

REEDHAM READ IT

Spring 2022 Issue

Welcome to our school newspaper, where we showcase our hard work from each half term - enjoy the tour of our school experiences this spring. What a busy start to 2022! We have celebrated and achieved a lot this term; with our usual learning and special days like, World Book Day and Comic Relief - we have been busy. Enjoy the read and have an Egg-cellent Easter XXX



This term Squirrel class have been very busy looking at a variety of topics; from Valentine's day, Chinese New Year, Mother's Day and Easter, as well as focusing on the children's own interests. These are a few crafts that the children have been doing.



We have decorated Easter eggs in a number of ways-painting with pompoms, paint and collage. We made some feathery Easter chicks and looked at the story behind why we celebrate Easter. We hope you have a lovely break and look forward to seeing in April!



We talked about how sugar beet grows in the field. The green leaves on the top and the root under the soil. We talked about how the leaves soak up sunlight for energy and the root drinks water and nutrients from the soil. Everyone lifted up the sugar beet. It was very heavy. We cut up the sugar beet to look at the inside and noticed that it was cold and tasted sweet. We talked about the Cantley sugar factory where the farmers take the sugar beet to be made into sugar and how lots of people work there to make the sugar. The steam from the factory chimney looked like a steam train.



Heron Class

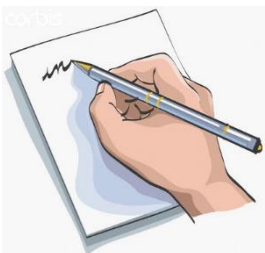


Another term has flown by and what a lot of learning we have done in Heron Class! We have been lucky enough to have Miss McIntosh with us since January. She is a student teacher doing her second placement with us. She planned and taught many fantastic lessons. The highlights were definitely the World Book Day art lesson, the dance session where the children had to dance like they were plants and the Easter day where she created 2 different Easter gardens with the children. We thank her for all her hard work and wish her well in her final placement.

Children in Reception have been working extremely hard on their **Phonics** this term. They have now covered all the digraphs (2 letters, one sound) and tri-graphs (3 letters, 1 sound) they will have to learn for the year. This is a lot of new information and some children can find this overwhelming and confusing whilst some pick it up really easily. We will continue to support those children who find it more tricky with daily catch-up sessions either individually or as part of a small group. With those who are more secure, we will work on reading longer words containing the sounds we have learnt and sentences. Thank you to everyone who has supported the learning of phonics at home. Just going through the sounds for a couple of minutes every day really does make a huge difference.

Children in Year 1 and some of Year 2 have been learning different ways of writing the same sound, for example er (her), ur (hurt), ir (bird) and or (word). Also, the same digraph can be said in different ways. For example, the ie in pie (igh) is different from ie in shield (ee) – English is such a difficult language to learn!

We have also been working hard on our **reading**, and we are seeing great improvements across the class. The stronger Year 2 readers are working on their reading comprehension where they are reading passages of text and answering questions about it. The main thing we have been focusing on is 'where is the evidence'? So they have to find and underline the answer in the text, not just guess or try to remember. The rest of the class have been working on their Little Wandle reading 3 times a week. This allows them to practise their decoding (sounding out of the words), prosody (adding expression to what they read) and comprehension (understanding) of what they read. We have seen a marked difference in the confidence of our readers, the fluency (how fast the children can read) and the expression. Thank you for your support with this at home. We now regularly have more than half the children reading at home, getting their reading diary signed each night and earning a certificate and a reward on Friday.



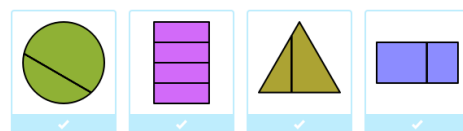
In **Literacy** we have been learning texts by heart to support our writing. We identified one of the things which was holding us back with our writing was knowing what to write. So, each half term we start with a cold task. The first half term was to write the story of Jack and the Beanstalk. This half term was to write a non-chronological report about the Great Fire of London.

Understandable, the cold task is very difficult for most children but it allows the teachers to see what the children are already able to do. We then learn a set text, using

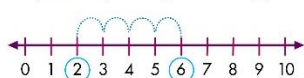
pictures on a story map or plan to help us remember. The text often contains new or challenging words and will often have a piece of punctuation which needs to be taught. Once we have memorised the text, we will spend the next week doing any specific learning we might need to do in order to be able to write the text. The next week is spent writing the text, remembering all the pieces of information we have learned previously and we will compare it to our original text (the children often find this very surprising!). The last week will involve the children changing some aspects of the original text to write their own version. They might change characters or event or places. So, their final piece will be based on the original text, but with their own spin on it. This is the part the children really love. If we have time, these are typed up and printed out. This process has allowed children to not only write more but use challenging vocabulary with a range of punctuation and trying to use our new handwriting styles but also write extended pieces of writing. I am very proud of all of them.

We have been very busy in **Maths** this term. In Year 2 we have been learning about multiplication and divisions, including learning our 2, 5, and 10 times tables, then moving on to learning about fractions. This is something which will feature quite heavily in their KS1 SATs, which will occur in the 2 weeks before the half term holiday of Summer Term, so if your child is still a little unsure about this, it might be something you want to look at over the **Easter holidays**.

Select all the pictures that show equal parts.



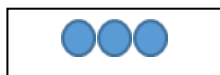
$$2 + 4 = 6$$



In Year 1 we have been continuing to work on our understanding of place value on numbers up to 50 and addition and subtraction to 20. We have been learning how to use a wide range of resources to support our understanding, from tens frames and counters, part-part whole models, to

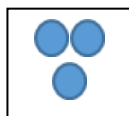
number tracks, number lines and base 10 equipment. By using different representations, it really ensures we have a good understanding of number so as we come to do more challenging calculations, we know what is being asked of us and we have the tools to help us solve it.

In Reception, we have been continuing to work on reading and writing numbers 0-20, with a specific focus on numbers 1-10. We have looked at where each number starts when we write them and how we can represent them in different ways. We have also been practising our subitising (being able to say how many items there are without having to count them,

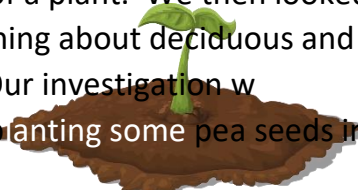


eg, knowing this is 3

and so is this



In **Science** this term we have been learning all about plants. We started by looking at what plants were and the different parts of a plant. We then looked a range of plants in our local area, including different trees, learning about deciduous and evergreen varieties. We then talked about the different plants we eat. Our investigation w nts need to grow. We looked at some different seeds before planting some pea seeds in different places under different



conditions. We were surprised by the findings! Make sure you ask your child about which plants grew the best!

History this term has been on the topic of The Great Fire of London. We became investigators and discovered when, where and how it started. We learned why it spread so quickly (not only because of the conditions in London at that time but also because the poor decision making by the people in charge). And we discussed what the people in charge learnt from the fire when they were rebuilding London. I also discovered we have some aspiring architects in Heron Class as we had a go at designing how we though London should be rebuilt after the fire.



Music this term has been singing and we have linked this to our Literacy work on Jack and the Beanstalk. Miss Martin has been teaching us the songs from a short play and the children have really enjoyed this.

In Art we have been looking at Flora and Fauna for our inspiration. We have used the artwork of some famous artist when doing careful observational drawings in the sketchbooks we made in the Autumn term. We have some very talented artists in Heron Class so, rather than rush this unit of work, we will continue with it after the Easter break.



We were so lucky to be able to visit the Time and Tide Museum a couple of weeks ago. After a very excitable coach journey, we arrived, in the snow (!) to hunt for pirates. We started off by practising our very best “Arggghh’s before splitting into 2 groups. We joined Admiral Cecil Smyth, a famous pirate hunter. We dressed up, learnt to march, and use a sword in case we came across any pirates who needed capturing. But we didn’t want to be pirate hunters, we wanted to be pirates! So we each made a pirate hat, learnt that pirates stole not only gold coins and jewels but also tea and spices. We were also lucky enough to meet the infamous pirate, Kitty Black. She told us all about her life as a pirate and even trained us to join her as one of her crew. But we had to keep all of this a secret from Admiral Smyth. However, just as we were about to leave, Admiral Smyth and Kitty Black came face-to-face and there was a showdown! There was shouting, there was firing of pistols there was chasing but Kitty Black chased Admiral Smyth out of the building to the cheers of the children. I think it is safe to say everyone really enjoyed the trip. At the end, whilst we were waiting for the coach, we had the opportunity to visit one of the exhibitions of retro toys and games. The children really enjoyed seeing how games consoles have changed and playing games such as Pacman on arcade style stations.

As we reach the end of our second term, we look forward to the Summer Term. We will see Year 2 SATs, Year 1 phonics assessment as well as swimming (more details will follow as soon as we know when we are starting this), sports day and the KS2 play. We will be learning subjects such as Living things and their habitats (Science), digital writing and LEGO education (ICT), making birds (Art), food and structures (D&T), toys (History), comparing physical and human features of Reedham to another country (Geography), money matters and TEAM (PSHE) and some more singing (music). Lots to fit in but also lots to look forward to!

We end the term with a bit of sadness. Mrs Fransham, who has been a TA in Heron Class for many years, is retiring. We will miss her greatly and hope she enjoys being a lady of leisure!

We hope you have a lovely Easter break. We have learnt all about the Easter story, visited Reedham church to see where we can see the cross and made our edible Easter gardens. Ask your child how much they can remember why we celebrate Easter.

We look forward to seeing you in the Summer Term.



Owl Class



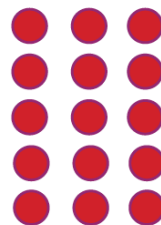
Spring 2023: What a busy term we have had!

Maths

In Spring term, with Miss Waters, we continued to focus on addition and subtraction, before moving onto multiplication and division.

We used rounding to estimate answers to addition and subtraction problems, used the inverse to check answers and in Year 4, considered efficient methods. For example, instead of using a column method for $2900 - 276$, you could use a number line, or change and adjust to avoid multiple exchanges ($2899 - 276$ using a column method then $+ 1$)

In Year 3, we have focused on understanding the relationship between **multiplication** and **division** using arrays.



This **array** shows 5 rows of 3 (5×3) and 3 columns of 5 (3×5). It also shows that 15 counters can be put into groups of 3 ($15 \div 3$) and groups of 5 ($15 \div 5$).

We looked at division as **sharing** and **grouping**.

*20 children are put into 5 equal teams.
How many are in each team?*

This is a sharing question. Draw 5 circles and share out 20 counters between them. How many counters are in each group?

*20 children are put into teams of 5.
How many teams are there?*

This is a grouping question. Put 20 counters into groups of 5. How many groups are there?

We also recapped multiples of 2, 5 and 10 and moved onto multiplying and dividing by 3, 4 and 8.

In Year 4, we have looked at the 3, 6 and 9 times tables and how they are linked. We also investigated patterns in them.

For example, **multiples** of 9 always have a digit sum of 9.

$$27 \rightarrow 2+7 = 9$$

$$81 \rightarrow 8+1 = 9$$

$$99 \rightarrow 9+9 = 18 \rightarrow 1+8 = 9$$

Is 4113 a multiple of 9? ... $4+1+1+3 = 9$... Yes!

We have also looked at the 7, 11 and 12 times table. We have looked at how we can use facts we already know to help us multiply numbers we don't yet know.

For example:

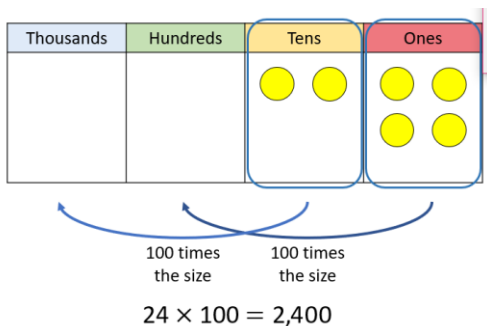
To $\times 5$, you can $\times 10$ then half it.

To $\times 4$, you can double then double.

To $\times 7$, you can add 5 lots to 2 lots.

We have also investigated **factor pairs** and used them to support multiplication (1 & 6 and 2 & 3 are factor pairs of 6).

Year 4 also found that when you multiply by 10, the digits move 1 place to the left and when you multiply by 100, the digits move 2 places to the left. When you divide by 10, the digits move 1 place to the right and when you divide by 100, they move 2 places to the right.



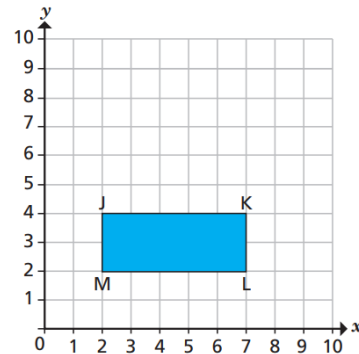
More recently, Year 4 have looked at different methods for multiplication of larger numbers such as chunking on a number line, partitioning and short multiplication (column).

		H	T	O	
			3	7	
	\times			4	
			2	8	(7 \times 4)
		1	2	0	(3 0 \times 4)
		1	4	8	

With Mr Edwards, we have been learning about position and direction. We have covered work on shape, symmetry, describing position and drawing on grids, translating points and shapes and describing the movements we made.

Here is an example of our work. Would you be able to complete the question below?

4 A rectangle is drawn on the grid.



a) Alex wants to translate the rectangle 3 to the right and 4 up.

English

This term in English lessons we have learnt The Sound Collector poem by Roger McGough and written our own versions based on the sounds heard in a school. We learnt about onomatopoeia (words that sound like what they mean like tick, click and hiss) and rhyming couplets.

We also learnt an information text about snow dragons and used it to help us write information texts about other species of dragon. We focused on starting sentences in different ways to interest the reader such as fronted adverbials, using subordinating conjunctions to extend sentences and knowing when to use commas.

Fronted adverbials

Interestingly,

Surprisingly,

Typically,

Subordinating conjunctions

These can go at the beginning of a sentence or in the middle.

When they are born, snow dragons have a yellowish tinge.

Snow dragons have a yellowish tinge **when** they are born.

More recently, we wrote a recount of our residential to How Hill. There was plenty to write about! We focused on paragraphing, linking paragraphs using fronted adverbials, varying sentence openers and using conjunctions to extend sentences.

Reading

This term we finished reading **Pugs of the Frozen North** which involved noodle-loving yetis and echo snow! We also began reading **The Boy at the Back of the Classroom** which is about a Syrian refugee.

In our reading lessons with Mr Edwards on a Monday, we have continued to focus on reading non-fiction texts.

In our reading lessons with Miss Waters, we have read and discussed several story extracts and poems. We have used speed, echo and paired reading to develop fluency and expression.

We have also investigated how emphasising different words can change the meaning of a sentence.

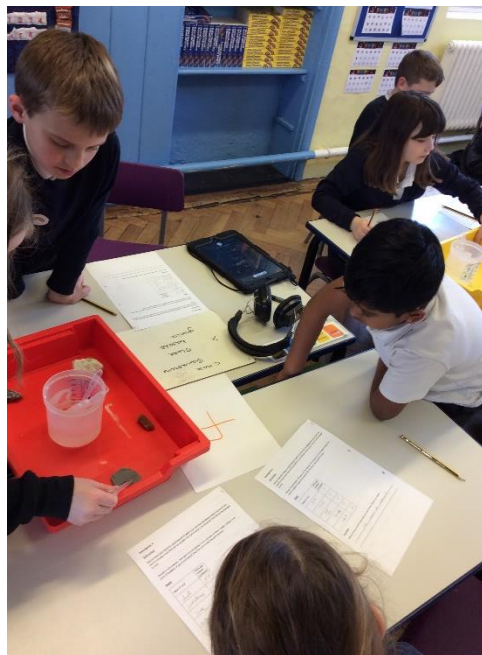
Science

In Spring 1, we learnt about sound which involved lots of investigations! We learnt how sounds are made by vibrations, how they travel through a medium to the ear and the difference between **pitch** and **volume**. We investigated.....

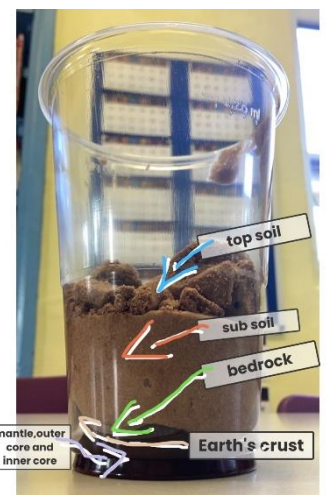
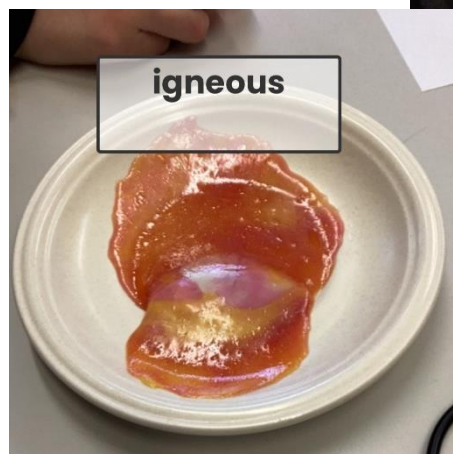
- how sounds travel quicker through solids than gases
- how sounds get quieter as the distance from the sound source increases
- patterns between the pitch of a sound and features of the object that produced it



In Spring 2, we learnt about rocks. We grouped types of rock according to their physical appearance and investigated their properties such as whether they are **permeable** or impermeable. We also learnt how different types of rock are formed and replicated



this using starburst! Finally, we investigated soils (including making layers of the Earth dessert!) and learnt how fossils are made.

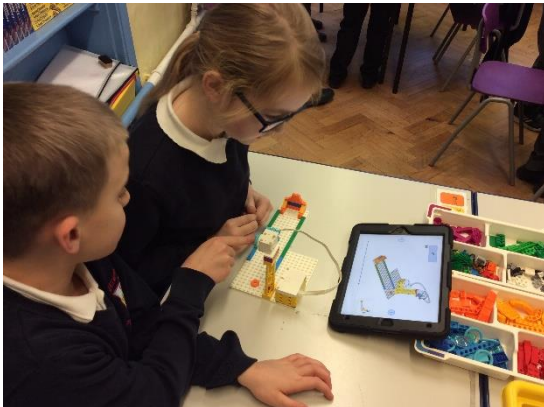


PSHE

Our first unit was called 'Diverse Britain'. We learnt about the British Values of:

- **Democracy** - everyone gets a say on how the country is run by voting
- **Rule of Law** - everyone has to follow the law. Laws keep us safe and happy.
- **Individual Liberty** - we have the freedom to make our own choices such as our religion
- **Respect and Tolerance** - we accept and respect that others may have opinions we disagree with. We treat people equally - we don't discriminate (treat people differently because of a group they belong to).

We learnt what human rights are and discussed some of them such as freedom of movement, the right to be treated fairly by the law and the right to be cared for.



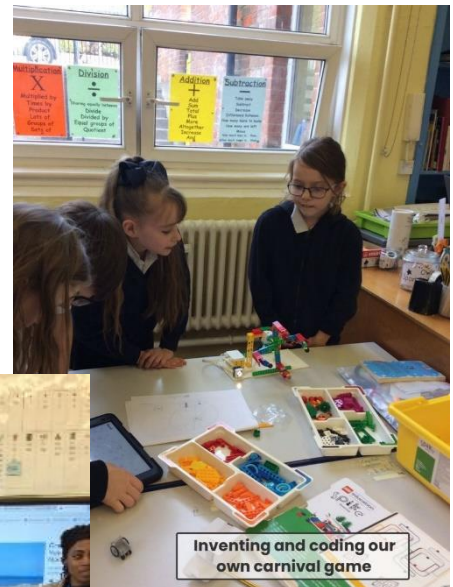
Our second unit was called 'It's My Body'. We discussed physical contact and where we feel it's ok for others to touch us. We also discussed the areas that it is not ok for others to touch. We talked about what to do if we feel uncomfortable about something and the importance of speaking to a trusted adult. We also discussed the following topics:

- How to keep our bodies healthy
- The effects of junk food on our bodies
- Good and bad sleep habits
- How diseases and illnesses spread
- Legal drugs
- How to use medicines safely

Computing

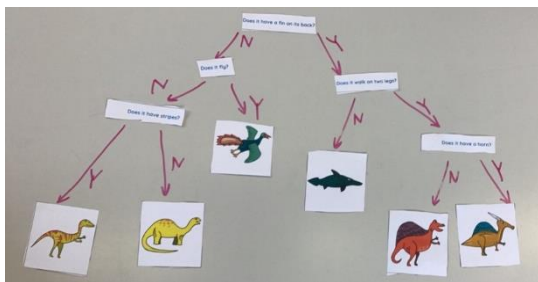
Spring 1: Lego coding

We built and coded fairground rides. We even invited our family members in to join in a lesson with us!



Spring 2: Branching databases

We learnt how to create branching databases to display and retrieve information.



Music

In singing assemblies, we learnt songs from Peter Pan the Musical.

In music lessons, we learned to play samba instruments. We played ganzas, agogo bells, tamborims and surdos. We even performed as a samba band in front of our families in our Spring 1 Showcase.

French

In Spring 1, we learnt how to ask for vegetables in a shop.

Je voudrais..... I would like.....

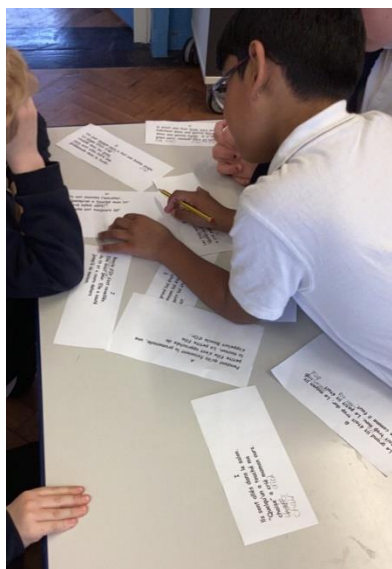
un demi kilo half a kilogram

et and

Can you translate the following?

Je voudrais un kilo de carottes et un demi kilo d'aubergines s'il vous plait.

In Spring 2, we read Goldilocks and the 3 bears in French. We used our understanding of key vocabulary to translate phrases and put them into order.



RE

Spring 1: What is philosophy? How do people make moral decisions?

We learnt that philosophy means love of wisdom and discussed the difference between **knowledge** and **wisdom**. For example, I know a tomato is a fruit, but I'm wise enough not to put it in a fruit salad. Knowledge is the information you have learned. Wisdom is the ability to use that knowledge. We discussed where knowledge comes from and whether we can be sure it's **true**. We discussed the difference between **knowing** and **believing**.

We also learned about **philosophical questions**. These are questions that don't necessarily have an answer - they encourage debate and require our thinking skills.

We discussed how we know how to behave. How do we make moral decisions (decisions about what is the right and wrong thing to do)? We learnt about **humanism** which is a non-religious belief system. Humanists believe that we should make decisions based on whether it will increase happiness and wellbeing in the world and lessen suffering. They work out what is right and wrong by using their reasoning powers. They consider evidence from history and what they can see going on around them every day. Humanist morality can be summed up in a golden rule - '**Treat others in ways that you would like to be treated**' We looked at some moral dilemmas and tried to decide what a humanist would do by considering the consequences of different actions. We compared how humanists make moral decisions with how Christians make moral decisions based on Jesus saying 'Love one another. As I have loved you, so you must love one another.'

Finally, we listened to some of Aesop's fables which have moral messages and had a go at writing our own fable with a moral message.

Spring 2: What do Muslims believe about God?

We learnt that Muslims believe in one God known as [Allah](#). They believe [Prophet Muhammad \(Peace Be Upon Him\)](#) was the last prophet - God's messenger.

Muslims don't portray Allah or the Prophet Muhammad (Peace Be Upon Him) which means they don't have pictures or statues of them. Allah has many different descriptions and it is hard to represent him in a few words, so the Qur'an teaches that Allah has [99 names](#). Each of the 99 names relates to a particular attribute of Allah.

We also learnt that the [Qur'an](#) is very important to Muslims because they believe it contains the words of God. It must never be put on the floor and you must wash your hands before reading it.

Finally, we learnt that the first pillar of Islam is [Shahadah](#). It is a statement in Arabic they repeat when they pray that translates as 'There is no god but Allah and Muhammad (Peace Be Upon Him) is his messenger.' Muslims say it to show they are committed to Islam.

Geography

In geography with Mr Edwards, we have been learning about the United Kingdom. We have looked at the countries in detail and used maps and atlases to locate cities in the UK. We have been able to name some rivers and seas and looked at hills and mountains in the UK.



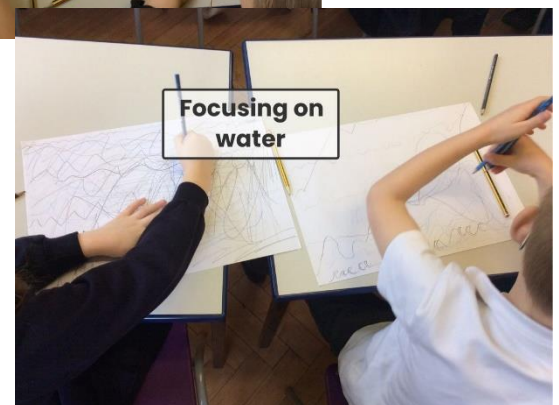
Did you know that Snowdon, the tallest mountain in Wales, was renamed Yr Wyddfa, its Welsh language name, in November 2022?

We have also covered work on continents ([Seven Continents Song - YouTube](#)), tropics, climate and hemispheres. We then focused our attention on to the country of Italy. We started to compare some similarities and differences between Italy and the UK.

Trips, Visits and Events

- Reading café
- Maths café
- Lego family session
- Family Spring 1 Showcase
- Visual Arts Workshop

Mark making based on the sounds of the sea

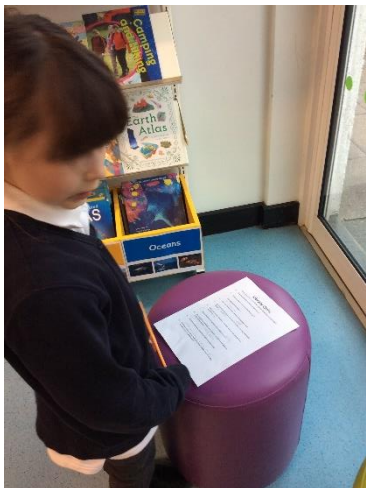


-World Book Day



- Trip to Time and Tide and Yarmouth Library and poet workshop

- Science Day



Examples of Work

Rosie

The sound collector

A stranger came to school today
dressed all in black and grey
Put every sound into a bag
and carried them away

The clicking of a door
The scraping of a chair
The dingling of a bell
The swishing of hair

The banging of the trays
The creaking of the stairs
When the children go to lunch
the screeching of the chairs

A stranger came to school today
He didn't leave his name
Left us only silence
school will never be the same

By Rosie

The Sound Collector

A stranger come to school today
dressed all in black and grey
Put every sound into a bag
and carried them away

The stomping of feet
The creaking of the door
The flushing of the toilet
The squeaking of the floor

The ringing of the bell
The tapping of a fork
When the children eat
the chewing of the pork

A stranger come to school today
He didn't leave a name
Left us only silence
School will never be the same.

By Louise

The sound collector

A stranger came to school today
dressed all in black and grey
Put every sound in to a bag
and carried them away

The screaming of the children
The squeaking of the chair
The flicking of a page
The swishing of pupils hair

The ringing of the bell
The creaking of the floor
When the children run
outside the slamming of the door

The sizzling from the kitchen
The drumming of the samba drums
The singing of humms
The sucking of nursery thums
The banging of the drawers

The squelching of the wetters
when the children hear us
fishy friday the numbling
of the bellies

A stranger came to school
today He didn't leave his
name left us only silence
school will never be
the same

By Oscar

The Poison Dragon

The poison dragon is an ultra legendary species of dragon which can only be seen on Poison Island.

What do they look like?

Poison dragons are the largest dragons in history. Typically an adult's wingspan is around 20m and can reach up to 14m tall. When they are born, poison dragons have a toxic, bluish tinge. Poison dragons can be easily identified by their poisonous, monstrous jaws, giant, poison-green body and strong eight legs.

What do they eat?

Poison dragons are carnivores. In the main, they live off poison, fish and steak. However they can be tempted by chicken burgers.

Where do they live?

Poison dragons live on Poison Island. They live in the poison swamp and sometimes sleep in underground burrows. If there is a poison storm, they can be seen gliding energetically over the storm.

Fun facts

- Whilst most dragons are renowned for breathing fire, poison dragons only breathe poisonous gas.
- When they are born, poison dragons are not born with a leg. Instead it begins to grow shortly after a few months
- Seeing a poison dragon is said to bring good luck. As a result people are known to surround Poison Island in the hope of catching a glimpse.

By Divyaa



Our Trip to How Hill

On Monday sixth of March, Year 3,4 and 5 went on a residential trip to How Hill to learn about local wildlife and nature.

At approximately 9:45 in the morning, we got on a coach to go to How Hill. I sat next to Louise. It took about thirty minutes to get there.

When we got there, we unpacked the coach and brought our suitcases and bags to our rooms. I was in a room with Poppy, Elsa, Punya, Frejya and Louise. We also learnt about the house rules. They were walk in the house, look after the gardens and the environment and don't go further than the garden gates. After that, we had lunch.

In the afternoon, we went on a nature trail. We learnt about wet woodland and dry woodland. In the wet woodland, we found footprints that belonged to a chinese water deer. It was very interesting. We also went into a bird hide and saw a couple of ducks and a heron. After that, we carried on with our walk up to a stick covered in mud. We found out that the mud was called peat and that it was clean mud. Some people put it on their faces to get mud masks.



In the dry woodland, we saw loads of different types of tree including beech, pine/evergreen and oak. We played a game in which we needed to find a partner and guide them around the woodland to a tree. I was Jess' partner. She had to hug the tree and feel if its bark was rough or smooth. She had to feel how large or small it was and if its roots stuck out or not. When it was my turn to hug a tree I guessed straight away because Jess chose the only tree in that area that had netting at the bottom. After that, we set up a night vision camera.

After the nature trail, we did animal clay model making. We needed to draw our models first and then make them out of clay. We used natural materials like acorns and pine cones for some of the body parts. I made an owl on a stick.



Then, we went back to the building to do weaving. Lindsay (one of the members of the How Hill staff) taught us how to do it. Mine was navy and white. After that, we had dinner. It was fish fingers and chips.



After dinner, we had some free time. I did weaving in the games room (a room with lots of games in it). I really enjoyed it.

Next, we did a teddy bear competition. Mr Edwards kept throwing teddies at their owners if they didn't win. In the end, there were four teddies in the finale. Mr Edwards took so long picking out the ones that had lost that I thought it was going to take forever. When he finally finished, two teddies were winners - Elsa's beaver, Sir Brambleclaw, and Thomas' rat (I called it Ratatouli but I didn't actually know his real name).

Then, we went into the games room to sing some songs whilst playing some games. We sang a song called 'Oh you'll never go to heaven' followed by 'Herman the Worm' and 'The Quarter Master's Store'.

After that, we went to bed. I stayed up reading for 10 minutes and then slept.

On Tuesday 7th March, we went to Toad Hole Cottage. It was very interesting. We learnt that a marshman lived there and he had ten kids. We also learnt how they caught eels. We went upstairs and there were very hard beds and hot water bottles made from china! There was also a creepy, old doll and a broken mirror. It was fascinating!



After going to Toad Hole Cottage, we went to the wood classroom to do owl pellet dissection. I was Louise's partner. The owl pellets looked a bit like wet mud. We found a shrew skull and a vole skull in our pellet along with a few other bones.

Next, we played hawks and blackbirds in the massive field next to the wood classroom. We needed to find ourselves 2 partners to play. We needed to get red bibs if we were parent blackbirds, and if we were baby blackbirds we needed blue bibs. We were black bird families and we needed to get to the blackberry bush and collect the berries. Shauna, one of the members of the How Hill staff, was the blackberry bush and the berries were actually just purple counters. I played with Punya and Elsa. If you were a hawk you needed a green bib and if you tagged a blackbird the blackbird would go to blackbird heaven A.K.A the stone squares in front of a wooden cabin. If you were a crow you would need a yellow bib and you would run around the field looking for baby blackbirds without parents guarding them and tag them so then they went to blackbird heaven. We only collected one berry in the first game. In the second game Shauna chose much more hawks and crows than in the first game and it was almost impossible. In the end, every blackbird died, so there was no food left for the hawks and crows too, so they died as well. In the last game, Shauna chose absolutely no crows or hawks, so the blackbirds got all of the berries and there were none left so all of the blackbirds died.



After lunch, we went on a boat trip. There were two boats Norman1 and Norman2 ("We're very original with our boat naming," said Lindsay.) I went into Norman1 and sat next to Sophie and Elsa. We saw an otter and followed it. It went into a tree and started eating a fish. It was such an amazing sight. It was very windy. My hood kept flapping madly and the reeds and grass at shore were dancing in the wind.

After that, we did thatching. There was a tiny house with no roof and we needed to make the roof out of reed. I was in a group called the Danger Ducks and we did pretty well. We needed a victim to go under the thatching and get water chucked on them. I was the victim, but I didn't get very wet.

After doing thatching, we went back to the How Hill house and had dinner.

After dinner, we went to the gift shop. I bought a notebook and pen for myself and two rubbers for my brothers.

We did a tidy room room competition in which every room participated. In the end room eleven which Oscar, Dinuyan, Benjamin and Mason inhabited for the time being won the competition and they each got a cup of popcorn.

After the competition, we sang some songs. It was fun.

On Wednesday 8th March, we did dyke dipping. We needed to find ourselves two people to be in a group with. I was with Poppy and Elsa. We didn't find much because I kept (accidentally) getting lots of mud and tipping it in the pot. One group actually caught a baby fish. It was so cute!!!!!! I really enjoyed this activity.



In the afternoon, we did orienteering. I was in a group with Peggy and Cameron. We had three trails: the Yellow trail, the Orange trail and the Green trail. We got half way through the Orange trail, but then we had to stop. This was my favourite activity there. Then, we got onto a coach and went back to school.

Unfortunately, that was the end of my trip. I really wish that it could have been longer. It was an interesting trip. I absolutely loved it.

By Charlie

Our Trip to How Hill

On Monday 6 March, Years 3,4,5 went on a residential trip to How Hill.

The morning we got there Lindsay and Lizzie explained the rules to us. Then, we had lunch which was delicious. I had a tuna sandwich and sat next to Noa.

In the afternoon, we went on a nature walk and saw Chinese water deer footprints in the mud. Next, we went to the bird hide and saw a heron in the distance. After, we learnt about peat (a sort of mud used as fire lighter). We got a free peat mask which was kind of refreshing UNTIL IT GOT STUCK ON MY FACE which was annoying. Next, we walked up to the wood classroom. We did some clay model making. I made a snake with a top hat called Jeff.

At dinner time, we had a fishy Friday. After that, we did some weaving. I did mine blue and white.



On Tuesday, we went to Toad Hole Cottage. When I went up the stairs, I saw that the hot water bottles were



made out of china. It was so uncomfortable. I could not sleep with that in my bed. The beds were so hard it felt like concrete. There was a little rocking chair that I would not let my kid go on. 9 kids lived there but there were only 3 beds and the toilets were buckets with posh lids on.

After, we walked up to the wood classroom (Well I wouldn't say walked, everyone ran). I slipped like 100 times. Then, when we got there, we did owl pellet dissection (the stuff that the owls can not digest).



After, we went on boat trip and saw a kingfisher and an otter. I think it was a baby I watched it get a fish when it ate the fish I was saying in my brain r.i.p fish. When we went into Barton Broads, it was so windy that Noa had to hold onto me so I didn't fall off. The waves were so rapid it splashed James and Stepan in the face.

Next, we had dinner it was mash peas sausages and carrots.

The next day we did dyke dipping. My friend Peggy found 2 fish. She was so lucky. We found lots of boat men. I mean lots like 1,000 and a lot of seaweed.

Next, we did some orienteering and me and Thomas were partners. We found loads. We finished red, yellow and green challenges and me and Thomas were so close to finishing then.... The whistle blew. I was so annoyed because we could have finished it. I think we beat everyone else.

Then, sadly we had to leave this majestic place. It was very annoying that we had to leave and I would definitely go there again.

By Jess



REEDHAM READ IT

Spring 2022 Issue

Welcome to our school newspaper, where we showcase our hard work from each half term - enjoy the tour of our school experiences this spring. What a busy start to 2022! We have celebrated and achieved a lot this term; with our usual learning and special days like, World Book Day and Comic Relief - we have been busy. Enjoy the read and have an Egg-cellent Easter XXX



Otter class have had a great start to 2022. Mrs Woodards and I are proud of all they have achieved together so far and are looking forward to a busy summer term outside, in our garden and in the pool - Go OTTERS! Let's look at what they have been up to this term.

Horstead

This year Otter class went on a residential trip to The Horstead Centre, in Horstead near Coltishall. We had a great time away from school and home for 3 days and two nights! Here are some things we got up to on our adventure.

Groups

When we arrived, we were put into groups. The groups were group one with Mr Edwards and Mrs Woodards, group two with Miss Spaul and the last group, three, with Mrs Spaul, Mrs Kelf and Miss Boxall. We had to learn to communicate with each other, doing various activities during our stay.



Bananagrams, colouring, bracelets and pompoms.

Inside Activities

In the centre there was a games room; some of the games were: ping pong, pool table and foosball. Miss Spaul had also brought some quiet activities for us to do: Dobble (she wiped the floor with us!), Tantrix and making friendship



Team challenges



The first activity, on Monday afternoon, at Horstead was team challenges. We had to work together in our groups to finish the challenges. Some were really hard, like the quicksand challenge (it wasn't real quicksand). We had to cooperate and work



together, talking and listening and trying our ideas.

Canoeing



When we did canoeing, we learned how to do a 360° turn on the water and we went up the river. We didn't get that far but it was very fun. The river we went on was the Bure. There was no rubbish in the water and it was very clean - we loved messing about on the river!



The Tower



The tower was a rock climbing activity.

The rock climbing looked like a dinosaur. There was an opening to go inside the rock climbing and it had a bouncy floor to do bouldering (Miss Spaul was not allowed in there!). It was like rock climbing inside instead of outside the rock. We also had to have a partner to hold our backs while we went around the cave. We had to wear a helmet and harness. For the zip line, once you got to the top of the rock climbing, it looked higher than on the ground. Once you got up you went up on top of the tower you were connected to some



safety ropes. Once you're ready to zipline, you were allowed a choice of counting from 5 or 10 or no countdown to jump and zip down the line.

Crate Stacking

When we did crate stacking, we needed to wear a harness and a helmet to keep us safe. We were in partners and the team leader passed us crates and we stacked them - we had to climb on top of the stack. We had 2 stacks and we added crates to the stack and went higher until we wanted to stop or we fell down - the highest was 15 crates high.





Vertical Challenge

It used to be called Jacob's ladder. You also had partners to go up next to you doing the same thing. Once you got high enough for your liking, you could come down. You held on the rope you're connected to and leant back and let go of the ladder and just float in the air and the person on the ground had pull something like a lever and you come down slowly. We performed challenges - carrying a swimming noodle up and a timed challenge. The fastest time to the top was 20 seconds.

Caving and low ropes

We went on an obstacle course a bit like the trim trail at school but much bigger. We needed to wear helmets. We went around the trail trying it out and then there was a challenge, where we needed to go around it with a cup of water and try not to spill it. The pair with the most water left won the challenge. Then we had another challenge to pass an egg around the course and if we had the egg we couldn't move. In caving, we went into a fake cave disguised as a bush. When we went inside it had some water and we got a bit wet. We got to the middle; it was like a tiny house. We explored it more and there were slugs! It was disgusting!



The River and the Night walk

Miss Spaul took us out for a night walk after tea on the first night, some people saw life jackets that looked like a creepy family staring at you. Then we walked to the river and we played Pooch sticks. Someone dropped their torch in the river. It was floating and the light was still on - it floated down the stream - lost! Luckily none of us fell in! On the way back we collected wood for our fire the following night - we were out in the dark for about an hour!

Fire

We were lucky that we were allowed to have a fire on the second night. Miss Spaul had got it ready with the help of her great assistant Daniel - it was roaring by the time everyone had finished playing football in the dark and came outside. Before we sat down, we all went into the woods and got a long stick to put our marshmallows on. We got a marshmallow and put it on the stick we had found. Then, we put them on the fire and waited for them to melt. After that, we put the marshmallows inside the 2 chocolate digestives - s'mores. It was really tasty. We sang songs like at scouts.



Thank you to the teachers, the TAs and the leaders at Horstead, a special thank you to Miss Spaul and Mr Edwards for organising our trip and a **big** thank you to Miss Smith (Sian, Freyja's mum) and Mrs Spaul (Miss Spaul's mum) for giving up their time to help us.

Thank you so much for helping us make magic memories! **By Jimmy, Esmee and Lacey.**

World Book Day

On Friday 3rd of March, we had the choice to come into school dressed up as our favourite book character, non-uniform or wearing our PJ's. Then, after talking about what characters we were back to our normal class. We also did a competition about the weirdest place to read a book. There were 19 entries, some of them were in an ambulance, in a door frame, sitting near the mannequins in Asda, standing on a pony, sitting in an aquarium window and reading on a rock wall!

We would like to announce and congratulate the winners: Squirrel Class - Elizabeth, Heron class - Jackson, Charlotte and Jackson, Owl class - Jess and Sophie and Otter class - Betsy.

We raised £35 on World Book Day.

By Erin and Finley



Red Nose Day with Crazy Hair!



Red nose day was on the 17th of march 2023, where we raised money for children in need - we raised £32.50. We did this by coming to school with crazy hair and donating money! As if this wasn't enough, Miss Waters, as our lead and ambassador for science had planned the most amazing day of science exploration! We learned so much and had so many visitors come and tell us about how great their jobs are. Thank you for a great learning day, Miss Waters.

This exciting day began with an assembly in hall with Miss Waters:

She asked us "What is science?" She told us about Science Week and that the theme this year was 'Connections'. Miss Waters read us a story, 'If sharks disappeared' - we learned that they are apex predators and that their disappearance would have a massive impact on our world. She also asked us, "What are scientists?" We were surprised that we were able to smash some stereotypes - they don't all wear white coats, they are not all men with crazy hair, they don't all work in a lab and do crazy experiments!

Miss W set up a travelling colours experiment - we had cups filled with blue water, red water and yellow water and we waited all day for them to move through the kitchen paper to the next cup.

Next, we were lucky enough to meet some real-life scientists (some mums and dads from our school). Poppy's mum, Anne Kirby, came to talk to us about research - she asked us for our consent to take part in a bit of research about chocolate and how it made us feel. Anne ended up staying all day to help us - THANK YOU!

Next, Simon Barrett - Joseph's dad came in to talk to us about his job. He travelled all over - even abroad, visiting laboratories to test and check equipment is working properly to test medication being made by companies. It was interesting to learn about some of the machines and how they work.

After break we worked in groups - the whole school was mixed together and we visited different adults to investigate connections experiments:

- Fingerprints with Anne in Otters - we made fingerprints and then analysed their shape - we



learned we all have unique fingerprints.



- Rainbow Colour Mixing with Miss Spaul in Owl class - she helped us look at what happens when you drop food colouring into milk and add

washing up liquid - the fat in the milk bonded to the liquid and repelled the colours away.

- Yeast experiment with Miss Waters in



Otter class - this was very fun we mixed two different solutions in bottles of water with yeast (one with sugar and one without) then put a balloon over the top of the bottle - the reaction of one was so powerful it exploded over Miss Spaul who happened to be taking photos nearby!

- Cornflour Slime with Miss Macintosh in Herons - we investigated the properties of solids and liquids - it was very messy and very strange.



- String cup telephones with Mrs Fransham in the hall - we made telephones using string and cups - they actually worked!!!



- Why Soap Works with Mrs Kelf in Herons - we experimented with pepper and soap to see the effects.



- Fizzy Colours with Mrs Bethell in Herons - we mixed bicarbonate of soda and vinegar and watched the reaction of the substances.



make 'good' plants by selecting DNA to create plants that are disease resistant and yield well. It was interesting - we created our own weird creatures by thinking about mixing their DNA.

Then we had a Zoom call with Sam Holloway. He is a pharmacist at a hospital in Bury St. Edmunds. He told us the most expensive drug he had prescribed was £10,000!

Our final visitor, again on Zoom was Venessa Smith. She is a clinical scientist in an assisted conception unit. She explained that she helps families to have babies when they can't conceive normally. This was interesting as we had been learning about lifecycles in science.

By Oli and Bradley

After lunch, we were visited by a STEM Ambassador, Matthew Henderson, who is an engineering manager at SSE Renewables. He had an amazing job where he had to go on a boat to climb massive Wind turbines and check they worked properly. He showed us all his safety equipment - Miss Water put it on!

Next up was Danielle (Noa's auntie), she told us all about genetically modified crops - we learned that scientists can choose how to

Design Technology

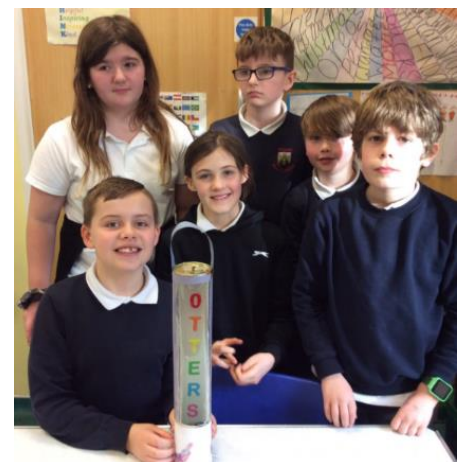


This term, Miss Spaul challenged us to make a lamp (which actually lit up!). All of us had to split into 6 groups. Miss Spaul thought we could make it from scratch, she found cardboard boxes from the storage room - there were lots of cardboard boxes to choose from. Miss put them on the table so each group could choose them so we could start. Each person from each group a work booklet with spaces so you can draw a picture of what you want your design to look like and also boxes about where are you going to put your lights, what the materials you

are going to make out of and a box, if you like the activity or not at the end.

The first step for the groups to make the lights was to get a cardboard box and cut it to the exact measurements we wanted it to be and then get some coloured paper (if you want) and then get some tape and then use it to stick it on the cardboard. Then, we needed to cut a little hole in the cardboard and put all the wires, lights and switches in it and then test if it works. When we were done, we wrote on the sheets and circle what you like because there are boxes that you need to circle.

In our plan, we had to include lots of electrical things such as switches which are used for turning the lights on inside the cardboard box, mostly for testing but you can use it if you want to use it as a light. The light which is used for brightening the



lamp up and also people normally use the see through plastic that the light can shine through it, which makes it brighter. And finally, the wires were for the volts to travel through the wire because metal absorbs electricity therefore it can go into the bolt and make light that can spread.

In one of the groups, they argued about what they should do for their lights which was the only problem when it came to arguments. All of the other groups did not argue because they all decided what they wanted to do as a group.

If we were to do the activity again, we would make more people do more things because we think that not many people did enough things such as writing on the sheet and getting all the materials ready to do the activity. By Cameron and George B



Science

Last term, we learned about electricity. We learned about circuits and how to build them with light bulbs, buzzers and motors. We investigated how wires carry electricity from a cell and power the components. We learned how to recognise and draw the circuits using scientific images. We built circuits that light up as part of our DT to consolidate our learning.

This term, in science our topic was Living things and their habitats. We learned to name parts of a flower to understand how living things reproduce, such as the anther - a male part of the flower that makes pollen, the filament - a male part of the flower. The filament holds up the anther. The stem transports water and nutrients up from roots to leaves, the ovary - female part of the flower which contains the ovule (female gamete), the style - a female part, where the pollen travels through to the ovary, the stigma - female part of the flower that germinates pollen. We also started an experiment which we have been watching.



We learned that some plants reproduce sexually but others like strawberry plants reproduce asexually. We took cuttings of asexual plants; we cut a couple centimetres off the main stem, then cut off the leaves. After that, we put the cuttings into a test tubes of water, then put the cutting in a bright place. We will continue watching them to see if they develop roots. We also learned how mammals reproduce and the lifecycles of amphibians, insects and birds. We hare finishing off our video presentation called 'Life' about the reproductive process of these animals.

By Max and George M



Chlorophytum comosum (Thu...
Spider plant Asparagaceae



Tradescantia zebrina Bosse
Inchplant Commelinaceae



Hedera algeriensis Hibberd
Algerian ivy Araliaceae

Time and Tide Visit

We arrived at the Time And Tide Museum by bus and walked through the musuem sensibly, up some stairs (it smelled of fish as it was the old fish curing building). We went into one of the rooms, put our bags in a corner and sat down.

Before we started, our host, a lady called Phoebe, asked us what number sheep we felt like on a sheep scale! After that, we were given a clipboard and walked through the museum to get to the rows (this were replica houses of what the streets would have looked like a few hundred years ago).



We looked inside the old houses and wrote down things that we saw to include in a poem. It was a very narrow street. There was an old fashioned post office, a pharmacy with medicines and glass bottles with drawers underneath them. Also with a small window, there were small houses and a fisherman's' workplace. We also saw a little room in the rows with a man that makes clothes. After we had run out of time, we went back upstairs to find weird and colourful things. There were taxidermy animals, animal teeth and animal

skulls. There was also a beach themed room that had swimming costumes, a film machine, a beach house , tea sets and a thing that you put your head through. After that we wrote our own version of ten things found in the sea pocket and we took one line



off our own poem to make one big poem. Pictures of some of the rooms we saw.





Our list poem inspired by what we saw in the rows

Great Yarmouth Library

After we went to Time and Tide, we went to Yarmouth Library. When we arrived we were introduced to our guide, she asked us some questions about Norfolk libraries. We got into partners and were given a quiz sheet to answer about Norfolk libraries. After we had finished the quiz, we got to sit down and choose some books to read and borrow, taking some books home, if we had a library card.

Some of the Quiz questions

1. How long can you borrow a book?
2. How many libraries are there in Norfolk?
3. How many books can you borrow at once?
4. Name a book that was written by Roald Dahl?
5. What happens if you don't return a library book?
6. We did quite well!

By Eva, Bethany and Yuliia.

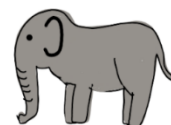
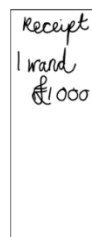
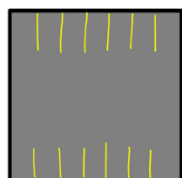
English

During the first part of spring term, we used Ian MacMillan's poem *Ten Things Found in a Wizard's Pocket* as a starting point to then create our own list poems.

We first learned the poem by heart using Miss Spaul's story map to help us remember - we also used actions to help us recite it.



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Ten Things Found in a Wizard's Pocket

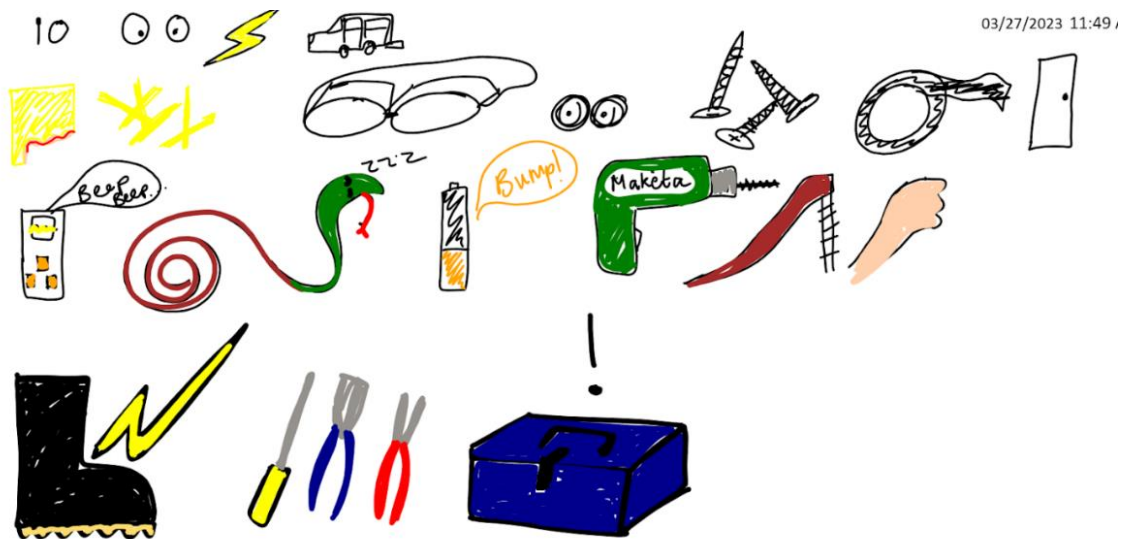
A dark night.
Some words that nobody could ever spell
A glass of water full to the top
A large elephant
A vest made from spiders' web.
A handkerchief the size of a car park
A bill from the wand shop
A bucket full of stars and planets, to mix with the dark night.
A bag of magic mints you can suck forever
A snoring rabbit.

Then, we used the poem to create our own class version.

Ten Things Found in an Electrician's Van

A half-eaten bacon sandwich and a few stray fries,
His safety goggles - to protect his eyes!
Assorted screws, rolling around on the floor
Electrical tape stuck to the door
A malfunctioning wire detector - endlessly beeping!
Wires coiled like snakes a-sleeping
Run-down batteries bumping
Electrical drill sliding and thumping
Rubber soled boots; to avoid electric shocks
Screwdrivers, pliers, wire-cutters - surprisingly stored in his toolbox.

By Otter class



We created our own poems, please read Eva and Punya's versions. They read these out in front of our parents in our class showcase this term.

Surprisingly, when we had our trip to the time and tide museum the person who was talking to us about poems and what a coincidence it was by Ian Mcmillan!

Ten Things Found in a Shipwrecked Sailor's Pocket

- A litre of sea.
 - An unhappy jellyfish.
 - A small piece of lifeboat.
 - A pencil wrapped around with seaweed.
 - A soaking feather.
 - The first page of a book called 'Swimming is Easy'
 - A folded chart showing dangerous rocks.
 - A photograph of a little girl in a red dress.
 - A gold coin. A letter from a mermaid.
- By Ian McMillan

This half term, we learned how to write an instructional text. We spent a few weeks on this task and learnt more about it by reading the book, *How to Train your Dragon*. Our task was to create our own set of instructions, we could choose anything that we knew how to do. Some people did "How to Train your Puppy". Next, we used our learning from science to help us write a non-chronological report - we did a cold task and had a go at writing about platypuses. We had already learnt about them. We had a learning ladder, which helped us to remember what we should include in the report, for example a title, at least four paragraphs, a glossary - we needed to use scientific terms and use a formal tone. Platypuses were just a practice, we then wrote our own by creating our own imaginary creatures. We could make up our own creature, using our knowledge from science. We researched first, the creatures we wanted, for example, a dolphin, an ant and an elephant - we even named our creatures. We drafted these in our books, then wrote them up onto Canva.

And next we moved on to learning about how to write a balanced argument, this will be finished off next term.

By Tylah

How to walk your dog

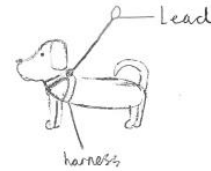
Walking your dog is one of the most important parts of owning one. I am sure he loves being walked by you, but are you wondering how to give him exercise perfectly? Read on!

You will need:

A dog,
A harness that fits him,
A lead (ideally an extendable one),
A drink-in a bottle
and a coat for you and your dog
(this is optional.)

Method

1. Firstly, find your dog. He may be asleep, if so wait until he wakes up.
2. After that, you will need the harness. Place it so that the V-shaped part is on the back of your dog's neck.
3. Next, clip the clips so it looks like a collar that has slots for the legs. (I.e. your dog looks uncomfortable attach the clips together differently.)



4. Once the harness is clipped, you will need the lead. Hold the metal part and pull the small metal lever.

5. Next, attach it to the harness and get your drink, in case you need a drink on the walk.

6. Now put a coat on you and your dog. (This is optional). You may need to reattach the lead; remember to clip the coat on properly.

7. Unlock your front door, whilst holding the end of the lead.

8. When you and your dog are outside, lock your door and you are ready to walk!

By Poppy

DIET

The Snolfodo Dragon eats a variety of different foods, like deer, hares, rodents, beavers and much more! Here are some tactics on how it catches its prey; it climbs up a tree and lands on its prey and it also can chase its prey, bite into it and wait for it to die, this is because of poison in its fangs. It takes a few hours for the poison to kill its prey.

SPECIAL FEATURES

The Snolfodo Dragon is a mix between a Komodo dragon, a wolf and a snake. It has poison like a Komodo dragon, long fangs like snakes and lives in packs like a wolf would. It can breathe under water because of its scaly features.

LIFE CYCLE

The Snolfodo Dragon starts off in its mother's belly, this is called a pup. It grows in the mum's belly until it's big enough to walk, this stage is called a puplet. It grows up to (hopefully) be a brave, fierce and strong animal.

Snolfodo Dragon

The Snolfodo Dragon (*surpanus lupus*) is a mixture of three animals combined into one! It is believed to have lived over forty-million years ago and was even bigger than a car. It was found in the darkest depths of the Amazon rain forest. It was on the floor hugging a skeleton of a human. 10 people lifted and helped it onto a trailer and out of the forest. It was unknown why it was hugging a skeleton.



GLOSSARY

Sexual- Needs two parents and they interbreed to make the offspring.
Puplet- A young Snolfodo dragon, new born.
Pup- A young Snolfodo Dragon in its youngest form.
Impale- To pierce or fix on a pointed object

APPEARANCE

The Snolfodo Dragon is a brownish grey color, and has scales on its feet, legs and tail. All the rest of its body is fur. It has a long tongue and razor sharp fangs that can stab and impale you. It has a wolf head, a snake's scaly tail and a Komodo dragon's deadly venom and long black tongue.

WARNINGS

Although being really cute, the Snolfodo Dragon if threatened it can cause it to be deadly. One bite from it could kill! Here is what you need to do if bitten, first, find an ivy leaf, then grab a hand full of mud/dirt and place the ivy leaf in the dirt (quickly) and put it on you bite then rush to the hospital.

HABITAT

The Snolfodo Dragon can live in multiple conditions such as, snowy mountains, normal forests, rain forests and many more biomes.

By Noa

Computing

Databases

In the first part of this term, we learned about databases and diagrams. First, we learned about paper databases. Then we learned about how to use databases diagrams on computers. The different types of diagrams are chart, pie and Venn diagram. We started with databases on population in countries such as e.g population: 7,662,542.

Then we moved onto the titanic passenger list we would enter words such as male 13 years old and it would come up with the amount of males who were 13 years olds and their name and where they boarded. We also did a worksheet with Titanic data questions, such as, how many people who were boys survived on the titanic? We also made our own graphs e.g., pie charts, Venn diagrams and bar charts. These graphs held information on the Titanic such as the number of females that survived.

Google drawing

What we have learned is how to make a vector drawing on google drawing.

In google drawing we have been taught to use the fill and outline tools. We first drew a penguin using circles, triangles and ovals. A vector drawing is made out of overlapped pictures e.g. squares over a circle. To colour a image in you click the bucket with paint spilling and a option of colours pick your colour then a image will turn red or blue or whatever colour you picked. To get a shape you need to click on the circle and square and pick your shape drag it onto the canvas. You can also write on you drawings by clicking on the shape you want a line will appear and if you click on it it will enable you to write All of our computing power points are from Raspberry Pi. **By Kaden and Finlay**

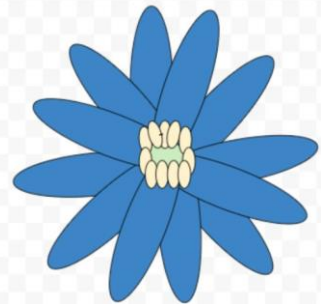


Elsa



Noa

Poppy



French

This term, we have been learning about animals and how to say our family members in French.

Ma Famille

We have also learnt how to say our family members in French.

Dad- Le pere

Mum- La mere

Grandfather- Le grand-pere

Grandmother - La grand-mere

Brother- Le frère

Sister - La sœur

Step-brother - Le beau-frère

Step-sister - La Demi-soeur

Step-father - Le beau-père

Step-mother- La demi-mere

You can also say what family members you have

By saying J'ai un or une and then your family member

J'ai un père.

J'ai une soeur.

J'ai une mère.

Les Animaux

We have learnt about most of the pets that we have in our homes like dogs and cats.

Dog - Un chien

Cat - Un chat

Bird - Un oiseau

Hamster - Un Hamster (make sure to say it in a French accent)

Goldfish - Un Poisson Rouge

Tortoise - Une tortue

Mouse - Une souris

Rabbit - Un lapin (masculine)

You can also say how many pets you have by saying as-tu un animal?

And reply

J'ai un (your pet)

J'ai deux chats

J'ai une souris

This term we have learnt a lot and we hope we learn more next term

By Joseph and Freddie

P.E

We have P.E. every Tuesday.

Games

For a warm-up we either do Capture the Flag or Sharks and seaweed. Basically, capture the Flag is 2 teams that try to get the other team's flag if they do, they win and there is a jail if you get caught(touches)you go there. Shark and seaweed is basically where you turn into a Shark to catch the other people. At the end we usually play other games like splat.

Sports leaders

The sport leaders are Thomas, Noa, Cameron, Tylah, Oscar and Betsy. We all had the option to fill in a form, that at the bottom they had to fill in a reason why they would like to become a sports leader, we were picked out by Miss Hunter (our P.E. teacher). Their job is to help our P.E teacher set up the lesson or activity.

Gymnastics

At the start of each lesson we played the bean game after naming e.g: rolls or jumps. Our first lesson of gymnastics was balances on our own, in pairs and in groups. Our second lesson was rolls and our third was jumps and some of them are: pencil, star, pike, straddle and tuck.

Superstars

We get up to 6 superstars each week. Miss Hunter chooses 2-6 superstars and we find out by playing a few games of guess who.

By Thomas and Riley.

Cluster TAG RUGBY Tournament

Our team had 7 players, Betsy, Cooper, Daniel, Erin, Kaden, Noa and Riley. All of them, we know, played at the best of their abilities. We had to arrive at school, a little earlier than usual, for 8:25 and left at 8:30 to be collected by the coach. We picked up Freethorpe and Cantley on the way to Norwich school's sports ground.

First, we played Freethorpe and lost 7-4, Cooper and Erin got one try and Riley scored two. After that, we played Fleggburgh. We won 7-6, Daniel and Erin scored one try, Riley scored two and Cooper scored three.

Next, we played Canteley and won 7-4, Cooper got three tries, Riley scored two and Noa and Kaden scored one.

After that, we played Fairhaven. We lost 7-6, Riley, Noa, Cooper and Besty scored one try and Erin scored two.

Lastly, we played Acle. We lost 7-4, Erin and Riley scored one and Kaden scored two.

We really enjoyed playing tag rugby and all the players were amazing. We thought it would have been better if we came 1st or 2nd. But it was still one of the most fun tournaments we have played. Our outstanding coach Mrs Kelf was the best coach ever; she supported us and cheered us on as we played.

By Noa, Daniel and Cooper.



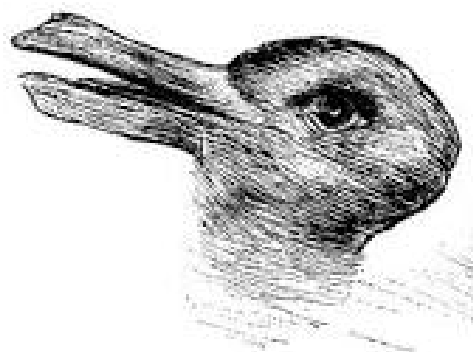
RE

On RE day we asked the question, "Is it reasonable to believe in God?" We learned what atheism, agnosticism and theism meant.

Atheism is when somebody doesn't believe in God, Agnosticism is when somebody is not sure about believing in God but that something is out there and theism is when somebody believes in God. Humanists believe that humans were not created but evolved. We learned what Blaise Pascal argued. He was a French philosopher, mathematician, scientist, inventor, and theologian. He argued, if God exists and we believe, we will be rewarded with infinite gain. If God exists and we don't believe, we will be rewarded with infinite pain. If God doesn't exist and we don't believe, we will gain some finite pleasure. So he reasoned it is better to believe. We

discussed our views and used what we have been learning in PSHE about freedom of speech, respect, compassion and

We looked at an optical illusion, which some people saw as a rabbit and others a duck,



this relates to our view of the world around us and what we choose to think and do. We have different perceptions, views and opinions. This image was used by

psychologist Joseph Jastrow, the image was made famous by Ludwig Wittgenstein, who included it in his Philosophical Investigations as a means of describing two different ways of seeing: "seeing that" versus "seeing as"

By Jimmy

MATHS

In maths, we have been learning about algebra, fractions, decimals and percentages this term. Currently, we are learning about shape; how to calculate perimeter and the area of shape. This is some of our best work by Riley.

In fractions we learned $10/1000 = 1/100$ and so on.

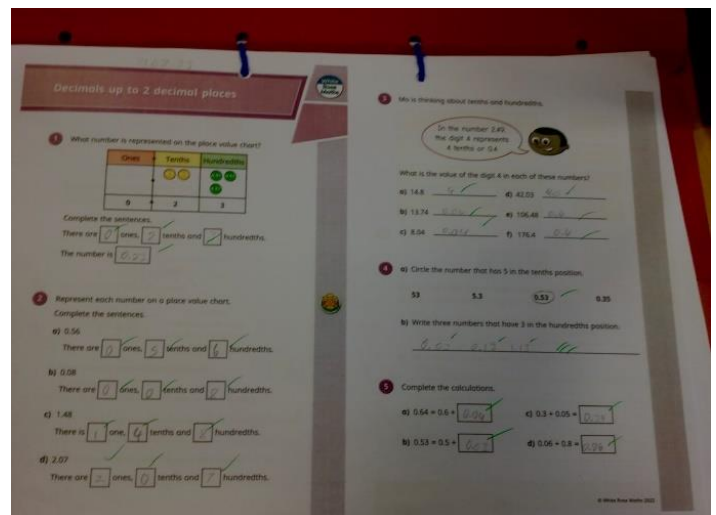
This week, we have learned how to calculate the area of shapes we learned that you multiply one side by the other. We also learned about perimeter; this is the distance around the outside of a 2D closed shape.

P.S.H.E

Britain

Last half term, we learnt about how our government and judicial system works to keep us safe and help us. We learned how people are able to vote to decide which political party runs our government in our country. We learned what the law is and how it works, how in England, not so long ago there was not equal rights for some people and they were treated differently and unfairly, laws and rules we have to follow. We learned the meaning of **parliament**, **democracy**, **diversity** and **equality**. There were lots of people that didn't just let anyone treat them differently, just because of their skin colour, beliefs and decisions, like Rosa Park and Martin Luther King.

We learned about how our government system works. We had a zoom meeting with our local MP Jerome Mayhew, we spoke about global warming and he answered a lot of our questions such as... Do you enjoy your job? He replied with "yes but it's hard work." We asked, how long had he been working in the Government? He told us "Four years." It was interesting finding out about MPs and Mr Mayhew asked if he could visit us in our school!



Think Positive!

This term, we also learned about thinking positive, what helps us stay positive, how to stay calm. Sometimes music helps people by meditating, punching something like a blanket or a pillow, breathing in and out slowly, counting to ten a few times. Sometimes it even helps people just to chat to somebody about it. Try not to think negatively about anything, it can always get better! There are many ways to stay calm and think positive! We also learnt about the Cognitive Triangle which is your thoughts, feelings and behaviour because they all join up together. If you feel angry you might start acting angry and your behaviour will change quickly.

Glossary

Parliament- An assembly of the representatives of political nation or people, often the supreme legislative authority.

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Diversity - a variation of different things or people.

Positivity- thinking the best of things and not thinking the worst of.

Government - a group of people with the authority to govern a country or state.

By Summer and Betsy :)

MUSIC - Samba band



For music this term, we have learnt all about Samba bands. Samba music originated from Brazil in the 1950s. We were lucky enough to have musical instruments on loan from Norfolk MusicHub for a term.

When we were creating our own Samba band, we used multiple instruments, such as Samba drums, tamborins - which are like tambourines except you hit them to make a sound - agogo bells (which are metal objects with two hollow blocks that you hit with a stick), and ganzas (objects that you shake to make music.) We used videos to help us learn how to play Samba. When we played, we stood in a special formation called a block.

So that everyone was able to try the different instruments, we rotated. At the front, there were the ganzas, then the agogo bells, then the tamborins and finally the Samba drums. Each time we rotated, there was one person who was the new leader, who played a special, double-sided drum. While everyone else was playing, they would play to the beat of "I like Samba drumming on my drum!" The other three drummers would play to the beat of bang bang wait. When they waited, the people playing the tamborins would play one beat. While all that was happening, anyone who was playing the agogo bells would play to the beat of high high low low high high low- high being the smaller metal block and low being the bigger metal block. Also, the people on the ganzas would be shaking their ganzas to the beat of coca cola coca cola coca cola brrrrrrrr.

At approximately half-way through the song, Miss Spaul would blow her whistle and the leader would play a random beat for everyone else to copy. They would repeat this four times then go back to playing normally. Then, Miss Spaul would hold up a number on her fingers to signal which group of instruments would play solo. The Samba drums were one, the tamborins were two, the agogo bells were three and the ganzas were four. At the end and at the start, the leader would play to the beat of: 'are you ready to play?' and everyone would respond with 'oh yes!' This happened twice at the start and once at the end.

Eventually, we performed this to our parents and when that time neared we split into two groups and one group practised a different song. The performance went well and we are sure everyone enjoyed it. The group with the original song went first and the other group went second. Practising samba music was fun and we became surprisingly good!

By Punya de Silva and Poppy Sykes

Art

Art is fun for many people. In art we have explored Activism, part of the Access Art primary syllabus.

Activism means that you say things that you believe in and express your opinions about the world, you might use your art to show people what you think is wrong or should be changed.

We learnt about Luba Lukova and activism. Luba Lukova drew a picture of a big piece of pie with one fork in and a small piece of pie with lots of forks in. We also learnt about Faith Ringgold Shepard Fairey. Shepard Fairey uses newspapers and wallpaper as the base of his picture and then uses layers of screen painting to produce his graphic pieces of art. They are sometimes really big - he also paints commissioned murals and street art. He uses stencils and paints over them. A piece by Faith Ringgold uses story quilts to express her thoughts in her art. These are also very big. The quilts are sewn and painted to tell stories from her memories and to comment on what she sees in the world around her. We designed our own t-shirts on a piece of paper and will make these into prints next term.

We were also fortunate to invite some artists into our school for an art afternoon. We took part in lots of different activities:

- Class painting, where we each did a bit of the drawing
- Music drawing, where we listened to music and drew to the sound of it we did sea sounds.
- Coloured in the music drawing.

By Freyja and Elsa

Faith Ringgold



Tar Beach



Aware

Shepard Fairey



Luba Lucova



Art from our afternoon



Homework Heroes and Regular Readers

Every Monday other children should submit their homework a special well done for consistent uploads to Google classroom EVERY WEEK to: **Poppy, Esmae, George B, Riley, Betsy, Oli, Kaden and Thomas**

Mrs Woodards and I would like to celebrate children and families who read regularly at home - this is so important! This term these children have handed their reading record in every Friday: **Kaden, George B, Thomas and Betsy**

Well done all of you - please collect a reward token for each achievement from us.



eSafetyTraining
'The 2 Johns'

At the Acle Recreation Centre

27th March 2023, organised by our Cluster

This week all staff and children attended a safer internet day to help raise our awareness of how to stay safe when using the internet. Parents were invited in the evening, we wanted to share some information so that all parents are more aware of how to keep our children safe. We were shocked - we thought we had robust policies and procedures and good knowledge around this. We are working hard to update these as quickly as possible and want to share with you the information we received and signpost you to find out more. We will be holding an internet safety parent's meeting on various dates and times in the hope that these important messages reach everyone, so we are all working together to stay safe.

The following information can be found at: <https://esafetytraining.org>

The Dangers of Strangers Online

Welcome from The 2 Johns

Internet Watch Foundation Report

Full report: <https://annualreport2021.iwf.org.uk>

We are totally shocked by the latest report from the Internet Watch Foundation (IWF) They report – 97% of all Child Sexual Abuse material identified by IWF in 2021 featured the sexual abuse of girls.

We have been highlighting this disparity for 3 years now and each year the percentage increases. We can't sit back and ignore this. A large percentage of the material will relate to abuse by paedophiles but a lot will also relate to material generated through peer on peer abuse in secondary schools, made worse through an increasing level of misogyny amongst teenage boys.

Please make sure you open up serious conversations with your children both boys and girls. Let's make sure girls are fully aware of how freely content depicting them is spreading around the world. Let's talk to our boys about respect for women and make sure they realise the outrageous level of misogyny depicted on apps like TikTok and through modern music is not an appropriate way to build relationships with girls.

Let's all work together to promote a much better outcome for our young girls.

(www.esafetytraining.org, accessed 28/3/23)

Staggering figures from the report – abuse online has increased 10-fold since lock down.

In 2021...

- The IWF assessed 361,062 reports and 7 in 10 (252,194 reports) of those led to finding imagery online of children being sexually abused.
- 2021 was the year that they saw sexual abuse imagery of girls being shared more widely than any previous year. Girls were seen in 97% of the imagery the IWF helped to remove.
- Almost 7 in 10 instances of child sexual abuse involved 11-13 year olds. And when we see imagery of babies, toddlers and young children aged 6 and under, they are more likely to be suffering Category A child sexual abuse over Category B, or Category C.
- IWF saw a high proportion of boys aged 3-6 appearing in sexual abuse imagery, often with a female sibling. Criminals will coerce children into bringing their younger siblings online with them, exploiting the opportunity to abuse more than one victim in the same household.
- In 2021, we sadly saw a three-fold increase in "self-generated" imagery showing 7-10-year-olds. Children have spent an increasing amount of time online during the pandemic, leaving them vulnerable to grooming and coercion by abusers who manipulate them into recording their own abuse on camera.
- Life is increasingly lived online, and older children are often quick to explore new technology. As in previous years, we have seen more children aged 11-13 in "self-generated" child sexual abuse imagery, created using webcams or smartphones, than any other age group. These devices can act as an open door into children's homes, often their own bedrooms.

Links for support:

<https://esafetytraining.org/resources/online-safety-videos/>

<https://www.internetmatters.org/digital-family-toolkit>

<https://talk.iwf.org.uk>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety>

<https://esafetytraining.org/resources/parents-carers-area/settings>

<https://www.thinkuknow.co.uk/parents>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety>

<https://parentzone.org.uk>

Our children's reaction

The level of detail shared with the children was obviously less than what we have shared with you here and what we learned in our session but we were shocked to see that our children put their hands up to 'sneaky' behaviour around using the internet and devices at home. Most put their hands up to knowing how to use apps without their parents' knowledge. But what was most difficult to hear was, most shared that if they got into trouble and were in a situation, where they felt unsafe they would not tell their parents about this for fear of being 'told off' and losing their device privileges - this **IS** scary. It falls to us to make sure we have a safe non-judgmental environment, where children feel confident to share, when things go wrong for them online. This is what we are trying to do with this article and with our plan to hold internet safety days next term.

After the session, I asked my class to reflect on their learning - these are anonymous but show the impact of this experience...

I asked them to:

Share one thing that you will continue to do...

Share one thing you will stop doing or reduce doing...

Share one thing you will do in future...

"I'm going to continue playing online games.

I'm going to reduce talking to strangers online.

I changed my mum's settings on what's app

"Watch out for sketchy people.

Stop talking to strangers on Roblox.

Check my privacy settings are secure."

"I will reduce going on technology because stranger danger"

"Change my privacy settings"

"Not give out any information to strangers.

Go on my devices less.

Keep checking my privacy settings."

"Keep checking my privacy settings are secure - I changed mine as soon as John told us about it!

Assume that children are following rules around usage of games and apps and online safety.

Update all our policies and share everything we have learned" - Miss Spaul

The upshot of this is that we need to work together to ensure children are aware of the dangers - it is not a bag of sweets and a white van anymore - it is something far more sinister and covert. Please do:

- Talk to your child about what they learned in their session
- Set fair and sensible parameters for them to follow for online and device usage
- Follow some of the links shared in this article and watch some of the videos with your child.

The John's equated the internet to a bullet train, speeding to an unknown destination - would you allow your child to get on that train alone or would you go along with them till they find their feet and feel confident - exploring the stops along the way?

Summer Term Dates

1 st April - 17 th April	Easter Holidays
Tuesday 18 th April	Children Return To School for Summer Term
Tuesday 18 th April	Owls class starting a ten week recorder group 9:00-9:30
Wednesday 19 th April	Y6 Dental Survey
Thursday 20 th April	Reedham Neighbourhood Plan at the Village Hall 19:00-21:00
Wednesday 26 th April	YR & KS1 Cluster Sports Hall Event at Acle Recreation Centre pm
Monday 1 st May	Bank Holiday
May	KS1 SATs Testing period
Monday 8 th May	Bank Holiday for King's Coronation
Tuesday 9 th May - Friday 12 th May	Y6 SATs Week
Wednesday 17 th May	KS2 Cluster Football Tournament for Y3/4 & Y5/6
29 th May - 2 nd June	Summer Half-Term
Monday 5 th June	Children return to school
5 th June - 23 rd June	Y4 Multiplication Tables Checks
Wednesday 7 th June	Class and School Photos
12 th June - 16 th June	Y1 Phonics Screening and Y2 Phonics Retakes
Wednesday 14 th June	KS2 Cluster Cricket Competition for Y3/4 & Y5/6
Friday 16 th June	Cluster Cookery Celebration at Acle Academy for selected children in Y4 and Y5
Thursday 6 th July	KS2 Summer Play - Peter Pan
Tuesday 11 th July	Sports Day
Thursday 13 th July	Back Up Date for Sports Day if 11 th July Rained Off
Thursday 22 nd June	Cluster Athletics Competition at UEA
Friday 21 st July	Last Day of Summer Term