



**TOGETHER**  
— IS —  
**A BEAUTIFUL**  
**PLACE TO BE**

### Message from Mrs Grainger

It has been wonderful this week to see all the children appearing happy and returning to school. This is the first step in life beginning to return back to normal and it's very exciting!

Our attention turns to how we will approach the remaining weeks of the Spring term. We are very aware that this has been a challenging time for all, but we are also aware that children have had very different experiences at home. As we get re-acquainted with the children, staff will focus on identifying and addressing any safeguarding, mental health, social interaction, speech, communication, basic skills or other concerns. This will not solely happen in Week 1 of the return to school but be an ongoing process. For those children who have struggled, we will offer support emotionally as well as in their learning.

The first week will see a focus on the following:

- Reviewing Covid Classroom Charter and safety precautions
- Re-establishing rules and expectations,
- Well-being of pupils,
- Mental Health
- Characteristics of Learning;
- Positive learning behaviours

Subsequent weeks will see staff revisit all of the above and offer support as needs are identified. Our Personal Social and Health Education programme – Jigsaw, will continue to be taught and used to offer an extra time which is dedicated to the well-being of pupils.

After an initial settling in period, teachers will assess children's learning. This will take place in line with our normal arrangements for the end of the Spring term to establish gaps in learning. Staff will also use their understanding of the children in our community and work completed during school closure to enable preparation of work for Summer term. This initial data and on entry information will enable us to ensure gaps

in learning are identified and addressed.

Teachers will continue to teach the 'Chadsmead Curriculum' through Quality First Teaching. Group and individual support will be offered where needed to ensure our high-quality curriculum is maintained. Every lesson will revisit previous skills and build upon knowledge covered in the Autumn as well as re-capping key points from the remote learning.

We have decided that weekly homework will be suspended until the end of the Spring term to enable children and families to have a period of readjustment to these changes again. However, children should maintain their weekly spelling practise, times table recall and daily reading. Children will be given creative theme homework relating to the summer theme over the Easter holidays as normal.

Congratulations to everyone, children, parents and staff who have all worked so very hard throughout the lockdown. We look forward to some brighter news in the coming weeks.

### Message from the Governing Body

Dear children, school families and staff,

Congratulations on a very successful first week of the full return to school. It has been magical to see so many smiles as the Chadsmead family comes together again. I hope that any initial anxieties are now changing into relief and happiness due to the positive school environment.

I am delighted to let you know that we have recruited two new governors. Please join me in warmly welcoming Dr Anna Cooper and Mr Gary Lambert, who are both parents at the school, and thank them for volunteering to support Chadsmead in its endeavours to give the children the best primary school experience possible.

As ever, we thank the school community for its support as we work together.

Warmest good wishes,

Iona Chisholm

# curriculum

## What has your child been learning about in class this week?

### Years 1 & 2

In maths, Cherry class have been exploring how many different ways they can make £1 using different coins and calculating change from £1. Apple class have been comparing numbers by looking at 'more', 'fewer' and 'difference'. Elm class have been comparing weights of objects using balance scales, talking about 'heavier' and 'lighter' and explaining how we know.

In writing we have begun looking at reports about animals, identifying the features such as titles, subtitles, questions and introduction. We have been using our talk for writing actions to learn the text and then writing our own retell.

As it has been Science Week, all of our theme has been science related! We investigated what camouflage is for by hunting down paper butterflies in our outdoor area. We found that butterflies that weren't camouflaged would have been eaten quicker! We have also compared animals, looking at what features they have that are the same and different as well as investigating the children in our own class and how they are the same and different.

### Years 3 & 4

We have had a really good week in Years 3 & 4. It was wonderful to see the children come back into school with a smile on their faces even if there was a teeny bit of worry for some. We have endeavoured to ease the children into class life again and as a staff we are very aware that children's transition to school may be more difficult than they first show. This is something we continue to monitor and address as the days turn into weeks.

We have tried to make school life fun and relaxed and have hoped the children enjoyed conducting their science investigation into how fossils are formed. This involved 6 pieces of bread, greaseproof paper and a jelly snake! We await the results next week - watch this space!

No homework this side of Easter but please ask children to practise spellings, TTRockstars and reading daily. Many thanks.

### Years 5 & 6

We have been really pleased to welcome back the children to Years 5 & 6. During the week we have done lots of PSHE work designed to ensure everyone settled back into school as quickly and as smoothly as possible. We have reminded everyone of our class charters and expectations both in and out of the classroom. It is really pleasing to see how many children were happy to return. We have continued to read our class text 'Holes' and we have written an explanation text about 'The Day of the Dead'. We really enjoyed investigating shadows and colours in our science lessons. Again, welcome back everyone.

### Red Nose Day 2021

Friday 19<sup>th</sup> March – non uniform day in school!



### INSET Days

As previously stated, we consider our training days to be of highest importance. We plan these days ahead for the whole year and use them for school improvement and training. Therefore, I wish to highlight the remaining INSET days and confirm school will be closed to pupils:

**Thursday 6<sup>th</sup> May 2021**  
**Friday 18<sup>th</sup> June 2021**

### Easter Raffle

We will be holding an Easter Raffle on Thursday 1<sup>st</sup> April, children can bring money into school (tickets are £1 each) to buy tickets from their class teacher. There will be a class raffle where one lucky ticket winner will win an Easter



Egg, everyone will then be entered into the main prize drawer where they could win the cutest Easter bunny amongst other Easter goodies!

### Wildflower Seeds

Every child in school should be coming home with a pack of wildflower seeds that have been kindly donated to school by a parent. Please help and encourage your child to grow their own bee and butterfly friendly flower garden.

## Years 1 & 2

Years 1 & 2 investigated camouflage and we coloured in butterflies to camouflage in our classroom. Can you see them?



## Early Years

We have been talking about the lifecycle of a butterfly and we attached a paper clip to the arrow on our picture and moved the arrow around the cycle with a magnet underneath the paper. The children were excited that the magnet worked through the paper. We talked about magnetism and then explored the room looking for metal objects to stick to our magnets.



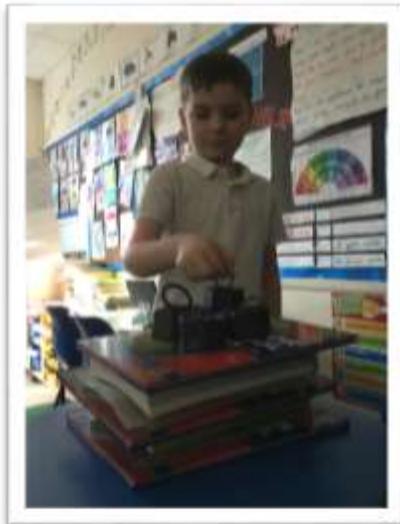
In the second experiment, we dropped eggs on different materials to see if the egg would break or not. The children had to predict what the egg would do as it fell on different surfaces. We had lots of fun with this experiment, but it did get messy at times! We found out that all the hard surfaces make the egg smash, but the feathers and the straw were a lot softer, so the egg was safe.



Years 3 & 4



Years 3 & 4 have been studying how fossils are made. The 'dead' animal is placed on 'the sand' (white bread) and then layers of sediment (brown and granary bread) being squashed down to represent the pressure on the layers that over 1000s of years will form sedimentary rock.



Years 5 & 6

Years 5 & 6 investigated making shadows using coloured light.

