting ready to hibernate, the children tried to find alliterations for their own names. Some class favourites include - Careful Chloe clears the carpet. Magic Matilda makes muffins and Elegant Evelyn eats eggs.

As mathematicians, the Year 1 children have been comparing numbers to 20 using the vocabulary 'less than' 'greater than' and 'equal to' and using the symbols $<$ $>$ $=$. Mrs Etchingam even taught the children a quick trick to make sure you always get the more and less than symbols the correct way. Placing 2 dots next to the greater number and 1 dot next to the smaller number, in joining the dots to create the symbol you will never get it wrong!

$$6 : \cdot 2 \qquad 6 > 2$$

The children's confidence has grown in computing and all children can now log on successfully and are concentrating on skills using Word. The excitement of changing fonts, making writing in a variety of sizes and creating silly sentences has been eagerly explored.

As musicians the children have been creating call and responses and have even recreated sound patterns using instruments. The children have enjoyed the animal theme and look forward to creating their own call and response questions.



Melissa

Melissa class has been enjoying their new Maths topic of multiplication and division and it is great to hear how many children have continued their learning with time spent on 'Times Table Rockstars' at home. Well done children - your progress is clear to see.

On Fridays, the class continues to build on their understanding of Shape - in the photographs children are exploring properties of 3D shapes by counting edges. In Music, children have been enthusiastically using instruments to explore tempo, creating call and response patterns to match animals on a safari. Today, the class explored Maths in the workplace by pretending to be travel agents and costing out a week of exciting excursions for a beach holiday.



In 'Early morning work' the children have been concentrating on tightening up their punctuation, grammar and use of the past tense. Noticing tenses can be challenging for young children and before they can write with the correct tense, a phrase needs to 'sound right' first.

In History, Melissa class has continued their learning on Mary Anning. They have learnt about the trials Mary faced, from surviving a lightning strike and physically scaling dangerous cliffs - to not being accepted at the geological society or being credited for her incredible discoveries. Thanks to Mary's determination and resilience, we can now learn about extinct creatures and dinosaurs from millions of years ago. The ichthyosaur which Mary found, became extinct 95 million years ago, a length of time that is very hard to even begin to imagine. The children were shown a toilet roll, to picture a timeline where every sheet represented 1000 years... but told you would still need the length of 475 toilet rolls (or a classroom full of them!) to go back in time to the point of the ichthyosaur's existence! Using layers of bread and jelly babies to represent deceased dinosaurs and layers of silt, mud, sand and ash; the children have also gained a basic understanding of how the fossilisation process happens.



In RE, KS1 has been learning about the Christian faith and the parables that Jesus told. This week the children learnt about the parable of 'The Good Samaritan' and it was heart-warming

to read the suggestions that they came up with as to how they could also be 'Good Samaritans'. These included; 'sharing toys', 'helping someone who is hurt' and 'helping to make a meal for someone who is hungry'.



In Science, the Year 2 children have continued their work on habitats, learning about ocean and desert habitats. Year 1 has been learning about fish and had the hands-on experience of scientifically investigating a real sea bass. Noticing where the gills were, how the fins spread and what the scales felt like.

In PSHE, the children were challenged to work as a team to create a dinosaur in just 10 minutes! Through this activity they explored the challenges and successes of working as a team and this was followed by a very good discussion. The children agreed that the most successful dinosaurs had been built by those teams that had shared the task and communicated well together.



Edith-May

In English, Edith May finished writing and editing their narratives based on a video stimulus. The writing from the children showcases how inspired they were from the video as they have included some powerful descriptions of the characters and the emotions evoked.

He took the glittering lantern and off he went into the inky darkness - Ella

Whispers of snoring slowly emerged from the shadows - Elijah

Following this, Edith May have begun their new core text, *The Boy At The Back Of The Class*. This book follows four children who welcome a refugee boy called Ahmet to the class. This book has sparked some insightful conversations from the children about friendship and bullying which has also fed into our PSHE learning. Edith May began by analysing the front and back cover of the book, picking out key information and clues, and then predicting the plot of the novel based on the evidence found. After this, the class read the first few chapters and completed some 'short burst writing' based on the book, whilst focusing on and applying some new grammar learning: adverbs for cause and subordinate clauses. Over the next couple of weeks, Edith May will be researching what a refugee is and then writing and publishing a non-chronological report using their research. I look forward to sharing these with you...



As mathematicians, Edith May has been consolidating their knowledge of multiplication and division facts up to the 12 x table. Children have been recalling the times tables for each number and then the division facts for each. This has then been challenged further by noticing patterns and links between the times tables, such as the 2's, 4's and 8's, 3's, 6's and 9's. The class loved using their knowledge of other times tables to help them. This learning has then been applied to word problems and reasoning questions which have been tackled both through whole class learning and independent practice. The class participated in a Maths in Work workshop today. This looked at how maths is used in the world, specifically at work. Edith May explored how maths is used by travel agents as they planned a week of holiday excursions, costing the total price for adult and child tickets.



As Scientists, Edith May have been exploring their new unit, Animals including Humans. Children identified specific bones in a human skeleton and learnt that the collarbone is the most common bone to break amongst children. The class discovered that skeletons are necessary for support, protection of our organs, and movement. Edith May then moved on to look at our muscles and how these provide movement for our bodies. The children learnt the difference between voluntary and involuntary muscles and how our arm bends and straightens. Over the next couple of weeks, the class will continue their exploration of this unit and further study animal skeletons, as well as the nutrients in food.

Edith May began their painting unit; through exploring paint charts, the class identified different colour families and the tints within them. This sparked some wonderful debate about which tints belong to which colour family. Then, they created their own colour charts and experimented with white paint to achieve this. During the lesson, the class were able to verbalise the difference in tints and the emotions and comparisons evoked:

This blue reminds me of the ocean - Jude



Thistle

In English, the class honed their storytelling skills by writing their own imaginative narratives, inspired by *Cosmic* by Frank Cottrell-Boyce and *Charlie and the Chocolate Factory* by Roald Dahl. Both of these books feature competitions that lead to extraordinary adventures and Thistle class has taken this idea and made it their own.



Their stories feature characters winning a once-in-a-lifetime experience; winning the ownership of the LEGO company! A key focus has been structuring engaging narratives, developing interesting characters and using rich, descriptive language to bring their stories to life. In addition, they have been reinforcing the correct use of speech punctuation, accurately punctuating dialogue and making conversations between characters feel more natural.



Maths has been all about sharpening their division skills using short division. They investigated how to divide numbers into equal groups, interpret remainders and apply division in real-life situations. Through practical learning, collaboration with other year groups and problem-solving challenges, the class has developed a stronger understanding of division.



As scientists, the class has embarked on an exploration of space. They investigated how the Earth's rotation explains the cycle of day and night, using models and hands-on experiments to visualise how the sun appears to move across the sky. Through engaging discussions, many questions have been asked such as: Why do we experience different time zones? Why do shadows change position throughout the day? and How do astronauts experience day and night differently in space? highlighting the curiosity within the classroom.



In Art, the class has used a range of collage techniques, experimenting with textures, patterns and composition to create visually striking pieces. They have been using a variety of materials—including paper, fabric and recycled objects—to build layered and creative artwork inspired by their narrative writing in



English.



What would be your dream job in the future? was the question asked during PSHE. The class were encouraged to think about their hopes and dreams for the future by exploring different career paths, aspirations and the steps needed to achieve personal goals. From aspiring astronauts to future authors, engineers and artists, the class thought about their ambitions and the importance of perseverance, hard work, and self-belief.

Edme

What a wonderful two weeks of learning! The fortnight began with our magnificent trip to the O2 for this year's Young Voices event. Having spent all of the autumn term preparing, the children were able to sing and dance their hearts out for what was a truly magnificent night of entertainment. I am sure that those of you who were lucky enough to attend would agree whole-heartedly with this appraisal. The children have made some memories that will stay with them forever.

Aside from the dizzying heights of singing on level 4 of the O2 Arena, the children have worked their socks off in Mathematics. Times tables recall has been essential to their learning about fractions over these two weeks as they have learned how to multiply fractions and mixed numbers by an integer and also by other fractions. They have also learned how to divide fractions by an integer. Aside from this, the children have learned how to find fractions of an amount and to work backwards from the fraction of an amount to find the whole. The next step for them is to apply these proficiently to problem-solving.

As writers, in English, the children have now concluded the sequence of learning based on 'Jemmy Button' by Jennifer Uman. Using this moving story about a real boy, Orundicellico, who was removed from his island of Tierra del Fuego by Captain Fitzroy and taken on the HMS Beagle to England to learn about English culture, upper class manners and religion. The children engaged in philosophical discussions about Fitzroy's treatment of 'Jemmy Button' and explored what impact (positive and negative) this experience would have had on this young person. Fuelled by these ideas, the children wrote impassioned letters to advise Jemmy Button as to whether he should go with 'the visitors' or stay at home with his family. They then wrote diary entries in role to capture key elements of this life-changing experience, showing their understanding of the story and the ethical implications. The children really impressed us with their empathy and maturity in these sessions. Below are some highlights from the children's writing.

Dear Diary,

Today, these strange men came to visit me and offered me to go and set sail, far across the other side of the ocean. They said, 'Come and see our civilised world. Also, I got a letter from a guy named James White, persuading me to go with them to leave Tierra del Fuego. I accepted their offer and travelled to a far away land.

Every second of every minute, my fear grew larger and larger, but when I arrived, I realised I was somewhere massive, the heart of London. Timmy R

Dear Diary,

The past few days have been quite... unexpected. I mean, nothing was what I expected it to be, like, I knew the other side of the ocean wasn't going to be EXACTLY how I imagined, but it was just FULL of people. Everywhere you might look, there were a thousand of them! Anyways, I'll get on with what I'm writing. Eve R

Dear Diary,

Today is the day that it happens. I am voyaging to the other side of the ocean to England. Mum and Dad have been talking about whether I should go, but they decided yes when a posh man offered them a pearl button.

The visitors renamed me, Jemmy Button, after the button that persuaded them to let me go. I'm on the boat now and it's very choppy and the trip to England is very long, but at least I've got you, hey, Diary. Apparently, London has tall buildings made out of rock - it's gonna' be weird at first. I'm gonna' miss Tierra del Fuego. No Mum. No Dad. I'll even miss the trees, but it won't be all bad, I hope. Jack N

Dear Diary,

I have come back from an exhilarating journey. Last time you heard from me, I was still trapped on Tierra del Fuego, but things have certainly changed. Diary, it all started when one day I spotted a ship on the horizon. It was a large wooden ship, very grand, It sailed towards the island becoming larger and larger, getting closer and closer. Eventually, it anchored on the shore. All of us were shocked. Around a dozen smartly-dressed and very tall men casually trotted out of the doorway. At this, I froze. We had never had visitors before. This could be my chance, Diary. I reacted, begging that they would let me go with them. To my surprise and relief, they beckoned me on board and a widened smile leapt over my face. Ziggy S

At the very start of the journey, I felt seriously homesick and intimidated by what was happening. Even though the boat wasn't that luxurious, I could just feel the wealth, the richness in the chilled air. I could see that water sparkling from the blinding sunshine... just how I had imagined, every night. I mean, it was just an amazing opportunity. Also, I got comfortable in the end. Autumn D

Do you remember, Diary, that last week I told you about being asked to leave Tierra del Fuego to go to England? Well, I have just arrived back from a very long boat trip. It was exhausting. Even now, my eyelids are drooping over my eyes. Tomorrow, I might have to hide my face so no-one can see my eye bags! Anyway, back to the boat trip. I reckon it lasted about 2,000,000 hours. Well, maybe I am exaggerating, but it felt like that. I had a very eventful trip, actually. For the first two days (of the week-long trip), I sat on the deck, my arms folded, just feeling the sea-scented air on my water splattered face, seeing all the creatures that inhabited the sea. At one point, a huge fish jumped out of the water, splattering the deck. Then I noticed a man writing about this animal in an old tatty notebook, engraved with the name, 'Sir Charles Darwin'. Aurelie PL

Diary, we are back on the boat. The button is the most awe-inspiring thing ever. Despite this, I can not believe that they would trade me for a button. Unbelievable, I know! Especially as they don't know these people. One is called Charles Darwin. I know that from a notebook or... I think, at least. Anyway, that does not matter to me. I'm lost at sea really. Diary, I am being serious. Isaac P



That was a delightful experience, knowing what it was like on the other side of the ocean, but now I might just go to the tallest tree, Diary and I won't wish to go back. It was making me feel... squashed. I know I saw the King and Queen, but it didn't feel the same as it does here where I have always called home. You are the only thing that can hold my memories. That land was so different from Tierra del Fuego. Even though that was way more extraordinary than any tiny land. I will keep living here.

Speak to you soon, Diary.
Keep all my secrets...

As Scientists, the children have continued to hone their skills of data collection and interpretation through an investigation linked to evolution by natural selection. Having learned about the impact of pollution on the peppered moth species during the Industrial Revolution, the children observed, first-hand, how changing habitats can affect population numbers in a species. During the Industrial Revolution, numbers of the *Biston Betularia*



declined as the birch trees upon which they lived were

blackened by pollution and this variety of peppered moth was more vulnerable to predation. The *Biston Carbonaria*,  on the other hand, began to thrive as it was better able to camouflage itself on  the soot-covered bark.



Finally, as Artists, the children have responded to the work of Henry Moore - a British artist best known for his monumental bronze sculptures. The children made careful observations of 'The Reclining Figure', considering how the piece made them feel and what Moore might have been trying to communicate with this work. This week, in preparation for being

sculptors themselves, the children have learned how to work with clay by pinching, pulling, twisting and smoothing to recreate small, zoomed-in sections of Henry Moore's piece, 'Mother and Child'.

