



# Chelmondiston CofE Primary School Newsletter

14.02.25

### 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 Etchingham 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

Ida	Cygnets	For welcoming new children into Cygnet class
Logan	Melissa	For being helpful without being asked
Jude	Edith May	For being a supportive learning partner
Kyrylo	Thistle	For always showing resilience in his learning
Ruby	Edme	For being caring to others, especially when supporting with learning

Well done everyone!

### Diary dates from Monday 17th February to Friday 7th March

Monday 17th - Friday 21st February - Half Term

Mon. 24th - Maths workshop for Reception parents - 2.30-3.10pm

Tue. 25th - Edme sharing assembly - 2.40-3.10pm

Wed. 26th - Melissa sharing assembly - 2.40-3.10pm

Thu. 27th - Last Edme swimming session

Tue. 4th Mar. KS1 trip to Foxburrow Farm

- Wed. 5th Mar - Thistle sharing assembly - 2.40-3.10pm
- Thu. 6th - First Yr2 swimming session
- Thu. 6th - Cygnets sharing assembly - 2.40-3.10pm
- Fri. 7th - World Book Day celebrations (details below)
- Join us to read with your child - 2.45-3.10pm

### 'Phil the Bag'

The PTA has organised a 'Phil the Bag' collection to raise money for the school. You should have already received your bag to fill. Please return any filled bags to school on Friday 7th March. Please avoid bringing your bag to school earlier, as we have nowhere to store them. Thank you.



**Ipswich Judo Club**  
Judo for all ages 5+



### 4-week Junior Girls (8-15) Beginners Course £10

We are running a 4-week beginners' course for girls aged 8-15, starting on **Monday 3<sup>rd</sup> March**. Cost is £10, payable on the 2<sup>nd</sup> week. The aim is to get all participants ready for their first grading at the end of the course. The course will run on Mondays, after which participants are welcome to attend any of our junior classes.

**Location:** Northgate Sports Centre, Sidegate Lane West, Ipswich. IP4 3DJ

**Contact:** Andy Topliss on: Mobile: 07962 029142, Email: [andrew.topliss@btinternet.com](mailto:andrew.topliss@btinternet.com)

Other new beginners are still welcome to join any of our sessions. Sessions times are:

- Monday 6:30 – 7:30 for JudoKids (ages 5-7 years)
- Monday 7:30 – 8:30 for Juniors (ages 8-15 years)
- Thursday 7:00 – 8:30 for Juniors (ages 8-15 years)
- Monday & Thursday 8:30 – 10pm for Seniors (age 16+)

For more information on Ipswich Judo Club, see our website at: <https://www.ipswichjudoclub.co.uk/> or visit our Facebook page

### A note from Holbrook Swim

Holbrook Swim offer swim programmes for children in full time education who are able to follow instructions in a small group, and aim to establish healthy and safe behaviour in a happy environment. Children are taught water safety, development of water confidence and swimming ability by following structured and progressive activities in all levels. Classes work with an emphasis on water skills and safety and to gain increasingly more difficulty stage awards. If this is something you would be interested in, please see the separate attachment for further information and booking details.

Dear parents and carers,

As always, this fortnight has been packed full of learning, as you will read about in the class sections below. Highlights have been a wide range of activities to mark Child Mental Health Week last week, our Y6 photography day, where Y6 pupils paired up with an SLR camera to discover 'Letters in the Landscape' and our Early Years and KS1 RSPB Birdwatching afternoon.



Thank you to all the parents and grandparents of Year 1 and 2 pupils who came along for an informative and informal workshop to find out about how your child learns Maths at school. I hope you enjoyed joining in with the wide range of activities with your child to see how we use the different Maths 'manipulatives' and how these activities can be practised at home too.



Well done to our Year 6 Digital Leaders for leading the assembly to the whole school on Safer Internet Day and thank you to the parents who were able to join Year 5 and 6 pupils for the afternoon workshop - on the theme of spotting scammers on-line. Thank goodness, we had the Trustworthy Trout of Truth to guide us!

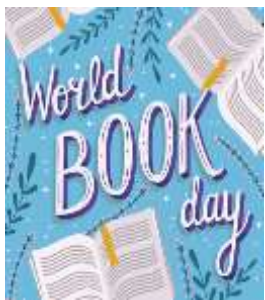
<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>



More information to support parents and carers can be found by following the link above. Our website has a whole raft of useful information for parents too:

<https://www.chelmondiston.suffolk.sch.uk/online-safety-e-safety/>

After half term, we begin our well-supported sharing assemblies; you are invited to come and find out more about what your child has been learning. In school, we all look forward to these entertaining assemblies, which are led by the children in that class and are a wonderful way to build confidence and celebrate our broad and enriching curriculum.



Our World Book Day celebration - **Heroes and Villains in literature** - will be on **Friday 7th March**, the day after the official day, because we think reading is really important and it is so much more difficult to combine dressing up on a swimming and PE Day (for most classes). Children were told all about our theme for this year in assembly today - children are invited to dress up as a hero or a villain from a book. On the day, you are invited to come and join us at 2:45pm to read with your child(ren). If you have more than one child in school, you are

welcome to gather them together and find a quiet spot to share a book or two.

I am delighted to share the results of our parent and carer survey.

At the end of last term, we asked you for some feedback about the school. We have nearly one hundred families at our school and we received 32 replies.

We asked you how well you think we are playing our part in supporting your child(ren) with their well-being. 30 (97%) parents said that the school is playing their part. Two families answered in the negative.

You were asked for two stars (things that we do well) and one wish (things that could be improved). The feedback was extremely positive with some really strong themes that were repeated throughout the responses.

Common themes in the responses were: **a strong sense of community, a friendly, caring and supportive staff, high quality teaching, clear values, knowing children well as individuals, communication, a focus on outdoor learning and enrichment activities, good inclusivity and safety.** Several parents commented on the friendly and positive welcome for pupils and parents on the playground each morning and how helpful the admin team are in the office.

*"The school is small, nurturing and inclusive."*

*"Community, the kids feel a true sense of community, feeling part of a 'big family'. Everybody is welcome and accepted for who they are."*

*"Good opportunities for parents to come into class and see what their children are learning."*

*"I like the ready to learn ethos."*

*"The extra-curricular experiences make some very memorable times for the children. Particular highlights are: Forest Schools, residential trips and the O2."*

*"My child feels valued at school."*

*"Being a small school, children from different year groups get to know each other well and they look out for one another, which creates a sense of safety and belonging."*

*"A very close school, all teachers know all of the pupils and I feel like I can talk to anyone if need be."*

*"The school's feeling has a special atmosphere. I feel lucky to have the school in this community."*

*"Morals. The school just oozes respect, positivity and kindness and I feel nothing other than trust towards all the staff."*

On wishes on how the school could be improved, 47% said 'nothing' or that they couldn't think of anything. The remaining 53% of families made comments that we are taking on board. Some families asked for more arts, drama and music clubs - we have already started up a Performing Arts Club on Friday mornings. (More children have started to enrol, but we would love to have even more children involved - please contact the office for more information). One parent asked for more notice of sharing assemblies and opportunities to see books if working. Dates for sharing assemblies and books were given out at the beginning of the term; for parents who work at these times, please contact your child's teacher and we can always arrange a suitable time for this important time to see your child's work.

School dinners and communication were topics that received as many compliments as well as wishes for improvement so these are areas that we will explore further - watch this space. One parent suggested that we invite parents/grandparents to come into school and share their skill sets - this is a great idea and we would definitely encourage anyone with a skill set to share to approach us.

Another comment related to continuing to improve the Early Years Garden. I am pleased to announce that we will be having another gardening working party for parents and grandparents after half term as we are about to begin the next phase of the garden and will be asking for some help with planting and painting as the work takes shape.

I wish you all an enjoyable half term. Thank you for your continued support.

Lesley Etchingham, Headteacher

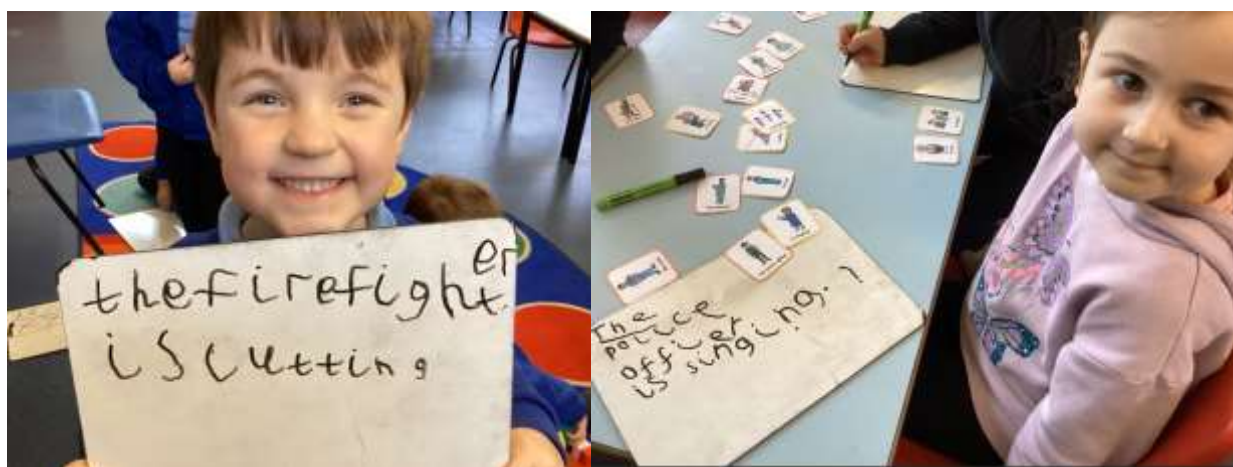
**Here are our amazing learning highlights from the last fortnight:**

### **Cygnets**

Cygnets and Melissa classes enjoyed the opportunity to take part in the RSPB's Big Schools' Birdwatch. The children in Cygnets class eagerly made bird feeders by mixing lard, seeds, apples, raisins and a few mealworms - these were placed in trees around our school grounds. These feeders helped to entice a range of birds. On the day, the children shared binoculars and bird books to find and identify the birds spotted. The children made tally charts or recorded their finds on tens frames and after all the groups got to look out at all the different stations, the children returned to class and together they collated and input all the data. Everyone enjoyed the chance to study the birds in our local environment.



In Reception the children have been busy working on numbers to 7. This week the children were challenged to make groups of 7 items, count 7 snacks and make towers of 7. The children, using their flashy fingers, are getting quicker at showing 7 in different ways, for example 4 and 3 or 5 and 2. As writers, the focus has been to start writing sentences! Using picture cards, the children picked a 'who' out of a range of characters and then a 'dong what' to give the character an action. To begin, the children said their sentences out loud. Finding it funny that the bear is baking or the teacher is singing. Then they were challenged to write these on whiteboards. Everyone had a good go at this and during the week this has been a very popular activity in our continuous provision.



As the children have been so enthusiastic about birds following our birdwatch, the creative area became a place to make your own bird! The children chose to use feathers, googly eyes, small pieces of yellow card (cut to be a beak shape) and playdough to invent their birds. As resourceful creators and collaborators in DT the children were able to showcase their makes. In presenting to the class, the children were able to review and evaluate what they had done. Lots of reflections were about what was tricky, including 'cutting cardboard and other thick things' and 'trying to keep things stuck together.' But also the great successes of teamwork and sharing ideas. 'My friend helped me with the tape' and 'we worked together to hold the box and stick it together.'



The sun shone in Cygnet class for our forest school session! During this week the children received a special card from the fairies! These magical creatures wanted to visit our woods and needed the children to prepare for them. The children carefully made fairy homes and parks for them to play on. The children also had the opportunity to create a woodland fairy crown, with items collected from the forest floor. As ever, everyone had a great time and the benefits of the sessions are being seen across all areas - resilience, confidence, problem solving, team work, appreciation of nature, emotional wellbeing and so much more!



As writers, Year 1 has been putting together fact files about animals that hibernate. As a class, one person chose bats, four chose dormice and most children chose to create a fact file about a hedgehog. To make these, the children first had to research these animals. Then created a detailed drawing, adding labels and headings to their work. As a class they created a list of all the things needed. The children's favourite part was writing their 'Did you know?' boxes. This giving the opportunity to share their most impressive fact.

As mathematicians, Year 1 has been working hard and showing off their skills. Thank you to all who attended the Maths workshop on Monday. In Year 1 the children use lots of manipulatives and play a lot of maths games to assist their learning. In lessons the focus has been on doubles and near doubles and working on a number line. The children have also explored fact families again, using addition and subtraction to create the family of facts about numbers to 20.

## Melissa

In Maths, Melissa class has been continuing their multiplication and division topic and have been noticing that 'doubling' is the same as  $\times 2$  and that 'halving' is the same as dividing by 2.

They have been enthused by "using what you know" to answer double questions with higher numbers, for example: If I know that  $4+4= 8$ , then I know that  $40 + 40$  will equal 80 and  $400 + 400$  will equal 800. Equally, if  $6 \div 2 = 3$  then 60 divided by 2 = 30.



Here they are, realising the pattern of numbers they can split in half and those they can not(circled).

In EMW (Early Morning Work), the children have been learning how to write contractions (words that are made of two words pushed together with an apostrophe showing the letters omitted). They noticed that contractions sometimes sound rather stubborn, such as can't, won't, shouldn't, shan't.

In History, Melissa class has concluded their learning on the pioneering palaeontologist, Mary Anning, by creating their own fossil impressions. By pressing a fossil into playdough- (representing the soft clay layers of the Jurassic coast) they created impressions of shells, ammonites and ferns. Next, plaster was poured in to fill the shape of the impression, (rather as water leaves minerals behind in the actual fossilisation process). Fortunately, in this case, we did not have to wait millions and millions of years for the fossil impressions to go hard, and the children enjoyed excavating them with tools and patience after the weekend. They were very excited about them! Mrs Painter also brought in a woolly mammoth tooth that her children had found whilst walking on Shotley beach, a truly incredible find! As well as being a fascinating artefact, Mrs Painter's story reminded children that you are never too young to discover something incredible.



In Science, the children have been learning about the diets of the 5 vertebrate groups of animals: (mammals, birds, reptiles, amphibians, fish). They have learnt that animal diets can be categorised as carnivores, herbivores and omnivores. They used their scientific enquiry skills to study an animal skull and came up with some fantastic observations:

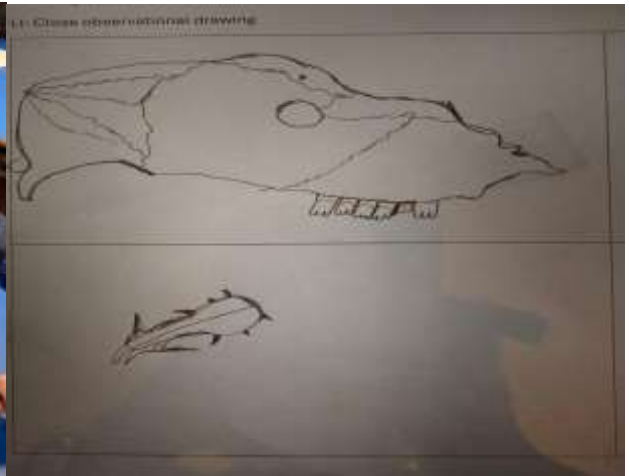


"I think it is a herbivore because it has flat, grinding teeth." Thomas

"I think the skull must have belonged to an animal that eats grass because it has a green colour like it has been outside." Phoebe

In PSHE, the class talked about the feeling of 'pride', identifying moments when they have felt proud of something and describing how that feeling feels inside. Children have shared wonderful examples such as learning to swim without armbands or producing a wonderful drawing. Children have discussed that our moments of pride are kept with us, like an internal treasure box that we can add to but no one can take away from.

Today, in Art, the children did some really careful observational drawing of natural forms. They can certainly be proud of how closely they studied the subjects and the detail that each of them put into their drawings.



Look at this close study of a sheep skull and a rodent skull by a talented Year 2 artist!

### Edith-May

In P.E., Edith May have been developing their handball and dodgeball skills. This included, bouncing, dribbling, shooting and passing. It is always delightful seeing and hearing the buzz from the class after their P.E. sessions and their excitement from enhancing a new skill.



As musicians, Edith May performed their own pentatonic melody to the school which they had been creating and practising in their music lessons. This was linked with Chinese New Year, as can be seen by the class of dragons! Edith May performed their melodies in groups to the whole school, using a range of instruments to create their tunes.

In English, Edith May has been putting their recent grammar learning to practise in the form of a non-chronological report. After spending some time note-taking and researching, Edith May has now begun to structure their notes into four separate paragraphs, informing others about refugees and the challenges they may face. The class identified a range of

sentence types and applied this in some short burst writing. Edith May have thoroughly enjoyed the subordinate conjunction song which has supported their recall of the different conjunctions they can use in their writing.

Moreover, the class has begun to use formal language to ensure their report has a sophisticated tone. I look forward to showcasing their final and published reports after half-term.

As mathematicians, Edith May has finished their first multiplication and division unit and are moving on to area. Within the unit, the class revised their times tables facts up to  $12 \times 12$ , as well as their accompanying division facts. With consistent practice, Edith May Year 4's will be well on track for their MTC (Multiplication Tables Check) in the summer.

As scientists, the class has continued with the Animals, including Humans unit. Last week, the class explored animal skeletons and discovered that not all animals have the same skeleton and that scientists group this into two groups: vertebrates and invertebrates. Edith May also got quite a shock learning that some spiders have an exoskeleton. This week, the class discussed nutrition and learnt that humans cannot make their own food. We explored what a healthy diet means by examining the Eatwell Plate, the different food groups and their benefits and discussed how some foods have multiple food groups within them.

Last week, Edith May participated in Children's Mental Health Week which highlighted the importance of identifying their emotions and knowing how to regulate them. Through the 'Inside Out' characters, the class were able to spot the signs of the different emotions and discuss strategies to use when feeling a particular emotion. Children also practised



mindfulness skills through a series of activities: *mindful looking, belly breathing and body scans.*

Lastly, as artists, the class has developed their painting skills by discussing colours and their tones, creating paint charts and generating names for the various tints, and finally, recreating Vincent Van Gogh's 'Starry Night'. The children displayed great resilience during this and applied the technique of 'impasto' with much enthusiasm and focus.



## **Thistle**

What an action-packed half-term it has been in Thistle class! In English, the class has been sharpening their persuasive writing skills by composing letters to the esteemed Dr. Drax, explaining why they would make the perfect space explorer. They used a range of linguistic features and compelling language to highlight their qualities, such as resilience, curiosity and problem-solving abilities.

*I am writing to express my passion to become a taikonaut. I will embrace this opportunity to explore the wonders of the universe as a real adult with a desire to explore the unknown. I write this extraordinary letter to you in the hope of you reading it to inform you of my love for the stars! - Sophia + Erin*

*Firstly, I think I would be a good taikonaut because I love learning about planets. I am curious about the universe, planets and stars and am always asking questions. I would study hard to understand how rockets work and how to live in space. Plus, I would send exciting reports back to Earth to share my adventures. - Kyrylo*

*Secondly, I was invited to speak in front of hundreds of children and motivated them to come with me to another country. I would love to help children expand their knowledge of*

*the universe. Also, sharing my experiences with the rest of humanity upon my return would be superior to anything the other dads would do. Wouldn't that be great? - Pippa*

In Maths, the class has been developing their problem-solving skills by calculating the perimeter of rectilinear shapes and irregular polygons. They investigated how to measure different lengths and apply their knowledge to real-world scenarios. Linking to our class text, the class designed blueprints and planned the layout of a Martian basecamp using perimeter.

History lessons this week have been particularly thought-provoking as the class examined the significance of the Benin Bronzes. They explored the rich history and craftsmanship of these remarkable artifacts and engaged in discussions about their cultural importance. This led to a passionate debate about whether these treasures should remain in the British Museum or be repatriated to their place of origin.



As scientists, the class has embarked on an extraordinary mission: preparing to be the first explorers on Mars! As part of their studies, they considered what essential items and resources they would need to thrive in the harsh Martian environment. Through research and collaboration, they identified key necessities such as oxygen, food supplies, protective habitats and methods of communication. Art lessons have been filled with creativity as pupils combined collage techniques with pencil drawings and paint to produce stunning mixed-media artwork. They experimented with different textures, colours and materials to bring their ideas to life.

Technology has been at the forefront of our computing lessons as the class took on the challenge of coding Crumble Buggies. Using coding skills, they programmed these small robotic vehicles to travel a specific distance and return to their original starting point. The process required logical thinking, patience and a problem-solving mindset. By debugging and refining their code, they gained a deeper appreciation for computational thinking and the real-world applications of programming.

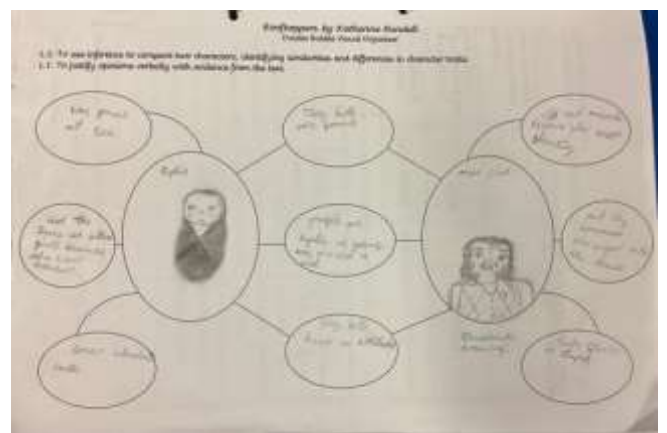
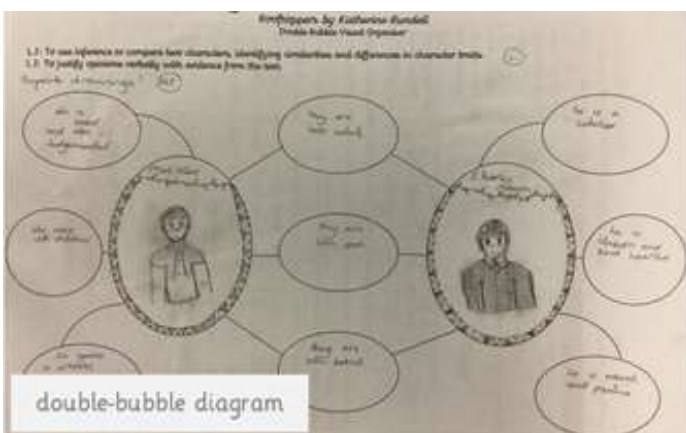


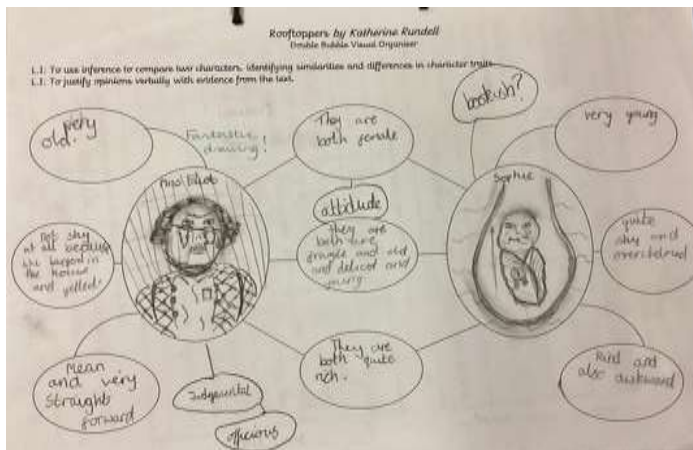


## Edme

Edme Class has continued to impress us this fortnight with their unwavering enthusiasm and energy for learning. From the steely resolve they have shown in swimming lessons, to the boundless creativity they demonstrated on our photography day, the children have given their all.

Over the last two weeks, Edme Class has started their new class book, *Rooftoppers* by Katherine Rundell. As readers, the children have used inference and imagination to explore three central characters, Sophie (the orphan), Charles (the guardian) and the beastly Miss Eliot (from the Childcare Agency). As part of this learning, the children have used a double-bubble diagram to compare two of these characters.





As Historians, the children have explored some ethical questions in relation to the Benin Bronzes, which were looted by British colonial troops in 1897. These sophisticated works of art were stolen from the palace of the Oba of Ovonranwmen and taken to the British Museum where they were exhibited for the British public to view. The children were asked to consider whether it was fair to keep these artefacts, knowing how they ended up in the museum collection. Here are some of the reflections the children noted:

*It could be argued that keeping the Benin Bronzes here in Britain is a good thing because we can learn about this important civilisation. On the other hand, it was part of their culture and we stole them. While we are enjoying them, the people of Nigeria are not learning about their history. Jack*

*It could be argued that keeping the Benin Bronzes here in Britain is good because others can learn from them. On the other hand, it is not ours to steal/keep so therefore we don't even deserve them and the people of Nigeria cannot properly learn about their history if we keep them. Ruby*

*It could be argued that keeping the Benin Bronzes here in Britain is a good thing because we can get a better understanding of it and see how good African art is. On the other hand, the problem is that they were stolen thousands of years ago. Africa did not deserve that these things were stolen from their Oba and that people were killed in the process. Kids want to learn about their history and their ancestors. Imani*

This week, Edme Class had their penultimate session of swimming, during which the children learned how to rescue a person who has fallen into water. They learned a number of techniques including throwing the victim an inflatable object such as a ball and telling them to put it under their chin to swim back to shore or by pulling the victim back to shore using something they can find in the vicinity. The children also practised assessing the situation and casualty to establish which method would work best. Perhaps most importantly, the children learned that it is essential to keep oneself safe to avoid there being two potential casualties in the water.

