

SPECIAL YOGA PROJECT

Reedham Primary School was offered an exciting opportunity to take part in a yoga project hosted by Gemma (a fantastic yoga teacher) and our local doctor's surgery. This exciting project invited our cluster schools to join in; it was developed to help support children that may be diagnosed with autism, social and emotional problems and children who could be at risk of exclusion.

On a Wednesday morning, Gemma and Milly would set up the yoga mats in the hall into a large circle. They would invite the group to practice a yoga sequence with them, which included Happy Cat/Sad Cat, Snake, Superman, Downward Dog and child pose all with mindful breathing. All of the stretches help wake you up, increase circulation, help flexibility and soothes the nervous system. Before the end of the sequence they would invite us to relax on the mat by laying in a comfortable position and concentrate on our breathing. At the end of the relaxation we sat up and all repeated, after Gemma, 'I am good, I am Kind, I am me' or 'I am strong, I am wise, I am me'.

Over the 12 weeks we learnt the whole sequence from start to finish, off by heart so we always knew what was coming from downward dog to bow pose (the most painful was bow pose in our opinion). Gemma also gave us a written plan of the sequence. This meant that we were able to practice Yoga anywhere, if we felt like it.

We felt it was a very positive experience, therefore, we are continuing our Yoga Practice with Miss Spaul and Mrs Kelf and Gemma will be returning after the Easter holidays.



'Yoga is fun.' **Tommy**
'Yoga is calming.' **Lana**
'It calms me down.' **Kaleb**
'It makes me feel sleepy.' **Jack**
'I like the relaxing feeling afterwards.' **Sarah**
'I like the stretching from the poses.' **Joel**
'It makes me happy.' **Harry**
'It gives me a calming feeling' **Isobel**
'It is relaxing!' **Shay**

This important experience was even reported in the national news on the BBC Look East and on BBC Online.



By Kaleb
and Jack



Heron's News

We have had a busy term in Heron Class with lots of learning and lots of fun!

We have two new children in Heron Class. Welcome to Thomas and Lilah. Both children have settled in really well and we love having them as a part of our family.

Literacy

We have been learning about non-chronological reports and looking at the difference between fact and opinion. We used what we had learnt to find out all about sharks and write a non-chronological report about them. We have also been working hard on our handwriting, making sure all our letters are formed the right way and that the hanging letters hang below the line and the tall letters stand up nice and tall. Years 1 and 2 have also been working hard on their spellings. They have learnt the Year 1 and 2 'tricky words' (words which cannot be spelt by sounding out) and we are now learning words with specific sounds.

SPaG

In SPaG, we have been learning about plurals. We learnt that some words have a 's' added to become a plural and some have an 'es'. We know when to add 's' or 'es' by listening to the word and the sound the plural makes. If it makes a 's' sound, we just add 's' (cats, dogs, etc) but if it makes a 'is' sound (bushes, catches, etc) then you need to add 'es'.

We have also learnt about adding 'ing' to nouns and using these words to write sentences.

Maths

In Maths, we have been learning about 2D and 3D shapes, adding and subtracting and we have just started learning our 10, 2 and 5 times tables. To see how well we are learning these, we do a 'Mad Minute' every day and try to beat our best score.



Topic

This term we have had a geography topic. We have travelled around the world with Buddy Bee, visiting France, China, Australia, Kenya, Brazil, the USA and Antarctica. We have had great fun learning about which continent they are in and a bit about each of the countries. There are so many we would now like to visit!

KS1 Multi-skills

At the beginning of March, some children went with Mrs Parker to a multi-skills event where they had to demonstrate a range of skills from shuttle runs to collect balls, to beanbag throwing in targets, ladder runs and side to side jumping and standing jumps. All the children performed brilliantly and we were very proud of them. Well done to Mason, Rosie, Kaden, Lacey, Max and Erin.



KS1 Football Skills

At the end of March we went on a mini-bus with Mrs Bethell to a football skills afternoon at Fairhaven Primary School. We stayed as a group and had to do lots of skills, like throwing a football as far as we could, dribbling in and out of cones, trying to score a goal and passing. We worked really well together but we didn't win any medals. We had good fun though. We even got to play in the park when we were waiting for the minibus to take us back to school.

Well done to Max, Finley, George, Kaden, Erin, Charlotte and Esmee for representing our school so well.



Speech and Language Festival

In February, we went to the Speech and Language Festival at Southwood Hall and performed our class poems, *Bendy Man* by Michael Rosen and *Jump or Jiggle* by Evelyn Beyer. Sophie and Eva then performed their poem, *Dragon Birth* by Judith Nicholls. We did really well considering most of the other schools only took their Year 2 class. We were awarded a bronze and a silver award for our class performances and Sophie and Eva got a bronze award for their performance.



Bendy Man

by Michael Rosen

Bendy Man, Bendy Man
He's a long leggy man.
Bendy Man, Bendy Man
In a baked bean can.
Bendy Man, Bendy Man
Wraps around trees.
Bendy Man, Bendy Man
Can't find his knees.
Bendy Man, Bendy Man
Creeps around town
Bendy Man, Bendy Man
Creeps underground
Bendy Man, Bendy Man
Under the bridge
Bendy Man, Bendy Man
Sitting in the fridge
Bendy Man, Bendy Man
Bends in two
Bendy Man, Bendy Man
Asleep in a shoe.

Jump or Jiggle

By Evelyn Beyer

Frogs jump
Caterpillars hump
Worms wiggle
Bugs jiggle
Rabbits hop
Horses clop
Snakes slide
Sea gulls glide
Mice creep
Deer leap
Puppies bounce
Kittens pounce
Lion stalk -
But -
I walk!



Heron Class enjoyed Pirate Day hunting for treasure around the school and village. They dressed as pirates and joined in lots of 'piratey' activities, including a number hunt.

Owls Class Literacy Work

Story Writing

In literacy we wrote stories using a picture as a story starter. Mr. Edwards made us write about our five senses when describing the setting. Using senses made the stories much more interesting to read. I made a scary story about a clown.

By Shay

Prepositions

In Owls class in Literacy, we covered prepositions. Prepositions are words that tell us more information about where people or objects are.

For example: The ball was *under* the table.

The book is *on* the shelf.

On top, over, beside, on, in, inside, outside, underneath, next to, behind, in front, adjacent and above are all examples of prepositions.

By Sarah

Poetry Festival

At the poetry festival, Owls class performed four poems: three by the whole class and one by Sarah and Alyse.

Sarah and Alyse performed first. Their poem, where do all the teachers go by Peter Dixon received a silver award.

The first class poem was The Shark by Lord Alfred Douglas. We got a gold award

because we were expressive, varied our voices throughout and used a slow and fast pace for different verses of the poem.



The second class poem we performed was Dad, Don't Dance by Roger Stevens. We got another gold because we were loud, clear and expressive and all of our actions were perfectly in time. The audience laughed at our tango actions and when we had to stick out our bottoms.



The last poem we performed was The Colour Thief by Owls Class – yes that's right, we made and performed our own poem! We got another gold so ended the day with three gold awards and one silver.

by Isobel

The Colour Thief by Owl's Class, Reedham Primary School

In our class we looked at two poems by Roger McGough called, 'The Sound Collector' and 'The Colour Collector.' These poems inspired us to create our own class poem which we have called 'The Colour Thief.' We performed this poem at the Speech Festival and were awarded a gold certificate.

A stranger called late last night,
Dressed all in black and blue,
Stole all the colours he came across,
What are we going to do?

The goldenness of the medal,
The caramel of my bear,
The blackness of Darth Vader,
The brownness of the chair.

The greenness of an acorn shell,
The whiteness of a sheep,
The greyiness of a pigeon,
The camouflage of a jeep.

The greenness of the leaves,
The shimmering of gold,
The yellow from the canary,
How could he be so bold!

The yellow coloured sunflower,
The pinkness of a rose,
The redness of a poppy,
Took as they struck their pose.

The brownness of the chocolate,
The whiteness of the cream,
The tomato red of ketchup,
As they fly through my dream.

The pinkness of the pig,
The chestnut of the horse,
The yellow of the lion,
Which he had to take by force.

The black has gone from rainclouds,
There are no more grey skies,
But he's taken yellow sunrays too,
I have no idea why!

The redness of a cherry,
The brightly coloured custard,
The purple of a berry,
And the yellowness of mustard.

What's left is drab and lifeless,
The colours have all gone,
I hope the stranger brings them back,
So life can carry on.

Expanded Noun Phrases

In Owl's Class, we have been trying to improve our sentences by using expanded noun phrases, prepositional phrases and fronted adverbials.

Expanded noun phrases are nouns, which have adjectives added to them. This gives the reader a clearer idea of what the noun is like. Here's an example:

car ← noun

sports car ← noun phrase

speedy, sports car ← expanded noun phrase

Prepositional phrases add extra information about where, how or when the noun is. For example:
That's a speedy sports car, on the racetrack in Lanzarote. ← prepositional phrase

by Joel

Owls Class Numeracy Work

Fractions

In owls class we have been learning about fractions. We learnt about unit fractions.

These are fractions with the numerator (top number in a fraction) equal to 1. For example:

$\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ or $\frac{1}{8}$

We learned how to add and subtract fractions with the same denominator.

For example: $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$
 $\frac{9}{10} - \frac{6}{10} = \frac{3}{10}$

We also learned to recognise some equivalent fractions. For example:

$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$

by Eva

Perimeter and Area

In are class we looked at perimeter and area. Perimeter is the distance around the outside of a 2d shape. Area is the amount of square units. We worked out the perimeter and areas of some quadrilaterals such as squares and rectangles.

By Sophie

Vertical Subtraction

We have been learning how to do vertical subtraction, setting out the numbers underneath each other. It is important to line up the ones with the ones, tens with the tens and so on. Sometimes we have to borrow a ten, hundred or thousand to make the question work. We practised this first we using counters and coins on a whiteboard. Now we set out the work using one digit per square in our numeracy books. Here is an example

1 9 2 4	2 7 8 1 5 6
− 5 1 2	− 1 5 6 2
1 4 1 2	1 2 9 4

By Alyse

English in Otter Class

This term in our English lessons, Otter class have been learning about writing: stories, non-chronological reports and biographies.

Stories

In our stories, we were writing about adventures. Students wrote about different things, for example, some wrote horror stories or a mysterious story. The children had to try to include descriptions, suspense and excitement. We also had the choice to use learning ladders to help us with our work to make it even better. Some of the objectives it suggested to use were: indirect speech, a range of punctuation, two weekly spellings, two statutory spellings, describe the settings, fronted adverbials and subordinating conjunctions.

Non-Chronological reports

In our non-chronological reports, we had to include: fact boxes, bullet-point lists, commas in a list, use a formal tone, factual language, descriptions and sub-headings. The non-chrons were about explorers; all about their lives and what they were famous for. The children wrote very good Non-chrons about the explorers we had learnt about in topic, including: Charles Darwin, Neil Armstrong, Captain Cook, Christopher Columbus and Marco Polo. They also added pictures which made them even better.

Biographies

In the biographies we had to write about scientists and all about their discoveries and their theories in life. From the learning ladder, we had to include: the passive voice, summarise key events, use time and causal adverbials and use a range of punctuation. I think the biographies were the best to write about because we learnt a lot of facts about the scientists in topic so that helped us to write a really good text.

By Stephanie

Maths in Otter Class

Fractions

This year in maths we have worked hard learning about fractions. This is a massive topic in the KS2 maths curriculum; we have learnt how to add fractions with the same and different denominators (the bottom number of a fraction) we also did subtracting, multiplying and dividing fractions. We have also worked on converting mixed numbers to improper fractions. We learnt about converting fractions and then ordering them. We also worked on converting fractions into decimals and percentage.

Angles

We have also been learning about how to measure angles and the name of angles (acute angle, right angle, obtuse angle, straight angle and reflex angle). We have learned about angles in a triangle, all the angles in a triangle add up to 180° . We have learnt about measuring angles with a protractor.

Area, Perimeter and volume

Area is the amount of space inside a shape and is calculated by multiplying the length and width and perimeter is the distance around a shape which is calculated by adding all the lengths of the sides together. Volume is the area inside a three dimensional shape (3D) which is calculated by multiplying the depth by width by length.

Algebra

Algebra is numbers being substituted for letters. We have only just started doing this but so far we have done 'pattern sniffing' which is looking for patterns. We have also been using function machines which are things which one number goes in you have to add, subtract, divide or multiply that number by whatever that may be and a different number will come out.

By Archie

Speech and Language Festival

The Speech and Language Festival (for Year 5 and 6's) took place in Southwood Hall on the afternoon of Wednesday the 6th of February.

The first poem that Otters class took part in was performed by Jasmine. She recited a well-known poem written by Edward Lear called *The Owl and The Pussycat*. From this pleasant presentation, she delightedly received a silver standard award.

Next, was our class non-action poem called *The Tin Can Band*. We were the only school to perform this so it gave us a better chance to be awarded a high standard. Luckily, we performed this poem really well and we happily received our gold award.

The following poem was our poem with actions called *The Tale of Custard the Dragon*. Thankfully we presented this poem well and we gladly accepted another gold standard award.

The Tale of Custard the Dragon by Ogden Nash

Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink,
And the little gray mouse, she called her Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.

Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.

Belinda giggled till she shook the house,
And Blink said Week! , which is giggling for a mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.

Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.

Meowch! cried Ink, and Ooh! cried Belinda,
For there was a pirate, climbing in the winda.

Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.

Belinda paled, and she cried, Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.

But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm
He went at the pirate like a robin at a worm.

The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets but they didn't hit,
And Custard gobbled him, every bit.

Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim
Ink and Blink in glee did gyrate
Around the dragon that ate the pyrate.

But presently up spoke little dog Mustard,
I'd been twice as brave if I hadn't been flustered.
And up spoke Ink and up spoke Blink,
We'd have been three times as brave, we think,
And Custard said, I quite agree
That everybody is braver than me.

Belinda still lives in her little white house,
With her little black kitten and her little gray mouse,
And her little yellow dog and her little red wagon,
And her realio, trulio, little pet dragon.

Belinda is as brave as a barrel full of bears,
And Ink and Blink chase lions down the stairs,
Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage.

Last but not least was Chloe and Lana's poem. They presented their own poem, which they had created together, called *The Cobbleswock who ate my sock*. They performed their poem at a suitable quality and received a silver award.

By Jasmine

Freya's Explorers word search for homework in Otter class

N	A	V	I	G	A	T	I	N	G	B	L
P	S	A	Y	R	B	T	J	F	S	A	D
T	O	Z	E	W	V	X	K	O	U	S	D
G	R	K	G	E	O	R	G	E	Y	S	R
E	A	I	H	N	Y	S	X	T	K	F	T
B	X	H	P	S	A	A	D	U	F	H	R
V	J	P	D	F	G	M	E	R	B	E	A
A	B	A	E	E	E	U	M	J	H	Y	N
R	J	Y	M	D	Z	E	N	P	I	R	S
M	G	K	N	E	I	L	O	P	N	V	A
S	H	O	I	X	S	T	O	I	K	A	T
T	F	O	H	Y	S	L	I	C	L	S	L
R	R	C	D	I	O	K	D	O	F	C	A
O	A	X	R	U	J	V	P	L	N	O	N
N	N	H	F	N	L	A	I	U	S	D	T
G	C	D	G	M	N	N	A	M	D	A	I
E	I	M	A	R	C	O	P	B	V	G	C
Y	S	V	G	N	C	O	P	U	F	A	H
Q	U	D	R	A	K	E	I	S	H	M	R
Y	W	S	Z	F	V	H	P	L	H	A	H

Navigating

Marco

Francis

James

Samuel

Trip

Polo

Drake

Cook

Baker

Voyage

Christopher

Neil

George

Transatlantic

Expedition

Columbus

Armstrong

Bass

Vasco da Gama

KS2 News

Yoga Interventions for KS2

Since the yoga project finished KS2 have had the opportunity to take part in sessions led by Mrs Kelf and Miss Spaul during our intervention time on Wednesday mornings. Yoga helps children to get rid of fiddles and fidgets so they are calmer and more able to focus in class.

We have been following the pose sequence that Gemma introduced during the project.

These are some of the yoga poses we perform:

We take 3 deep breaths; we say 3 'oms'; we squeeze our arms and legs awake (this activates our muscles); we sing the butterfly song, whilst sitting in lotus we flap our knees up and down; we perform spinal twists, the



boat pose, cat pose, downward dog, cobra and child's pose. We also do a sun salutation. We stand in tree pose and perform a super person pose. At the end of the session we have the opportunity to relax, listening to some calming gentle music in guided relaxation - sometimes we follow a red balloon or we imagine we are in our favourite place.

These sessions have helped me be more able to focus in class. I feel happy and relaxed after the sessions. My favourite part of the session is the sun salutation as it is more active and I enjoy the movements.

Science in KS2

This term KS2 have been learning about inventors and scientists through the 20th century and today. Some of the scientists we learned about included Stephan Hawking, Steve Jobs, Alexander-Fleming, and Alexander Bell. Our research helped us to write a biography about one of these scientists. We created a display of our learning in Otter class.

We have been learning about explorers - one of the famous scientists we researched was Charles Darwin. We learned all about his exploration of the Galapagos Islands and how his research led to his theory of evolution. We explored how this theory has shaped our thinking today and how humans and animals inherit their parent's features.

We have also been learning about electricity. We explored using circuits to make a light bulb work. We used our wires to create circuits with cells and buzzers. When making circuits we discovered a few interesting things. Freya, Kazen and Jayden T found out when you put two reds on a black it makes a heat on your fingers when you hold it. Archie's group found that the cell must have enough energy to power the buzzer or bulb to make it work.

On Friday 11th January 2019, Richard [Archie's dad] came in to talk about electrical safety and his job as an electrician. He showed us how to wire a plug. He talked to us about the dangers of electricity and how to stay safe. He also showed us how fast he could wire a plug; it took him 2 minutes and 9 seconds!

Reedham's Plundering Pirate Day

On the 13th February, as part of our topic - Explorers - we went sailing with Captain Arabella (Miss Spaul), Mary Reid (Mrs Kelf), Anne Bonny (Mrs Bethell) and Grace O'Malley (Mrs Parker). Captain Arabella had received a letter that was sealed with wax; it was written by her brother Edward Teach (Blackbeard.) He told her he had buried his treasure somewhere in our village.



In the letter was our first clue to find the treasure. This led us

to our first activity, a maths treasure hunt. We had to find different fractions (we had been learning this in maths) clues and answer them. After that, Captain Arabella asked us to complete different activities to find clues such as: deciphering runic jokes, Pigpen coded facts, Secret lemon writing, discovering clues with secret black light pens and anagrams. These activities were really fun - we found all the clues needed to start our search for the map, which would lead us to the treasure.

Later after our lunch, of dry biscuits and rum (not really), we searched for more clues to find the other half of the map. We had to find three more clues before we found it. We had to fold it to find some words - it was really hard to find. After we found the words, we put our wellies on and ventured out into the village - led by Captain Arabella and Anne Bonny.

Since there were two groups; the Emeralds (most of ks1) and the Rubies, which had most of ks2 in it. We were in Ruby group and the first clue lead us to the public toilets next to the ship. Lily- may found the second clue with the red ribbon; tied to the fence. The second



clue lead us to the memorial, once Lily had worked it out. The

clues were rolled up like a scroll on old-looking paper (this was because we were pretending it was 1779 and that's a really long time ago almost 300 years). The third clue lead us to the post box. The fourth clue was so hard it took ages to work out! This was the bridge next to the school, it's the way we go to the church - Sarah found it this time.

The Rubies found all their clues; closely followed by the Emeralds. We found our last clue at the school field - we had to meet in the far corner. The final clue told us to DIG! We started digging and found the treasure! Inside, were golden coins. But that dastardly pirate, Captain Arabella, ran off with the treasure until we chased her down and she surrendered, she shouted, "Fine! I'll share the treasure with you!"

At the end of our adventure, we had to walk the plank (across a bench in the hall and jump onto a blue mat) to collect our coins. We had a fantastic day, Miss Spaul put a lot of hard work into planning and making it happen. We hope there will be another day like this.

By Chloe B, Lana and Freya

INTERNATIONAL BOAT-BUILDING TRAINING COLLEGE TRIP

All of KS2 went to the international boat building college (IBTC); we met Natasha from the water, mills and marshes and we were filmed by a cameraman.

On Tuesday 26th February, we were picked up in minibuses and whisked off to some marshes to look at what Norfolk would have looked like in Anglo Saxon England. We saw a marsh harrier and some



windmills in the distance one of the windmills was very close, the water pump was a tower mill, which is made of bricks and painted black. It was near burgh castle which was a Roman fort.



Once we arrived at the college, we went on a guided tour and then we went to visit two skilled boat-builders, who showed us how they would

chop wood nowadays and then how Anglo Saxons would have had to have cut wood to build their boats. First, they showed us an axe and a thick plank of wood. He attempted to chop the plank it was not very effective. After that, he shown us a chainsaw that boat builders would use today, it was very, very effective and quicker.

Next, we went to have a look at the Chet boat models -the boat that the Anglo Saxons built, which was discovered in a marsh during river clearing. It was made of wood and not very big like the ones you see today. It was very fascinating and everybody enjoyed looking at the model.

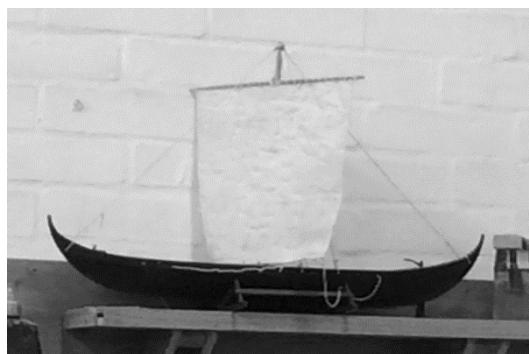
Later on, we went upstairs to design some boats with different features and purposes; Jaiden's group drew a boat for a King and Queen's funeral. Ashton's group designed a tradesman's boat.



After that, we went to a room with another tutor, who taught us how to carve our names into a plank of wood. We used chisels; one big, one small and a mallet to cut nooks into the wood. We used the tools to carve our initials into the wood.

This was a great day out - we learned a lot about boatbuilding and how Anglo Saxons lived. We are looking forward to learning more in our upcoming Water, Mills and Marshes project events.

By Ashton and Jaiden



REEDHAM CHURCH

On Wednesday 20th March, KS2 visited Reedham church and we took part in lots of fun activities.

Firstly, when we arrived there we sat down on a piece of flat grass, amongst the grave stones, and had our lunch. We all were very hungry and quite hot (it was a beautiful day). While we were having lunch we met Mrs Ellerbrook (Archie's nan), Mrs Jones (our school governor) and Katie Cowen (one of the church wardens); we had lunch with them.



After we had our lunch, we followed Katie Cowen and she told us lots of facts about Reedham church, here are some:

- Before it was a church it is thought it was a lighthouse.
- In the Angelo Saxon times the fields around the church (lighthouse) were underwater!
- There was no Great Yarmouth then - it was underwater!
- The Angelo Saxons built a wooden church.
- There were many different clay bricks found in recent excavations, which date back to Roman times.
- The Romans rebuilt the old church and people think the church.

Once our tour was over, we went and put on our gloves and found our tools; and we all planted



flowers and bulbs with Mrs Jones. She helped us; we all got to plant some flowers and bulbs. Lastly, we all came back together in the church yard and did an activity sheet. We had to search and listen really hard. The activity sheet was

called RSPB Springo Bingo. Once we had completed our sheets Mrs Jones told us about the old Viking legend.

In the times of Viking raiders, the king of Denmark was sailing with his sons until he floated away and ended up on the shores of England. He ended up in Reedham; the people of Reedham cared for him and took him to their king. Ragnor Lothbrok (the king of Denmark) and the King Edmund became friends. Until one of Edmand's friends in jealousy killed Edmund and then pretended it was the king of Denmark who murdered him. They killed the king of Denmark but the truth was discovered and they put the traitor in a boat and he floated away to Denmark - to the same place as where Ragnor had come from - he was not treated so kindly! We walked around and had a look at graves some people found family members.

We all had a great time, at the end of the day some of our parents came and picked us up from the church and the other children walked back with Miss Spaul and Mrs kelf.

Thanks to the teachers and other adults who came on the trip for keeping us safe and making it a great learning experience.

By Chloe H

Sport Events and our PFA

Tag Rugby

This year, a group of otters and owls went to the Norwich Rugby pitch to take part in a tag rugby tournament with



our cluster schools. On Monday 11th February, a trainer - called Toby - from Norwich Rugby Club, came in and taught us the rules of how to play. On Friday the 15th, we went to the tournament. Otter class team were: Freya, Jack, Kazen, Jasmine, Lily, Archie, Jayden and Joyce. Owl/Heron class team were: Erin, George, Finley, Shay, Harry, Alyse and Sarah. Everyone at the event played really well but unfortunately, we did not win a medal. Jayden scored many tries and Archie helped us because he plays rugby at a club. Lily stayed at the back marking the try line whilst Freya was up front scoring some tries.

Basketball

In our Thursday P.E sessions, we have been learning to play basketball. Mr Rose [our P.E teacher] has been putting us into groups and teaching us how to dribble and throw a basketball. If we have time at the end, we might play a match.

Dance

Miss Nichols, our performing arts teacher, has been teaching us how to dance. She has been using cannons and sequences to help us make a routine. The topics we have been exploring were: India, Antarctica, South America, Russia and space. We have really enjoyed working together in groups to explore different music and dance routines from around the world.

Hockey

In our P.E lessons last term, we were learning hockey. We had to dribble the ball through the cones [which

were gates.] We had to play against each other and take their ball from them.

PFA

Thank you to PFA - a special mention to Charlotte [Erin's mum], Heather [Tommy's mum], Miriam [Josh's mum], Sam and James [Isobel's mum and dad], Ann [Joyce's mum], Donna [Finlay's mum] and Rebecca [Jaiden's mum] for all your hard work this term. Thank you to all the members of the PFA and their partners to their special efforts to help make our school brilliant!

Valentines dance - Thank you to the PFA for holding the valentine disco for the children. We thank you for all the drinks and food that you supplied and the music and balloons. Finally yet importantly, thank you to all the PFA for helping us have a great night! We raised £144.62! A further £100 was made on the raffle and buns sale.

Quiz night - Thank you for the quiz and the jacket potatoes and all the fillings and the fantastic challenging questions. We raised £300!

Mother's day flowers - Thank you to the PFA for selling the squares so the bouquet could be handed out to the winner. Thank you to Esme's grandma who provided the flowers.

Mother's day cakes - Thank you to the PFA once again for making Mother's day cakes so that we had more money for more school supplies. What will the PFA help buy?

Upcoming

The PFA are holding an Easter egg hunt. It will be held on Saturday 6th April 2019 at the school. We hope you can come along and have some fun and help us raise money.

New starts at Reedham Primary School

We have had the pleasure to welcome many new children to school this term. It has been great to invite them into our family and help them settle into life at Reedham. A warm and heartfelt welcome to all those new families moving into Reedham and our amazing school.

Here are their experiences.

Amelia

I started Reedham primary school on Monday 25th march 2019

On my first day, I made many friends and I had lots of fun.

On my second day, I met Joyce and at break, we played a fun game called Dobby.

On my third day, I played out with a couple of my new friends and we went for a walk and had lots of fun.

On my fourth day, I did P.E with Mr Rose and we played basketball.

On my fifth day, we did maths meetings and golden time.

Jack A

I enjoyed working with Mr Rose in P.E.

I felt welcome because children in my school were kind to me.

Daniel

I enjoyed learning about mountains in topic.

I felt welcome because of my teacher Mr Edwards.

Sophie

I found it interesting how mountains are made in topic.

I felt welcome because the pupils in school made me welcome.

Chloe H

I enjoyed going on a trip during my first week at school.

I felt welcome because during my first week pupils in my class were helping me, so I knew what to do and where to go.

Lilah

I was so excited to be starting my new school. I've got lots of friends, especially Darcie.

Thomas

I like being at Reedham. I like learning lots of new things, especially my number work. I have enjoyed making new friends.



Mr Edward's class made a welcome pack for children who start at Reedham. It tells them all about who we are and what we do. Otter Class created all about me selfies to give to our new friends - so they would know a little bit about us. It gave them advice on how to settle into Miss Spaul's class.

It has been great to hear all about the older children 'playing out' recently - this is what living in a small rural village is all about. It is fantastic that our children are outside being children rather than sitting in front of a screen. We teach our children how to stay safe around Reedham; being mindful and careful of our local hazards (river, rail track and substation).

Screen time - Scream time?

For many parents in this digital age, battles over screen time and devices have become a depressing part of daily life, and knowing how much is too much has become a moving target.

Every stage of childhood and adolescence is now accompanied by its own delightful new parental challenges. From three-year-olds throwing tantrums when the iPad is taken away, seven-year-olds watching YouTube all night, nine-year-olds demanding their own phones, 11-year-olds nagging to play 18-rated video games that "all their friends" are, to 14-year-olds who are never off Instagram, parents face everyday conflict over screens in their family.

Up until a few years ago parenting advice centred around the concept of "screen time" quotas of two or so hours of screens a day, beyond which media use could become harmful. The American Academy of Paediatrics (AAP) recommends a maximum of one hour of "high-quality programming" for children under 6, but thereafter simply encourages parents to "place consistent limits on the time spent using media" and designate screen-free time as a family.

Many parents will be relieved to hear that recent research suggests that it's not so much the length, but the nature of the screen time that matters. Jocelyn Brewer, a psychologist who specialises in the concept of "digital nutrition", likens media diets to what's on our plates: rather than counting calories (or screen time), think about what you're eating.

"It's not just about whether you consume any potential digital junk foods, but also your relationship to technology and the role it plays in your family life. We know that using screens to soothe or pacify kids sets up some concerning patterns of relying on devices to calm or distract a child (or teen, or adult) from their experience of unpleasant or uncomfortable emotions - so we want to avoid using screens to placate tantrums, just like we want to avoid eating 'treats' to calm emotional storms," says Brewer.

A study of 20,000 parents published late last year by the Oxford Internet Institute and Cardiff University determined that there was no correlation between limiting device use and children's wellbeing. The study's lead author Dr Andrew Przybylski said: "Our findings suggest the broader family context, how parents set rules about digital screen time, and if they're actively engaged in exploring the digital world together, are more important than the raw screen time." For young children, the most important thing is whether parents and kids are playing, watching or browsing together.

Another recent study by the University of Michigan on people aged four to 11 similarly found that "how children use the devices, not how much time they spend on them, is the strongest predictor of emotional or social problems connected with screen addiction". But the authors said that concern over a child's screen use is warranted when it leads to poor behaviour, loss of interest in other activities, family or social life, withdrawal, or deception.

Most research agrees that although specific screen time limits are dated, there does come a point where excessive device use has negative impacts, affecting sleep, health and mood.

The general consensus is that screen time, in and of itself, is not harmful - and reasonable restrictions vary greatly, depending on a child's behaviour and personality. Parents should be doing what they can to ensure that what they're watching, playing and reading is high-quality, age-appropriate and safe - and joining in wherever possible.

All families are different, all children are different and there is no one fix for all. Just like anything in life - screen time is about balance. It is so important to balance family time, outside time, meal times, homework, screen time and quiet time. Balance is the key!

Looking ahead

At the end of this week, Saturday 6th April 2019, we are looking forward to celebrating Easter at Reedham. The kind PFA have organised an Easter Eggstravaganza! There will be stalls and egg hunts, sausages and cakes for sale.

Please come along and support our fund raising.

When we return to school, Year 6 will continue their SATs club in preparation for their tests starting the week of 13/5/19. Good luck year 6 - keep up your hard work! You could carry on using the work we sent home at our recent SATs meeting to keep your brains exercising!



KS2 will continue to enjoy their excursions and experience days with the Water, Mills and Marshes project. We have a party coming up at a newly refurbished water mill called Polkey's Mill along the river at Reedham. There will be a boat trip from the River Ant to How Hill in Ludham. Also coming up is the model building day, a broad in a box.

KS2 will be exploring the Ancient world of the Egyptians in the summer term and will have the opportunity to solve an ancient mystery during an Egyptian theme day (dressing up of course!).

The Open Song and Dance Festival is in June and invites all children in KS2 and even some from KS1, to join in with the dancing and singing. Parents will be invited to watch the show at the Open in Norwich.



Of course once the weather starts to warm up - soon we hope - we will venture out into our swimming pool, where children will learn how to stay safe in the water, swim 25 metres and have lots of fun!

Our annual Sports Day will also take place in the last part of summer term as will our school fete and Leaver's Barbeque. We have lots to look forward to, but lots to remember and look back over from this amazing busy and fun packed term. Thank you to everyone who has helped our fantastic school grow and be the best we can.

A final note from our Headteacher: