



## Fortnightly Learning Summaries

You may wish to work on the following areas of learning with your children:

### Reception

- Counting, number recognition and ordering from 1-5.
- Name writing
- Phase 1 phonics focusing on sound discrimination
- Exploring the body through self-portraits, fingerprint investigations and x-ray art.
- Exploring what family means to us through family portraits and circle time.
- Learning about the creation story and our class saint, Saint Francis of Assisi.

### Year 1:

- English: character descriptions in their English lessons of Little Red Riding Hood, her mother and the big, bad Wolf.
- Maths: counting up to 10, counting backwards from 10, counting one more and one less and are now on to practising how to group and then count different objects.
- Science lessons and have been drawing around classmates' bodies, feet and hands and labelling all the parts together
- RE: discussions about God's creation and why he has made the world full of so many beautiful things for us, like rainbows, the sun and the ocean.
- Topic: deserts and desert animals in their habitats
- Art: drawing our own cockerels, inspired by the work of Picasso.

### Year 2:

- English: instruction writing- how to defeat a witch, linked to Rapunzel
- Maths: non-standard partitioning and ordering 2 digit numbers
- Science: identifying suitable uses for different materials
- History: comparing London in 1666 to today
- Art: making houses in the style of those in 1666 and creating models of people running from the Great Fire based on Giacometti and using tin foil.
- RE: reflecting on how God chose Moses and Abraham to do important jobs for Him.

### Year 3:

- Maths: Place value - 100s, 10s and 1s, Finding 1, 10 and 100 more or less, Comparing and ordering numbers to 1,000
- English: Charlie and the Chocolate Factory: Writing a diary Entry from Charlie's point of view, describing Augustus Gloop
- Topic: Comparing pictures of Chelsea in the past and present, looking at a map of Chelsea and thinking about routes
- Science: Forces: Comparing how things move on different surfaces
- R.E: Thinking about what it means to belong to the family of the Church and how it helps us
- French: Introducing ourselves, saying how we are, asking and saying our age

### Year 4:

- Maths: Understanding place value with 4-digit numbers and rounding them to the closest 10 and 100
- English: Writing a play script and a diary entry based on our class book 'James and the Giant Peach'
- Science: Knowing sound is caused by vibration
- Topic: Introducing the Romans in Britain and why studying history is important

### Year 5:

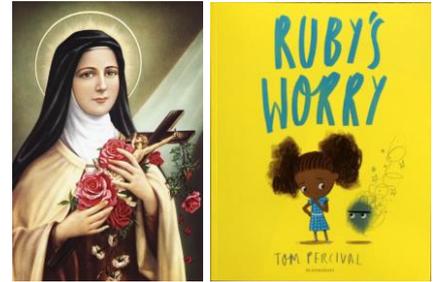
- Maths: Numbers to 10,000; Rounding to the nearest 10, 100 and 1,000; 10,000s, 1,000s, 100s, 10s and 1s; number line to 100,000 then 1,000,000; Comparing and ordering numbers to 100,000; Rounding numbers within 100,000; Roman numerals to 10,000
- English: Text: The BFG: Character study; Writing new opening chapter; rules for plural/possessive s; punctuation for direct speech
- Topic: Position Ancient Egyptian civilisation in world history through a timeline; understand the Ancient Egyptian creation story; learn about Ancient Egyptian belief systems and focus on major gods.
- Science: Describe the life process of reproduction in flowering plants. Observing closely and recording by dissecting a flowering plant.
- RE: Creation: Reflect on some important responses to people's questions about creation over time. Reflect on the importance of the stories of creation and the fall in the Bible.

### Year 6:

- Maths: Reading, writing, ordering, comparing and rounding numbers to 10,000,000; negative numbers: calculating intervals across zero and problem solving with negative values
- English: Text: Boy: Writing instructional texts; Character studies, Grammar: Reviewing types of clauses (main, subordinate, relative clause), reviewing types of fronted adverbials
- RE: The Kingdom of God: What/Where is it? Who is invited into the Kingdom of God? How can we promote it and commit to it? History: Why is it important to study history? To understand the link between evidence and sources. Workshops with Westminster Archives.
- Latin: introduction to the course; a word on pronunciation

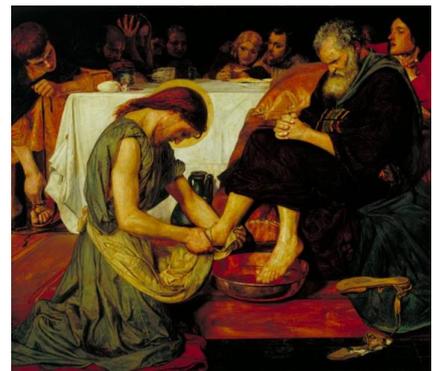
## Assembly this week

Our theme for assemblies this week was 'Little Way Week. We heard the story of St Therese of Lisieux and how was brave and courageous and how her small actions had a great impact on those around her.



We linked this learning to being brave when we were feeling anxious, and how we can use our school worry boxes to help us. We read the story of Ruby's worry, and our well-being prefects Felix, Harry and Maddalena, showed the children what to do if they wanted to share a worry.

Our artwork of the week was Ford Maddox Brown, 'Jesus washing Peter's feet'.



Our music of the week was [Canon in D](#) by Johann Pachelbel:



## Teacher of the Year Award

We are delighted to let you know that Mr Alton is one of the winners in the KM Charity Team's London Teacher of the Year Awards! Nominated by a parent last term, he will attend the award ceremony next month. The staff are very proud of his achievement!



## Science in Year 1



As part of our curriculum focus this year, we are incorporating as many practical activities into science as we can. This week, as part of their learning about the human body, Year 1 have been drawing around their whole bodies, hands and feet and labelling them.

## Season Weeks: Autumn

As part of the children's learning about our world and nature, we will be having four weeks per year where our assemblies, and the Year 1 curriculum, focus on the current season. As part of this, and also to raise some much needed money for school funds, next Friday all the children in the school will be allowed to dress up as 'autumn'. Ideas for outfits might be orange or yellow socks or jumpers, to echo the falling leaves, or they might even wear some paper leaves pinned onto their clothes or a crown of leaves. If children want to wear their own clothes, they should bring £2 and give it to their teacher at registration time.



## Parents Association News

Dear Parents,

Let me start by welcoming all the new families to the school! I'm Alex Yates and I run the Parents Association with Nathalie Harris as vice Chair and a team of fabulous Reps. I look forward to meeting you at our first social event on the 11th November. More details of that to follow.

Our first party of the term, the postponed Green House party, was a huge success. Thank you to all of you who helped and apologies if your child came home covered in chocolate.

I have brought all the tea towels into school now, so you should have them. If you haven't received yours please get in touch with me and I'll sort it out. There are a few left from some of the years, which I will bring to our coffee morning next month. I'm sure you join me in thanking the parents who have stepped forward to be parent reps this year. They're all giving up some of their valuable spare time to help you and the school. Do remember that before you ask them a question (new families aside of course!). Classlist and the school website may well have the answer you're looking for.

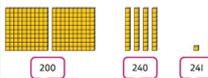
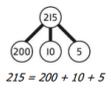
Finally thank you for donating so generously to the harvest festival food bank appeal. We took all the food to the Westminster food bank earlier this week and they asked me to pass on their thanks to you all.

Best wishes

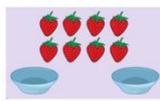
Alex Yates  
PA Chair

## Helping your child at home with Maths

Have you ever wondered how Maths is taught at our school, and which strategies you could use to help your children? You can find useful calculation policies on our [website](#):

Year 3			
	Concrete	Pictorial	Abstract
<b>Year 3 Addition</b>			
<b>Understanding 100s</b>	Understand the cardinality of 100, and the link with 10 tens. Use cubes to place into groups of 10 tens. 	Unite 100 and count in steps of 100. 	Represent steps of 100 on a number line and a number track and count up to 1,000 and back to 0. 
<b>Understanding place value to 1,000</b>	Unite 100s, 10s and 1s to build 3-digit numbers. 	Use equipment to represent numbers to 1,000.  Use a place value grid to support the structure of numbers to 1,000. Place value counters are used alongside other equipment. Children should understand how each counter represents a different unitised amount.	Represent the parts of numbers to 1,000 using a part-whole model.  $215 = 200 + 10 + 5$ Recognise numbers to 1,000 represented on a number line, including those between intervals.



Division	Halving and sharing	Halving and sharing
	Children explore halving and sharing through practical sharing using real life operations including sharing fruit or classroom equipment.  $\text{Half of } 6 \text{ is } 3$	Children use five frames to share amounts fairly and to check that the groups are equal. They share the counters/coins one by one.  $\text{Half of } 6 \text{ is } 3$