



Newsletter Friday 3rd July 2020



Dear Parents/Carers

You have all now collected your end of year reports and have had the opportunity to speak with the class teacher. Although the situation is not ideal, please do request a call if you feel you need to discuss the report.

We have been eagerly waiting for news from the DFE on the guidance for next year. This arrived yesterday and I am digesting the documents carefully. There are several important principles to follow and the planning of this will need to be considered diligently. I hope to be able to share details with you next week, apologies for the delay, please appreciate we understand your frustrations at the lateness of the information.

School is now very nearly at full capacity with keyworker children and the designated year groups. Spaces only remain in the Early Years bubble. I know this is disappointing for many of you – but we look forward to seeing everyone in September.

This week Mrs Bishop tells us about maths in our school:

MATHS – the word alone can strike a feeling of dread in some people's minds. In fact, 'Maths anxiety' is a real and recognised condition. A dry mouth, heart palpitations, a fuzzy feeling in the brain, even a fight or flight response - these are just a few reactions people can suffer when they are confronted with anything connected with 'doing maths'. These feelings are, or can become, deeply embedded, and can stem from several scenarios: a person being forced to answer a question in front of others, resulting in a feeling of failure when the answer is incorrect; being told that they are no good at maths (they don't have a maths 'gene'); believing that maths ability is something you inherit.

IT'S IMPORTANT TO KNOW THAT NONE OF THESE STATEMENTS ARE TRUE.

At Chadsmead, we embed a 'Maths Mastery' approach to learning – 'Mastery' being a widely-used term meaning knowing and understanding something so well that it becomes automatic in our thought process.

To begin with, we support children's self-belief that they can and will achieve – whatever their starting point, whatever they believe about their abilities. Mistakes are good – they help us re-examine our attempts and try new ways to solve problems. Children learn that there are different ways to reach an answer and it's ok to investigate several methods in order to find the most efficient one for them.

Building on this, we try to ensure that every lesson incorporates 3 main principles for mastery.

1. Talking and communicating, using precise mathematical language whilst sharing ideas with others
2. The use of resources to 'prove' or 'support' understanding
3. Applying skills and knowledge through a range of problems, e.g. true or false statements, finding patterns, compiling questions for others to solve, spotting and explaining mistakes

We follow a programme of study called Mathematics Mastery; an ongoing professional training scheme to further our expertise in embedding mastery techniques. Due to recent school closures, we have amended our teaching, so that, from September, we can address missed learning from the current year without hindering next year's learning expectations. We look forward to our return when we can encourage and foster pupils' love of maths and nurture their mathematical minds.

Early Years

In Early Years this week we've continued to learn about animals on the farm. We have learned about where different foods come from e.g. milk from a cow, bread from wheat, pork from a pig and lamb from a sheep. In maths, we have been learning about weight using the balancing scales. We used the vocabulary: heaviest, lightest and balanced to help us. The children have enjoyed making their own pirate maps and marking an 'X' where their treasure is hidden!

Years 1 & 2

Apple bubble have learned about rainbows this week. We can explain clearly why we see the colours of a rainbow, when in actual fact, they don't really exist. We also made a wind sock to help us work out wind direction. In maths, we have identified matching multiplication facts and repeated addition calculations from arrays.

Years 1, 2, 3 & 4

This week we have been looking at a non-fiction text all about rainbows! We have learnt how rainbows are formed and the different colours that make a rainbow. We explored bubble printing and blow painting to create some stormy day pictures and painted scenes from the bible story 'Noah's Ark'. In computing we have been discussing passwords and talking about the ways we can make them strong so that no one will guess them. In RE we are learning about places of worship, this week we looked at mosques and the different features they have.



Year 5 & 6

We now have a full 'bubble'. This week we have continued to work on our class text of 'Street Child' and have looked at characters, settings and making predictions as we go along. We have focused on decimals this week in maths, specifically multiplying, dividing and converting from fractions to decimals. We have also completed a lot of PSHE type work which has concentrated on transition from Y5 to Y6 or Y6 to Y7, this resource is excellent and is attached to our home learning for current Y6 to do before they start at their new schools.

Year 6

Year 6 have been designing our own monsters and have described their characteristics. During reading, we are continuing with our historic narrative, 'Street Child', and are linking our learning to our theme work. During theme, we have investigated and discussed workhouses and agree that life was very different during the Victorian era. We have also been developing our orienteering skills during P.E. It has been another fantastic week.

Key Worker Children

This week Chestnut class have made us exceptionally proud of their resilience and their kindness. The children were asked to write thank you cards this week. Their ideas and thoughtful comments were amazing. We have been reading a story about a girl called Andrea whose life changed dramatically and lots of things were out of her control. We have had interesting discussions about how she is coping with change. In Jigsaw the children discussed items that we want and what we need.

Join the Silly Squad! – Summer Reading Challenge 2020

The 2020 Summer Reading Challenge has recently launched. This year, Silly Squad, the Summer Reading Challenge 2020, will celebrate funny books, happiness and laughter. Children taking part in the Challenge will join the Silly Squad, an adventurous team of animals who love to have a laugh and get stuck in to all different kinds of funny books!

The 2020 Challenge will feature bespoke artwork from award-winning children's author and illustrator Laura Ellen Anderson (Amelia Fang; Evil Emperor Penguin; I Don't Want Curly Hair).

The Silly Squad summer campaign will see us working with ambassadors to promote a new digital challenge platform to reach children across the nation. The website features video content, games, quizzes and digital and downloadable activities to incentivise and encourage children to take part in the Challenge at home. The Summer Reading Challenge is a great way of keeping your child engaged with reading – please do sign up at sillysquad.org.uk to join the Squad!