



Loudwater Combined School a: School Way, Kingsmead Road
Learn, Create, Succeed
Head teacher:
Mrs. Clare Cunnington

Loudwater, High Wycombe
Buckinghamshire
HP11 1JJ
t: (01494) 524919
e: office@loudwater.bucks.sch.uk
w: www.loudwater.bucks.sch.uk

LOUDWATER UPDATE

Friday 4th March 2022

Dear Parents,

Important Calendar Dates

Monday 7th March – Year 2 to visit Flackwell Heath Library

Thursday 10th March – Individual and Sibling Photographs (see below)

News from the classes this week:

Foundation Stage

In Foundation Stage this week something strange has happened in our playground. We have been investigating and the clues are 1. A broken chair, 2. Three bowls and some porridge oats, 3. An unmade bed, 4. The number 3 on the front door of the cottage, 5. A child's footprints near the cottage. We have our suspicions and we are writing reports about this, we will keep you informed of the developments.



The Crime Scene- Who could have made such a mess at this house?

In Maths we have been working on 9s and 10s. We have sorted representations of 9 and 10, we have ordered the numbers up to 10 and we have played Bingo to reinforce our recognition of the numbers to 10. We are also getting very good at subitising, which is when we KNOW how many there are, without counting. This is easier to do with a dice or dominoes, because the dots are laid out in certain patterns, that make it easy to recognise how many there are.

Our topic work has focused on our teddies and we thank all the parents for sending in our teddy photographs. We also enjoyed dressing up for World Book Day, and having a REAL assembly, rather than an online one.



Our World Book Day Door

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

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

Year One

This week, in English, we have been enjoying 'Aliens love Underpants' by Claire Freedman and Ben Cort. We have really enjoyed the rhyming aspect of this book and have been busy finding the words that rhyme. We had fun with a rhyming quiz too where we had to find a rhyming word to match a picture. We have been looking at the alien characters in the book and have used some great adjectives to describe them. We read sentences that described some of the characters and had to match them with the picture of the correct alien, these sentences used 2 adjectives! We have had fun decorating our classroom door as the front cover of this book to celebrate World Book Day.

In Maths we have been learning to count in 10's, order tens numbers and identify missing numbers in a sequence of 10's numbers. We have really enjoyed this game:

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

Choose the 1-100 (tens) option.

We have also been busy reading 2 digit numbers to 50. We have learnt the first digit in a 2 digit number tells us how many groups of ten are in the number and that the second tells us how many ones.

This week we have been answering the question 'What is an explorer?' We thought about what an explorer does and the type of qualities you would need to be an explorer, resilience and bravery were top of our list! We put three famous explorers (Ernest Shackleton, Neil Armstrong and Christopher Columbus) on a timeline and had a look at some of the artefacts that they would have used.

In RE we have been learning about the religion of Judaism and the places that are special for Jewish people.

Useful websites:

Reading eggs and Numbots

We have been enjoying listening to the birds this week. This website helped us to identify the wren that was singing outside our class. What birds can you hear this weekend?

<https://www.woodlandtrust.org.uk/blog/2019/04/identify-bird-song/>

Year Two

This week, in English, we have been enjoying the book 'The Diary of a Killer Cat' by Anne Fine. We have made predictions about the story, used inference to understand the events and retrieval to answer questions about the text. In Guided Reading, we have

loved reading the story of 'If you were a kid aboard the Titanic' by John Gregory. We have used prediction and retrieval skills to find out about life aboard the Titanic through the eyes of 2 fictional children, Alice and William. In Phonics, we have been learning about homophones (words that sound the same but have different spellings and meanings) e.g. there/their/they're, by/bye/buy, pear/pair etc.

In Maths, we have begun to learn about Statistics. We have learned to read and write tally marks, creating tally charts to show information. We have also created some pictograms, learning how to read them to understand the data. We have been revisiting place value and counting in our Guided Maths lessons.

In History, we have begun to learn about the sequence of events leading to the sinking of the Titanic. We have explored the similarities and differences between life in 1st and 3rd class. We were amazed to find out that there was a gym for the 1st class passengers with exercise bikes! In Computing, we have started to use paint programmes to create images on screen. In PSHE, we are learning about rules that keep us safe.

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

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

Year Three

This week in English, we have focused our learning around our new text 'Oliver and the Seawigs'. We have read through some of the chapters and have discussed the character's feelings and emotions. We have also summarised key events within the text. Through our text, we are learning about instructions and have explored features of instructions.

In Maths, we have started learning about statistics. We consolidated our previous learning about tally charts by collecting data and recording it in a tally chart. We have also learnt how to read and interpret pictograms. We have completed pictograms and have generated and answered questions for them.

In History, we have started our new History unit about Anglo-Saxons. We have explored and discussed who they are, where they came from and which parts of the United Kingdom they chose to settle. We have also reviewed their timeline. In RE, we have consolidated our learning about places of worship. In computing this week, we have started learning about presentation skills using PowerPoint. In PSHE, we are learning about belonging to a community. We have learnt what a community is and have identified different communities we belong to.

<https://www.youtube.com/watch?v=6p9H4yPzKoA&t=738s>

<https://www.youtube.com/watch?v=-cKGz-st75w>

<https://ttrockstars.com/>

Year Four

During our English lessons this week, we have been reading our new book called 'Cloud Busting'. We have met the main characters, Davey and Sam, and had a go at our own 'cloud busting' by using descriptive words and phrases to describe clouds, and using our descriptions in a shape poem. We have also started to explore the topic of 'bullying' as this is a theme that is talked about often throughout the book.

During our mathematics lessons, we have continued with our work on fractions. We have looked at what happens when a number is divided into tenths and counted in tenths on a number line, including going over 1. We have also been finding equivalent fractions using bar models and number lines.

During our History lessons, we have started our new unit 'Ancient Greece'. We have found out the influence that the ancient Greeks have had as a civilisation on our society today, labelled several ancient Greek city states on a map and ordered key dates in ancient Greece history on a timeline. In PSHE, we have found out how to help someone who is having an asthma attack. In our RE lesson, we have explored some of the teachings of Jesus in the bible, and in our PE lessons, we have started practising our skills in netball and badminton.

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4>

Year Five

In English, we have begun a new unit of work around Alfred Noyes' narrative poem '*The Highwayman*'. It was worth spending two days studying the meaning of some more complex or old-fashioned vocabulary in order to enjoy the poem and understand it more deeply. Please ask us to tell you what an ostler is!

In Maths, we have recapped our Year 4 fraction knowledge and have built on this, by extending our equivalent fraction skills and labelling fractions on a number line.

In History, we have started to learn about The Stone Age and have thought of many questions we would love to be able to ask an Old Stone Age family (we did consider the fact that they might not be able to answer us due to their language skills!). Our minds have boggled at time lines showing the arrival of the first humans in Great Britain and how they developed new skills and survived.

In PSHE this term, we will be learning about how we will grow and change, and this links directly to our future Science unit based around the human life cycle. On Monday, we completed a short baseline activity to show what we already know about puberty. In Guided Reading sessions, we have been reading '*Stig of the Dump*' by Clive King and have completed tasks to practise our prediction, vocabulary, inference and retrieval skills. This will become our new class novel now that we have finished (and very much enjoyed) Ben Miller's '*The boy who made the world disappear*'.

Make an equivalent fractions memory game for 2-4 players by following this link:

[Equivalent Fractions Memory Game - YouTube](#) All you need is paper or thin card, a pencil and scissors! Good luck and have fun playing it!

Year Six

This week in Year 6, we have started a new unit of writing based around the book, '*Rain Player*' by David Wisniewski. Set in the Maya civilisation, it is an original tale of a boy who takes his fate, and his people's, into his hands through a game of Pok-A-Tok. We have read the first few pages of the book, exploring the language and using it to write a recruitment poster and a missing scene of dialogue.

In Maths, our learning has been focused upon percentages. We started the week by consolidating our understanding of what percentage means – out of 100 and have then converted fractions into percentages. We found that when the denominator was 100, then it was easy to convert the fractions into a percentage. We then used our knowledge of common equivalent fractions and decimals to find equivalent percentages and used this to order and compare fractions, decimals and percentages.

Our History learning has been closely linked to our English unit of work as we are exploring the ancient Maya civilisation. We have discovered where the Maya lived and the names of their cities. We have studied some Maya artefacts, thinking about what they are, what they were made from and what the artefact tells us about the Maya and how they lived their lives. In RE we have explored the Maya creation story. In PSHE, we have been identifying fake news and its consequences. In Computing, we have been adding formulas to spreadsheets to add, multiply and find the average of sets of numerical data. This week in class, we have been enjoying the music of The Brian Setzer Orchestra.

Website linked to History topic

BBC Bitesize – Maya

<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

For regular times table practice

Times Table Rock Stars – children have their own logins - <https://trockstars.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](#)

Achievement Award Winners

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
04/03/22	Jessica N Sienna	Sania	Lakshmitha	Denise	Joseph	Joshua	Nisali

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
04/03/22	Avaya Evie	Marius Jake	Lakshmitha Carley	Darcy A Max	Layla Taaha	Maya Lisa	Adna Rachel

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

	Numbots	Reading Eggs
04/02/22	Yanis – Y1 Ruben – Y2	Jamie – FS Jake – Y1 Carley – Y2

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

	Accelerated Reader	Times Tables Rock Stars
04/03/22	Mannan – Y3 Eleithya – Y4 Shayley – Y5 Dylan – Y6	Mei – Y3 Charlie – Y4 Kristina – Y5 Keira – Y6

Attendance

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
04/03/22	94%	86%	100%	96%	100%	99%	90%

Punctuality

Number of children arriving after their class start time.

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
04/03/22	0	0	2	2	0	0	1

House points for the week

	Beethoven	Mozart	Tchaikovsky	Elgar
04/03/22	199	256	247	234

Advice from Gemma (Family Support Advisor)

Each week, as part of the weekly newsletter, I will be sharing some thoughts with you to consider how your children can be supported in different ways. If there is something that you would like to talk about in more detail, please contact me via email (gnortheast@loudwater.bucks.sch.uk) or via my work mobile 07792 142825.

This week's focus is helping your child to manage uncertainty and deal with set-backs so that they build greater levels of resilience.

As parents and carers, you can help your child to feel safe and secure during uncertain times by helping them recognise that life is actually less certain than they think – but this is okay. In fact, sometimes it can be exciting not knowing exactly what will happen – surprises can sometimes be nice!

Remind them of times when unexpected events in their lives turned out to be great. You could even keep a journal about all uncertain things in their lives and note how they turn out. For example, that time when a family relation turned up unexpectedly at your house or when they saw a friend during a walk in the park. These are examples of uncertainty and can help your child to start seeing an uncertain future as less threatening.

Not all unexpected events are good of course, and building resilience is about helping your children to cope when things go wrong and cope with disappointment. Encourage your children to talk about their feelings and emotions, so that they can recognise and label the feelings of disappointment and frustration that are normal reactions to set-backs. Remind your children that by talking to others and naming their emotions, others can help them and they can also understand themselves better.

You can explain to your children that set-backs are an important part of life and lead by example. You could talk through or even note down your children's set-backs in a special book and look at what they can learn from them; would they do things differently in the future? Or have they learnt a new skill-set?

Learning from set-backs is the key to raising resilient children and looking back over the list over a period of time can help them to grow from these events. My advice would be to make these conversations part of everyday life so that your children become aware that building resilience is key to developing their own well-being.

Well-being activity to try with your children!

This week, why not put some shoes on, get outdoors and go for a walk. This would be a great opportunity for you and your children to take some time to enjoy some fresh air and explore all that they can see and hear around them. When you are out on your walk, see if you can find a small, smooth rock that you could take home and decorate. Every evening, before bed, your child could hold this rock in their hand and say something that made them happy that day, showing gratitude for all those things around them.

Individual and Sibling Photographs

On Thursday 10th March, Cliff Harris the school photographer, will be visiting Loudwater School. Each child will be photographed singly and with their siblings. If you require a family group, to include a child not at LCS, Mr Harris will be in the hall at 8.30am. This will be on a first come first served basis. Proof photographs will be sent home as soon as possible for you to order, if required.

Year 5 Parents Only

As part of the National Curriculum, the Science Programme of Study states that:

- Pupils should be taught to describe the changes as humans develop to old age.
- Pupils should learn about the changes experienced in puberty.

Over the next few weeks in our PSHE lessons, we will be learning about puberty and the changes we should expect to experience. This will complement our current Science Unit of Study focussing on the Life Cycle of Humans. This content is statutory and does not form part of the RSE (Relationships and Sex Education) Curriculum.

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.

Bucks Family Learning – Keep your child safe online

Please see the attached flyer for more information.

Flackwell Heath Library Visits

From Monday we will be resuming our visits to Flackwell Heath Library. We will be using the permission you have given for children to participate in local walks, so no action is needed by parents. 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 2	Monday 7 th March
Year 5	Monday 14 th March
Year 3	Monday 21 st March
Year 4	Monday 28 th March
Year 1	Monday 4 th April

Visits will continue in the summer term.

Flackwell Heath Library – Computer Coding classes

Flackwell Heath Library are planning to run basic Computer Coding classes for 7-9 year olds starting next week. Numbers are very restricted and it will be on a first come basis. Staff have said it would be good if parents/guardians could stay at the Library for the one hour lesson though this is not obligatory.

For further information, please see the attached flyer.

FOLS – Mr India Evening

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

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

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