



# Chelmondiston CofE Primary School Newsletter

06.03.26



Parents in need of advice or support?

<https://www.suffolk.gov.uk/children-families-and-learning/childrens-health/school-nursing-service>

0345 607 8866

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 Whyman

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

Harley	Cygnets	For being a helpful and encouraging partner in PE
Rupert	Melissa	For being helpful and kind to others
Charlie	Edith May	For always been keen to help
Frieda	Thistle	For always thinking of others and being a caring member of the class
Casey	Edme	For being a fantastic playmate to the KS1 children at lunchtime

Well done everyone!

### Diary dates from Monday 9th - Friday 20th March

- Thursday 12th - Yr2 Swimming  
Parent/child learning books sharing session - 2.45-3pm
- Friday 13th - PTA civvies day
- Monday 16th - Yr5 Bikeability - Group 1

Tuesday 17th - Yr5 Bikeability - Group 1  
Parent consultations - 3.45-6.30pm

Wednesday 18th - Yr5 Bikeability - Group 2

Thursday 19th - Yr5 Bikeability - Group 2  
Yr2 swimming  
Parent consultations - 3.45-6.30pm

Friday 20th - KS1 trip to the Food Museum  
PTA discos - 5-8pm



Dear parents and carers,

Of course, we have had another busy fortnight, starting with our fantastic trip to the O2, where our choir sang with over 8000 other voices!



World Book Day has been a wonderful highlight - especially as reading and books have such a high priority at Chelmondiston.

Here are some of our photos from today:



Thank you to all those who joined us for Twilight tales yesterday evening - it was a joy to see our Y6 pupils reading stories with such confidence and enthusiasm. Thank you to Miss Mills and Mrs Grist too!

We enjoyed a special visit from local author and illustrator, Emma Graham. KS1 children in each class enjoyed creating a story and Emma illustrated as the story unfolded. It was wonderful to see how quickly she could turn their ideas into real pictures - and children always come up with interesting things to say!



If you would like a copy of 'The Owl who Wanted to Sing' - or any of her other books, these can be purchased from Dial Lane Books (special World Book Day offer £7.99). Her new dinosaur story book will be out soon. Andrew (owner of Dial Lane Books) has a great love of reading, and his dream was to open his own bookshop. He now runs the independent bookshop Dial Lane Books in Ipswich. The shop hosts monthly reading groups for both adults and children, often welcoming the author of the chosen book to attend. It's a wonderful local space dedicated to sharing a passion for reading.



Dial Lane Books - <https://www.diallanebooks.co.uk/>

8 Dial Lane, Ipswich, IP1 1DL - [hello@diallanebooks.co.uk](mailto:hello@diallanebooks.co.uk)

Our very own illustrator 'in residence' - Mrs Grist stepped up to the challenge and drew as KS2 children devised a complicated story for her to illustrate!



It was a perfect end of the day to see families and children enjoying reading together in our parent sharing session.

Last month we asked if anyone was interested in becoming a parent governor as a vacancy had arisen. Thank you to Mr Harding for re-applying. As there were no further applications, we are pleased to say that he will continue in this role - as an already experienced governor, he will continue to bring a wealth of knowledge to the Local Governing Body. Our governors have been busy this term - first of all by meeting and talking to the Ofsted inspectors in January. As well as this three governors joined us for our PD Day training with the Mental Health Support Team. Governors also accompanied us for our Epiphany church service and Y3/4 visit to the Energy From Waste Facility. Behind the scenes, governors have also been monitoring attendance, our SEND approach and Safeguarding so far this term.

With regards to the publishing of our OFSTED report last week, I am yet to hear of another Suffolk school being judged as 'strong' in all areas which shows just how well we are doing; thank you to all the kind and supportive messages and congratulations that have been sent to us.

Parents will have received a letter to book a parents evening appointment. Meeting with every family is very important so that we can discuss how we can work together to ensure your child continues to make progress to be the best that they can be.

As always, thank you for your continued support. Please do not hesitate to contact your child's teacher or catch me on the gates if you have any questions about our school.

Lesley Etchingham, Headteacher



Our last Forest School session began with an exciting treasure hunt. The class were tasked with finding 10 pictures around the woods. They made a tens frame, so that each time they found a picture they could see how many they had and how many were left to find. Upon completing the task, the children enjoyed stories, hot chocolate and biscuits around the circle and reflected on their favourite Forest school moments. They shared the hide and seek games, the blindfolded 'meet a tree' activity, the mud kitchen, making bug hotels and creating wind streamers as some of their favourite moments.



## Melissa

We have had another busy couple of weeks in Year 2. It has been wonderful to share our love of stories and books today. The children loved working with Emma, and were inspired by her workshop to write their own stories today.



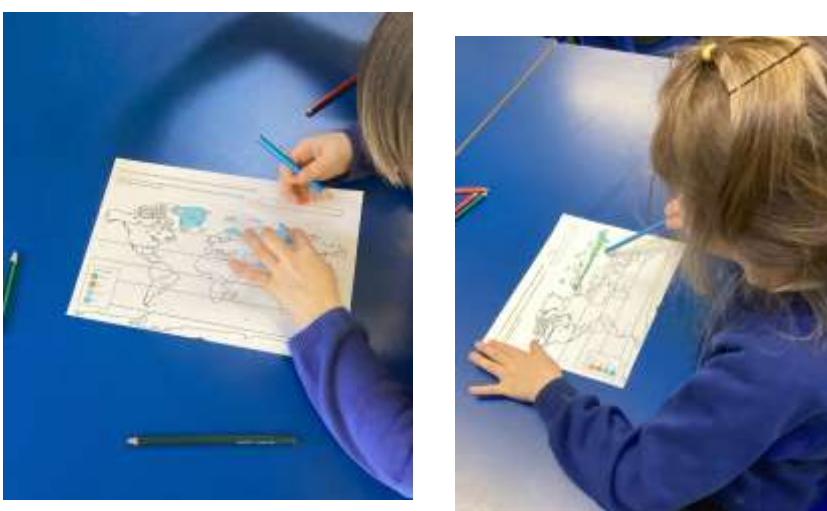
In PE last week, the children learnt about how yoga poses help us strengthen our bodies and calm and focus our minds. We thought back to mental health week and shared our favourite yoga poses with each other and thought about how our bodies and minds feel when we are doing yoga.



In maths, the children have been learning to use a ruler correctly to measure accurately in centimetres. They enjoyed practising this skill by measuring objects around the classroom.



For Geography this half term, Year 2 will be learning about weather. This week the children learnt the difference between weather and climate. The children can confidently identify the equator and explain where the different climate zones in the world are. They used a key to show the different climate zones on a map.



Melissa class' book this half term is *The Secret Sky Garden* by Fiona Lumbers. The children used a simple but powerful picture on the end papers to learn about litter in the environment and the impact that it can have on wildlife. They learnt the features of a persuasive poster and designed their own posters to encourage people to look after the environment by not dropping litter.



As writers, Edith-May class has started to write a narrative based on the stimulus of an illustration from our new book, 'Rhythm of the Rain' by Grahame Baker-Smith. They have not been introduced to the actual story yet, so have no preconceived ideas about the illustration, yet have come up with their own, wonderful descriptive openings.. We are excited to see how their stories will develop. Here are a few examples:



*I was about to settle down for my lunch when I heard rustling in the bushes. I realised I wasn't alone. I quickly got up to fight. Sweat was pouring down my chest, my heart was pounding as quick as a meteor coming towards Earth. My guts were telling me to go and look, so I tiptoed into the bushes and peeked through. By Jude.*

*I jumped up, ready to attack, but just then I heard somebody crying and suddenly felt sorry for whatever it was. I pushed back some leaves and saw a girl crying. I felt a trickle of sadness run down my spine. By Cece*

*I tightly clenched my fists and I made sure that I wasn't visible. Suddenly, someone burst out of the surrounding bushes. I saw a sword in the water, I grabbed it. By Logan*

*The man had broad shoulders, sticking out like tree branches. He had mauve, veiny fists as big as bowling balls and stubby legs like tree trunks. By Elijah.*

*In the shade of a rundown forest there was a misty area with cobwebs and evergreen trees. Sparkly, glimmering water flowed underneath the creaky bridge. Above the ancient arch held a shining rainbow, hidden behind skeleton trees. Droplets falling in every step you took. By Phoebe*

In Maths, the class has been taking their next steps in multiplication. This week they have been multiplying three numbers to find the product. They have been looking at ways in which they can make multiplication more efficient, for example;

$5 \times 6 \times 2$  can also be rearranged to make  $2 \times 5 \times 6$ . Whilst the product (60), is the same,  $5 \times 2$  is, for some, a more efficient way to get the same result than  $5 \times 6 \times 2$ .



In Geography, Edith-May has been looking at maps of the local area. They have learnt about the importance of a 'key' and have shown that they can quickly recall the symbols on a map. They have been practising using 4 figure and 6 figure grid references to find exact locations on a map with impressive accuracy!

## **Thistle**

As writers, the class has been expanding their grammatical knowledge by indicating degrees of possibility by using adverbs and using commas to clarify meaning. These new skills are being developed for an extended piece of writing, a persuasive leaflet, advertising their own theme park. The children have been incredibly imaginative with wrestling theme parks, sweet theme parks, futuristic and retro parks as well. There is even a child-free theme park! Furthermore, the class had a Drama session and were challenged to act a scenario in groups of three, without saying a word. The class worked together in their teams well!



As mathematicians, children are developing their decimal understanding and have recorded decimals up to two decimal places (tenths and hundredths). They have linked their fractional understanding by finding equivalent fractions and decimals, understanding that 0.1 is equal to  $\frac{1}{10}$ .

As citizens of the world, in a new RE unit, children have begun learning about Humanism. The children discussed what makes a human happy, noticing that these can be grouped into feelings and actions. The children recorded their ideas on each other's human template around the room. Then, the class discussed the question, 'Does everyone have a right to be happy?'. As always, the children provided some deep, insightful ideas.

As scientists, the class completed their unit of Earth and Space and observed the Moon's appearance. The children learned that the Moon does not change shape, but it changes its position. The children showcased their learning through their favourite activity...illustrating!

Finally, as musicians, inspired by the festival, Holi, the children created pieces of music that represent a colour. One piece could only use vocals, whereas the other only used instruments. Their representation of the different colours was fascinating. Red was heard as a deep, dark rumble, whereas yellow had a higher, softer tone.



## Edme

Edme class have enjoyed making connections in their learning this week. Having learned about animal and plant adaptations through Science, this week the children saw this learning in action as they found out about Biomes in their first Geography session of this half-term. The children compared some of the world's biomes, learning that all of the living things within a biome are adapted to thrive and survive there. They compared the environmental features found in the alpine biome to those found in the desert biome and considered reasons why living things such as camels and cacti may not be best suited to live high up in the alpine biome.

As mathematicians, the children have begun the sequence of learning about algebra. They have used mental and written calculation methods to convert inputs to outputs using one and two-step function machines and then applied these skills to reasoning and problem-solving challenges. They have also explored the world of algebraic expressions, having fun forming and simplifying these to depict calculations with various unknowns.

In English lessons the children have enjoyed hearing and reading the end of our class book, Shackleton's Journey. They were astounded to learn that every single member of Shackleton's crew survived this expedition, particularly because it was fraught with such danger and difficulty. In response to key events in the narrative, the children put their skills of persuasion to good use as they wrote letters to persuade Shackleton to make the right decision about once arriving on Elephant Island. They aimed to use emotive language, rhetorical questions, evidence to support their opinions and a measure of flattery to drive their messages home. Below are some excerpts.

*Dear Ernest,*

*I am writing to you (our outstanding expedition leader) on behalf of your crew, as we believe you need to pause for just a moment - think things through. Of course, I understand we cannot stay here forever, but what harm is a couple more weeks? [Connie C](#)*

*Dear Shackleton,*

*This letter is essential to success. I inform you that staying on this wasteland any longer is utterly absurd. The famous expedition leader - Ernest Shackleton - should not lead his crew into failure. It is unacceptable to starve our hardworking crew on an uninhabited island. Surely, you know nothing and I mean NOTHING grows on Elephant Island. Obviously, we have to leave now, not next month, not next week, not tomorrow, NOW. [Erin M](#)*

*For sixteen months, we have been battling frostbite and the hostile conditions of this barren wasteland called Antarctica. Even though we are in interminable pain, you are already rushing back out to sea! Ernest, I'm sure you will understand that a treacherous journey like this needs to wait for us all to heal our wounds and build a plan. I'm sure you have noticed all of the crew are weak from*

*hunger and cannot survive alone. Imagine you don't make it back. Are you going to leave your men to perish?* [Sophia W](#)

*Are we safe on this rock that we call an island? Can we stay alive? None of us, **none** of us can remember what our families look like. It's a distant memory. Because of this, home is for us.*

*I trust, we trust you. We will need to figure out a plan before we go. I think that you know what to do. We will live on this island or have a chance of living, if we make a plan. We are sheathed like a tiger in a cage - we want to break free. Planning is like the bitter cold of ice, but we can do it. Together.* [Isabella B](#)

*Please make the right choice. I believe in you. We all do! Let us all see our families again, continue our lives away from this desolate wasteland. Free us from this hardship. Please. Reconsider.* [Ava H](#)

Finally, as part of our World Book Day celebrations, our Book Nook Monitors helped to host this year's Twilight Tales event. With much energy and some impressive acting, the children brought some favourite picture books to life for an audience of KS1 children and their parents. What a wonderful way to kick start our World Book Day celebrations!



On Friday the children thoroughly enjoyed dressing up as characters from their favourite picture books. Some of their costumes were very inventive indeed. The day was spent celebrating books and reading and great fun was had by all. Congratulations to our World Book Day costume winners who came dressed as an illustration from the Bramley Hedge stories; Katniss Everdeen from The Hunger Games and a skeleton from Funny Bones.

