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## LOUDWATER UPDATE

### Friday 18<sup>th</sup> March 2022

Dear Parents,

#### **Important Calendar Dates**

**Monday 21<sup>st</sup> March** – Year 3 to visit Flackwell Heath Library

**W/c 21<sup>st</sup> & 28<sup>th</sup> March** – Shakespeare Weeks

**Tuesday 22<sup>nd</sup> March** – FOLS meeting for new parents 3pm (see below)

#### **Red Nose Day**

Today, we had a mufti day at school. This was to raise money for Red Nose Day and to help those affected by the Ukraine crisis, as requested by Stanley in Year 5. We have raised £510.23 in total!

Thank you so much for all of your kind and generous donations, it is greatly appreciated.

#### **News from the classes this week:**

##### **Foundation Stage**

In Foundation Stage this week we have been listening to the story 'We're going on a bear hunt'. We have learnt it off by heart and retold the story as we went on our own bear hunt around the school grounds. Luckily we didn't find any bears, but we did see a pheasant on the school field.

In Phonics we have been practising using our phonic knowledge to sound out words to write them.

Our Maths work this week has been focused on shapes and patterns. We have named 3D shapes and learnt about some of their properties. We have tested the 3D shapes to see which ones roll and which ones slide. Shapes with flat surfaces slide and shapes with curved surfaces roll, but some have flat and curved surfaces, like cones and cylinders, so we found out that it depends how you place them on the ramp.

In our topic work we have been learning about grizzly bears. We have looked at the World map and found North America, which is where grizzlies usually live. We have also learnt about what they like to eat and were surprised to find that they don't like porridge, and we reminded ourselves that the tale of Goldilocks is just a story!

<https://sso.readingeggs.com/login>

<https://www.phonicsplay.co.uk/resources>

##### **Year One**

In English we have been continuing our work on 'Aliens Love Underpants'. We loved making our own aliens which we then described. We enjoyed planning and writing our very own alien story. We are planning to read these to other children in the school and send them to Claire Freedman to give her some new ideas!

This week in Maths we have been finding 1 more and 1 less of numbers to 50. We have been using number lines and a number square to help us with this work. We have also been comparing numbers to 50 using the vocabulary of fewer, less, more, greater, equal

and the same. We have been using the greater than and less than symbols to compare number. This is a quick explanation of the symbols:

**Greater than (>) and less than (<)** symbols, or more than sign and less than sign, are used to show the relative size of a set of numbers. The wide end of the symbol always faces the larger number, e.g.  $25 > 10$ .

This week we have also been ordering 1 and 2 digit numbers, once again a number square was a really useful resource.

We really enjoyed using this game to support our learning too.

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

Select the 1 to 100 option

In our History lesson this week we have been learning about Neil Armstrong. We were thrilled to watch actual footage of the moon landing where we saw Neil Armstrong walking on the moon for the very first time. We loved learning lots of different facts about him and we also asked questions to try and find out even more such as 'What food did he pack?' We compared Neil Armstrong and Christopher Columbus; this was led to a very interesting discussion. We looked at Earthrise, the first picture taken of earth from space by the astronaut William Anders and we created our own version of this using different art techniques such as printing.



In our ICT lesson we used the PAINT programme to create more space pictures.

Websites

Reading Eggs and Numbots

<https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto>

Choose the phase 5 option (or phase 3 or 4)

## **Year Two**

In English, we have planned and written a diary recount as Ellie from 'The Diary of a Killer Cat'. We summarised each chapter, focusing on Ellie's actions, then we used paragraphs to sequence the events from Ellie's perspective. We practised using 1<sup>st</sup> person pronouns, past tense verbs, conjunctions and adjectives. In Phonics, we remembered the rules for adding the suffixes -ing and -ed to verbs, as well as adding -er and -est to adjectives. In Guided Reading, we enjoyed reading the end of The Diabolical Mr Tiddles. We used retrieval skills and inference to write an apology letter to the Queen from Mr Tiddles and a wanted poster for Mr Tiddles. We also used sequencing to order events in chronological order.

In Maths, we completed our unit of work on Statistics, learning how to read and create block graphs. We then moved on to naming and describing 2d and 3d shapes. In DT, we studied the features of the Titanic ship, labelling a picture with key words such as hull, bow, stern, masts, deck, crow's nest etc. We then designed a replica of the Titanic, labelling the important features and thinking about which materials we would need to build our replica. Finally, we created a model of the Titanic on a miniature scale, using the criteria that our model must have a water-tight hull and must be buoyant. To test the success of our models, we sailed them on water and evaluated how well they met the criteria.

<https://readingeggs.co.uk/>

<https://play.numbots.com/#/account/school-login-type>

### **Year Three**

This week in English, we have been writing instructions. We have used our text to write instructions on how to make a 'Seawig'. We used a checklist to ensure that we included all of the features of instructions. We then used a dictionary and thesaurus to edit and improve our instructions. We also acted out a scene from our text.

In Maths, we have started learning about length and perimeter. We have learnt how to use the correct unit of measurement to measure objects around the classroom. We have learnt about millimetres, centimetres and metres and we have also compared between lengths.

In Topic, we have been learning about the Sutton Hoo burial site. We have learnt what it was used for, where it is and the items that were found. In PSHE, we have explored different places in our communities and written down what happens at these special places. In Computing, we have been learning how to create branching stories using PowerPoint. In PE, we have continued learning Tennis and Handball.

<https://www.bbc.co.uk/news/uk-england-stoke-staffordshire-48871910>

<https://www.beadinggum.com/2021/02/the-discovery-of-sutton-hoo-treasures.html>

[https://www.youtube.com/watch?v=gso6zdnT\\_Iw](https://www.youtube.com/watch?v=gso6zdnT_Iw)

[https://www.youtube.com/watch?v=np0pD1wW\\_Bo&t=181s](https://www.youtube.com/watch?v=np0pD1wW_Bo&t=181s)

### **Year Four**

During our English lessons this week we have continued to use the book 'Cloud Busting'. We have been practising writing sentences that will be useful when we write our letters to Sam, in order to persuade him to stop bullying Davey. We have looked at how we can use conjunctions to include another clause in a sentence, and how we can begin our sentences with different adverbials.

During our maths lessons, we have continued our work on fractions. We have looked at adding and subtracting fractions as well as how to convert improper fractions to mixed numbers. We have then used this knowledge to subtract fractions from whole amounts. During our history lessons, we have presented our research about the daily life of people in ancient Greek times. We have also found out about the Olympic Games, and used primary sources of evidence to identify who took part in the games and some of the different activities involved.

In our PSHE lesson this week, we have found out how to help someone who may have broken a bone. We have been finding out about the Qur'an in our RE lesson, and how Muslims use this sacred text. During our computing lesson, we have continued to use the programme pivot animator to create a short animation using several different frames.

<https://www.bbc.co.uk/teach/class-clips-video/the-mosque/zmctvk7>

### **Year Five**

In Maths this week, we have been comparing and ordering fractions greater than one with different denominators and numerators. This has been very challenging for most of us and involves applying all we have learnt about improper fractions, mixed numbers and equivalent fractions. We have been trying to efficiently identify a fraction greater than one half and one whole in order to make comparing a group of 4 or 5 fractions easier. We have gained in confidence but need more practice in this area. Later in the week, we have felt more comfortable adding and subtracting fractions with the same denominator or choosing a common denominator.

In English, we have identified the features of an eye-witness account and have planned and drafted our own account, in the role of Tim - the ostler - from 'The Highwayman' poem. We have also hotly debated who we think was responsible for the death of Bess and The Highwayman and have been clearly applying our inference skills!

In History, we have continued to learn about the changes between the Neolithic era and the Bronze Age. We also had the chance to create our own piece of prehistoric cave art in the classroom (under our desks, armed only with limited resources and a small fire!). We took our inspiration from some of the marvellous cave art from around the world from Somalia to Argentina and were all fascinated by the messages left by our human

ancestors. We have continued to learn more about the changes experienced by young people going through puberty in our PSHE lessons and added to our mindful yoga routine in indoor PE this week.

Learn about Iron Age skills here: [Iron Age Britain - YouTube](#)

## **Year Six**

This week in Year 6, we have had a practice SATs week. We took past SATs papers in Grammar, Punctuation & Spelling, Reading and Mathematics to help prepare for the actual SATs week, which is the week commencing 9<sup>th</sup> May 2022.

In English we have written the introductory paragraph for our essay entitled 'What have the Maya ever done for us? We thought about three elements to write an effective introduction – a hook to capture reader's interest, some brief background information and a statement addressing the question.

In Maths, our learning has been focused on algebra. We have formed simple algebraic expressions eg  $4x + 1$ , used substitution into simple expressions to find a particular value, used formulae and have formed one-step equations.

In History we have learnt about the Mayan language and writing. Using the complex system of glyphs, we were able to write our own names in Maya writing. We have also explored the amazing drawings by Frederick Catherwood who re-discovered the lost cities of Copan (in Honduras) with John Lloyd Stephens in 1839. We then used this knowledge to write a diary entry as Catherwood, describing his journey and discovery. In PSHE, we have been learning the rating system for films used by the BBFC and how it is used to keep us safe. In Computing, we have been using the 'When' and 'Do' programming instructions to get Kodu to collect apples. In RE this week, we have investigated the scientific Big Bang theory of how the universe was created and discussed which religions accepted this concept. This week in class, we have been enjoying the music of Paramore

For regular times table practice

Times Table Rock Stars – children have their own logins - <https://ttrockstars.com/>

For regular practice across a whole range of subjects

I am learning – children have their logins

<https://www.iamlearning.co.uk/my/login>

[For regular Maths practice](#)

[Maths Whizz – children have their logins – Also part of their weekly home learning](#)

## **Year 6 planted trees for the Platinum Jubilee**

Last Friday, Year 6 were invited by the Chiltern Rangers and the High Wycombe Mayor, to plant some trees at the Mead next to the netball courts and playground. Friday was chosen as it was the 70<sup>th</sup> day of the year in the Queen's 70<sup>th</sup> year on the throne. The mayor and Dan the Chiltern Ranger met us at the site and soon had Year 6 digging three deep holes in which to plant the trees, cutting down two dead trees and litter picking. The children showed great enthusiasm, taking turns in all three activities. Soon the time came to plant the two field maples and one wild cherry tree which the visitors from the Mayor's office quickly decorated with red, white and blue bunting to celebrate the event. By now it was time to head back to school for lunch.

After lunch Year 6 returned to the Mead intending to trim hedges and put-up bird boxes, but the rain came down too heavily for us to do these activities. Instead, Dan took us into the Chiltern Rangers warehouse and gave a very interesting talk about how he became a Chiltern Ranger, what the Rangers do and spoke about all the machinery and equipment in the warehouse and what they are used for. He explained that children and adults can volunteer and take part in activities with the Chiltern Rangers and can apply through their website.

The Mayor also gave a short insight into her role, what activities she does and showed us the chain of office she was wearing. It was finally time to walk back to school, very

proud of our achievements, with gifts from the Mayor of a union flag and specially printed stickers to commemorate the day.



### Achievement Award Winners

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>04/03/22</b>	Jessica N Sienna	Sania	Lakshmitha	Denise	Joseph	Joshua	Nisali
<b>11/03/22</b>	Jamie	Lillie J	Jaden	Mannan	Sulaymaan	Lisa	Adna
<b>18/03/22</b>	Luna	Harry	Raees	Darcy P	Layla	Methuli	Isobel

### Head Teacher's Award

This week, the head teacher's award has been awarded to Adna and Dylan, in Year 6, for writing some amazing persuasive letters with the aim of trying to secure funding for extra books for our school library. We will let you know whether we are successful.

**The following children have been recognised in achievement assembly for their good behaviour:**

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>04/03/22</b>	Avaya Evie	Marius Jake	Lakshmitha Carley	Darcy A Max	Layla Taaha	Maya Lisa	Adna Rachel
<b>11/03/22</b>	Bentley Luna	Moleigh Zak	Finlay Ami	Bella Samuel	Callum Breagha	Eliza Ayaan	Faith Natasha
<b>18/03/22</b>	Maya Harrison	Sam Oscar	Miley Mason	Imogen Kelci	Evan Ellie-Lou	Jacob P Mason S	Dylan Raza

**The following children, in KS1, have made particular efforts with Reading Eggs and Numbots:**

	Numbots	Reading Eggs
<b>04/02/22</b>	Yanis – Y1 Ruben – Y2	Jamie – FS Jake – Y1 Carley – Y2
<b>11/03/22</b>	Frankie – Y1 Carley – Y2	Jessica N – FS Lee – Y1 Magda – Y2
<b>18/03/22</b>	Mark – Y1 Eliza – Y2	Avaya – FS Jake – Y1 James and Oliver – Y2



**The following children, in KS2, have made particular efforts with Accelerated Reader and Times Tables Rock Stars:**

	<b>Accelerated Reader</b>	<b>Times Tables Rock Stars</b>
<b>04/03/22</b>	Mannan – Y3 Eleithya – Y4 Shayley – Y5 Dylan – Y6	Mei – Y3 Charlie – Y4 Kristina – Y5 Keira – Y6
<b>11/03/22</b>	Isla – Y3 Breagha – Y4 Freya – Y5 Logan W – Y6	Aoife-Rose – Y3 Michael – Y4 Kristina – Y5 Isobel – Y6
<b>18/03/22</b>	Amine – Y3 Taaha – Y4 Jacob R – Y5 Lily RC – Y6	Mannan – Y3 Hyukjoon – Y4 Amber – Y6

**Attendance**

	<b>Foundation Stage</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>04/03/22</b>	94%	86%	100%	96%	100%	99%	90%
<b>11/03/22</b>	96%	99%	95%	97%	100%	94%	93%
<b>18/03/22</b>	93%	97%	98%	95%	98%	98%	95%

**Punctuality**

Number of children arriving after their class start time.

	<b>Foundation Stage</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>04/03/22</b>	0	0	2	2	0	0	1
<b>11/03/22</b>	0	0	2	2	1	1	2
<b>18/03/22</b>	0	3	0	0	2	0	1

**House points for the week**

	<b>Beethoven</b>	<b>Mozart</b>	<b>Tchaikovsky</b>	<b>Elgar</b>
<b>04/03/22</b>	199	256	247	234
<b>11/03/22</b>	194	244	264	278
<b>18/03/22</b>	151	180	184	186

**Advice from Gemma (Family Support Adviser)**

Sometimes throughout life, we can find ourselves thinking in rather unhelpful ways rather than developing a more helpful mindset. Examples of unhelpful thinking styles include:

- catastrophising (assuming the very worst will happen)
- black and white thinking (seeing things only as either good or bad)
- ignoring the positives (dismissing when good things happen and only focusing on when bad things happen)
- fortune-telling (assuming we know what is going to happen)
- over generalisation (assuming that because something happened once, it will always be that way).

We can help ourselves and others by challenging these beliefs. This can be done by identifying the flaws in our thinking styles and acknowledging that at points we need to stop and reconsider how we are thinking, trying to see a situation from an alternative perspective.

You can help your children do this as well by having regular conversations with them about how they feel and what are they thinking.

- Are they able to identify whether they are using any of the unhelpful thinking styles?
- Can they grow in resilience by considering how they can change their mindset and embrace a growth mindset?
- Can they change their thoughts by speaking positively about themselves and what they are able to do?

When unforeseen or unusual circumstances arise, we can all help ourselves and others to develop these skills so that we are able to navigate the 'rough seas' - not just now, but throughout our lives.

### **Well-being activities to try with your children!**

This month, Action for Happiness is promoting 'Mindful March'. Please see the link for more details: <https://actionforhappiness.org/calendar>. You can print this calendar and action each of the daily mindful tasks with your children.

### **Flackwell Heath Library Visits**

We have resumed our visits to Flackwell Heath Library. The purpose of the visits is to enable the children to choose books from the library that they can enjoy in class. These are the dates for visits:

Year 3	Monday 21 <sup>st</sup> March
Year 4	Monday 28 <sup>th</sup> March
Year 1	Monday 4 <sup>th</sup> April

### **Dolce Price Increase**

We have been advised by Dolce that they are regrettably having to raise their prices. The small increase will take effect from 18<sup>th</sup> April 2022.

The current price for a pupils meal is £2.40, the new price will be £2.50; this only affects Key Stage 2 parents who pay for their child's meal.

### **Nut Allergies**

We have a few children in school with a nut allergy, therefore, please can I remind parents to not put any food items in their child's lunchbox that may contain nuts. This includes sandwich spreads, such as, Nutella or peanut butter.

### **Become a Parent Governor**

Would you like to become a member of our Governing Board? This is an important group of people who support and challenge the school to be the best that it can be for all children. We currently have several vacancies and would welcome expressions of interest from any of our parents. Please see the attached flyer for more information.

### **School Supplies Project**

If you would like any help in providing school uniform or other supplies for school, please see the attached flyer for more information.

### **St Peter's Church Easter Funday**

Please see the attach flyer for more information.

### **Wellbeing Matters Workshop**

Please see the attached flyer for more information.

### **FOLS**

#### **Mr India Evening**

FOLS are holding a Mr India evening on Thursday 24<sup>th</sup> March. Please see the attached flyer for more information.

The School Gateway is now open for payment, if you would prefer.

**FOLS meeting for parents with children in Foundation Stage, Year 1 and Year 2**

We recognise that due to the pandemic many parents of our younger children have not had the opportunity to meet the FOLS committee, find out about what they do and consider whether this is something they would like to become involved with. We are holding a short drop in session on Tuesday 22<sup>nd</sup> March at 3pm in the school hall and would love to see you there. Come and share a cuppa and a cake to find out more about the important contribution FOLS makes to the school. All parents new to the school, in other year groups, are also welcome to attend.

**FOLS Annual General Meeting**

**Unfortunately we need to postpone this meeting. We will notify you next week of the new date; apologies for any inconvenience.**

Yours faithfully

*Clare Cunningham*

Mrs C Cunningham  
Head teacher

**Update**

As you are aware we have moved to sending out our update via email. Due to the GDPR, we are only able to continue sending out to those of you who have agreed, by email, for us to do so. If you know of anyone not receiving their weekly newsletter please make them aware of this procedure.

**Disclaimer**

From time to time we are asked by a range of organisations to give out leaflets. We always agree if we think this could be of interest or benefit to the children. However we do not endorse any of these organisations and parents should always check their credentials carefully to make sure children would be safe and well looked after.



### Calendar of events for 2021-22

<p style="text-align: center;"><b><u>March</u></b></p> <p><b>1<sup>st</sup></b> Notification of Secondary School Places  <b>10<sup>th</sup></b> Individual and sibling photos  <b>18<sup>th</sup></b> Red Nose Day  <b>21<sup>st</sup> &amp; 28<sup>th</sup></b> Shakespeare Weeks  <b>22<sup>nd</sup></b> FOLS meeting for new parents 3pm  <del><b>29<sup>th</sup></b> FOLS Annual General Meeting 7pm</del> – New date to be confirmed</p>	<p style="text-align: center;"><b><u>April</u></b></p> <p><b>Week beginning 4<sup>th</sup></b>  Y6 Parent /Teacher Consultations  <b>6<sup>th</sup></b> Hispanic event for Y5 parents  <b>8<sup>th</sup></b> School closes at 2pm for Easter Break  <b>25<sup>th</sup></b> Children return to School</p>	<p style="text-align: center;"><b><u>May</u></b></p> <p><b>Week beginning 2<sup>nd</sup></b>  Parent /Teacher Consultations (FS-Y5)  <b>2<sup>nd</sup></b> Bank Holiday  <b>9<sup>th</sup></b> Year 6 SATs Week  <b>16<sup>th</sup></b> Year 5 Assessment Week  <b>May 16<sup>th</sup> – 18<sup>th</sup></b> Year 6 residential  <b>W/c 23<sup>rd</sup></b> Jubilee Week  <b>24<sup>th</sup></b> Plate Painting (whole school)  <b>27<sup>th</sup></b> <b>School Closed</b>  Training Day for teachers  <b>30<sup>th</sup> – 3<sup>rd</sup></b> Half term break</p>
<p style="text-align: center;"><b><u>June</u></b></p> <p><b>6<sup>th</sup></b> Children return to School  <b>9<sup>th</sup></b> Open Day 9.30 – 10.30  <b>13<sup>th</sup> – 17<sup>th</sup></b> Assessment Week Y1, Y3 &amp; Y4  <b>28<sup>th</sup></b> Class photos</p>	<p style="text-align: center;"><b><u>July</u></b></p> <p><b>1<sup>st</sup></b> <b>School Closed</b>  Training day for teachers  <b>5<sup>th</sup></b> Secondary School Induction Day (Y6)  New Parents Meeting  <b>8<sup>th</sup></b> Sports Day  <b>9<sup>th</sup></b> FOLS Summer Fete  <b>13<sup>th</sup></b> Reserve Sports Day  <b>15<sup>th</sup></b> End of Year Discos  <b>19<sup>th</sup></b> 7.00pm Y6 Leavers Production  <b>20<sup>th</sup></b> 9.30am Y6 Leavers Assembly  School closes at 2pm for summer break  <b>21<sup>st</sup></b> <b>Additional day added to summer break in lieu of the Queen's Jubilee Bank Holiday</b></p>	<p style="text-align: center;"><b><u>Class Assemblies</u></b>  <b><u>Summer Term</u></b></p> <p>9.05 Start</p> <p>19<sup>th</sup> May - Year Four  26<sup>th</sup> May – Year One  16<sup>th</sup> June – Year Six  23<sup>rd</sup> June – Year Five  30<sup>th</sup> June – Year Two  7<sup>th</sup> July – Year Three  14<sup>th</sup> July - Foundation Stage</p>

**Please note: Pupils should not be taken out of school during term time for family holidays**