



# Stuart Road Primary Academy Newsletter



We have had another busy week and the children have been working brilliantly! It has been so lovely to see all the children dressed in various shades of red for Red Nose Day; thank you so much for donating towards the national effort to end child poverty. We raised a total of £128.03! 😊

## Notices

- Last Day of Term - Wednesday 31<sup>st</sup> March - Mufti and bring item to donate to the local food bank.
- Easter Holidays: Thursday 1<sup>st</sup> April to Sunday 18<sup>th</sup> April. First day back at school will be Monday 19<sup>th</sup> April.

## Welcome back to Mrs Ioja!



A warm welcome back to Mrs Ioja who is returning from her maternity leave on Monday 22<sup>nd</sup> March Mrs Ioja will be teaching the Year 2 class.

## Messages from Teachers

### Foundation

We have had a busy and dramatic week! Following on from listening to stories about Little Red Riding Hood, we had a visitor in our kitchen who stole our ingredients for jam sandwiches for snack time. We found clues leading to the Big Bad Wolf and have been writing letters to him asking why he made such a mess! Thankfully, the Big Bad Wolf has replied with a letter of apology, replaced the ingredients and Foundation Class lived happily ever after. The end. Mr Chan



## Year 1

This week the children have had a bit of a tough week with several tests needing to be completed. That being said, they have been amazing and have worked so hard. It is great to see their hard work paying off.

Around this, the children have continued working on their spellings as well as continuing their RWI work. We are all looking forward to Red Nose Day on Friday. 😊

Mr Hulcoop-Searle

## Year 2

We have started our new mini mission this week, 'Through the Keyhole'. The pupils in year 2 will be learning about desert, rainforest, woodland and Arctic habitats and how animals that live in these places are suited to their habitats. Our maths unit about shape culminated this afternoon in pupils making their own 3-D shapes using straws and plasticine to investigate faces and vertices. I have been really impressed with the deep learning that has happened during this work and the pupils' enquiry and enthusiasm. Next week we will be focussing on number fluency and calculation. Class 2 have shown great resilience throughout the week whilst carrying out end of term assessments - well done and thank you!

Mrs Bird

## Year 3

Another week in and another great week of learning. The children have continued to learn about the Anglo-Saxon period this week with a focus on The Picts, who lived at the same time but in Scotland. We also started our new book, Toto The Ninja Cat and the Great Snake Escape. The children have loved hearing the story of Tot, Silver and Catface!

Mr Bowles

## Year 4

Year 4 have had a really exciting week of learning! On Monday, we had our Launch Afternoon for our new topic: The Sound of Music. The children had a fabulous afternoon exploring different instruments and forming their own 'bands'. We then had an 'X Factor' style competition, where each group performed a short piece that they had composed in their bands. They are all so talented that it was hard to choose our favourite!

In English this week, we have focused on an extended piece of writing based around a short film called 'Marshmallows'. We have really honed our



descriptive writing and developed our 'show not tell' skills to make our writing suspenseful and all the Year 4s have worked so hard to produce an amazing piece of writing.

In Maths, we have moved on to our new topic of 'Decimals' to build on our Fractions knowledge and understanding. Because we worked so hard with our fractions topic, we are finding decimals much easier than we thought!


Well done for all your hard work this week, Year 4s!

Miss Gillard



Nina

Marshmallow



In a forest full with chirping creatures hiding in the dappled light. In the middle of the forest, there was a small solitary fire, giving off embers like amber gems. The air tastes musty and sweet like berries! Zooming in a little boy stood by his night yellow tent.


The bright moonlight reflected the motionless water, like dancing diamonds ripples appeared disturbing the peace. Suddenly, two lizard-like ears and eyes, emerged from the lake, green as olives! The creature had big, staring eyes like saucers!

Without warning a big branch went CRACK! The boy turned around in fright, there it was a colossal, lime green beast. The boy all at once got his marshmallow out as a weapon but the monster suddenly looked hopeful. As if it loved marshmallows as much as the boy! Nervously, the boy tossed it a marshmallow and it loved it!

When he ran out it suddenly looked at him fiercely and it chased the boy. Then, the boy had a clever idea he tossed a pillow and the monster ran after it. The boy ran and ran! The beast eventually found the pillow and tried to smash it but it burned! The End

George

Marshmallow



Beneath the darting sky, the moon light reflected on the glistening lake. As the shadows of the night crept in. A tiny sparkling fire was lighted up. Zooming in a tent was lit up by the passion of a cold fire. Without a sound of warning, two discussing slimy olive green eyes mysteriously popped out of the water from the depths of the lake. The thing had yellow eyes and big pointy ears as sharp as a thousand daggers. He swooshed through the water onto the emerald green wavy grass. He crept over to the boy he was toasting a marshmallow for his midnight feast. The smell of the toasting marshmallows made the monster creep closer. The boy knew he was being watched he only knew because he hurt himself of the monster like a earth quake. Should he turn around? He was brave so he slowly turned his head he turned it forward again he was really scared. He slowly, slowly, turned his head and he looked down and then he turned his head again to the monster and...

## Year 5

Our mission this week has been to understand that all living things follow a life cycle. We studied life cycles that last just a few hours to those that last over 200 hundred years. We challenged ourselves to work out which species produce offspring that are similar to the adult and which species change completely. Metamorphosis is our new favourite word! Can you think of three examples of each?

We are coming to the end of working on Fractions as we begin to move into decimals and percentages. We will use all that we have learned in fractions to help build our understanding of decimals and percentages. Hunt for real life examples of decimals and fractions together - here are a few to start you off: shopping using £ and p; shopping in the sales with money off; measuring using cm and mm; time using a stopwatch; battery usage on your phone.

Finally, if you've ever wondered about the notorious Marshmallow, read a few of our descriptions...

Mrs Hannon

### Marshmallow



One dark night stars glistened while the lake splashed against boats bobbing on the lake while the beautiful moon reflected on the ~~fish~~ <sup>sky</sup>. And animals getting comfy in their homes and water tumbling up as bushes rustle and trees are shadowy and crackling frogs croaking getting down for bed birds sleeping under the shadowy branches trees quivering side to side and leaves crackling in the dark distance. Suddenly a pair of yellow glowing eyes appeared in the depths of the water it dived under and swam towards

Suddenly a pair of yellow eyes appeared in the depths of the water (the monster dived under) the water ~~stayed~~ <sup>stayed</sup> silently and stood up behind the boy when he stick to a snapped and the boy slowly turned around and bounced up in fear. AS the boy seized his marshmallow as a guard to his and ~~scared~~ <sup>scared</sup> it ~~was~~ <sup>was</sup> but it didn't have shock X and terrified as ~~some~~ <sup>some</sup> ~~thing~~ <sup>thing</sup> went ~~on~~ <sup>on</sup> frogs silent (no water splashing) no frogs or ~~birds~~ <sup>birds</sup> then he got really scared but the monster just was ~~so~~ <sup>so</sup> still staring at the marshmallow stick.

The boy was confused until the monster turns all sweet like a puppy and eats the mallow with his pink tongue. But the boy knew now he reached his mallow's end (throws them to the monster) as the monster catches them and calls us and like a sweet puppy and the boy keeps on giving him marshmallows.



## Marshmallow



As the soft breeze of the wind blew, all the animals, creatures and bugs settle down for bed. The Moon shone brightly reflecting on the crystal clear lake and the silent, large (extremely ancient) trees reached over and hugged the land goodnight like a giant. The spotted frogs rest on their lily pads and the beautiful birds lay in their twig nests protecting their babies and falling asleep to the calm, gentle waves of the river. While the midnight sky makes the night dark the red hot camp fire brightens up the night as the oak jumped out of the fire like little soldiers.

As if a lily pad on top of the lake, up rose a neon yellow eyes flickering like a flicker light. Green, slimy, puff scales, a long tail with spikes like razor blades that could cut a clean sheet of paper. His rotten old claws that dug into the soft earth, his the monster's pearly whites could gnaw down a tree in minutes. He can hear amazingly from about twenty feet away he can hear a child's foot steps. He could smell a single drop of water from at least fifty feet away (or even more). And here and absolutely huge ~~monster~~ <sup>monster</sup> how tall this, incredible and scary monster is. ... Soon another end of the monster smelted out the boy quickly sitting on a log by a bonfire with a stick and marshmallow.

Suddenly the boy jumped and waved his marshmallow on a stick force ~~and~~ <sup>and</sup> another, full of fear the boy

## Marshmallow



It was a windy night: The lake was as still like a rock. The birds chirped in the distance and an owl hooted. The moonlight reflected onto the lake looking as if it had a gold. The ~~sky~~ <sup>sky</sup> branches cladded in the wind. There was a nice crashing and popping with leaves flying over the lake with a little boat bobbing on the edge of the scene. The fire was red orange and a little bit of blue and white. The logs and sticks in the fire were black, grey and brown. The sky was a beautiful galaxy color the colors were blue, purple and a small piece of pink all mixed in together. There was mountains - gray and black mountains surrounding the lake and ~~both~~ <sup>both</sup> side.

There was a creature and it peered its head over the lake. The monster ~~step~~ <sup>step</sup> and sneaky walked behind the child. Its big green eyes and huge green body stared at the boy until a twig snapped. The boy turned around and saw a giant monster. The boy got scared and leaped off his seat and tried to defend himself with a white marshmallow on a ~~long~~ <sup>long</sup> stick. The huge monster stood up higher and growled his teeth. His face the monster's body was white and a very dark green. The small boy was terrified the blue eyes looked up at the monster and his mouth turned from happy to a middle face.

## Year 6

This week in year 6 we have been doing our assessments! I am incredibly impressed with the amount of effort all children have put into these assessments. This week we launched our new topic. We will be learning about Darwin and his discoveries. This so far has included looking at fossils and some adaptations animals have. The quality of work that has been produced in year 6 this week has been to an incredibly high standard with writing especially being a really strong point for the class. A great week year 6! Well done!

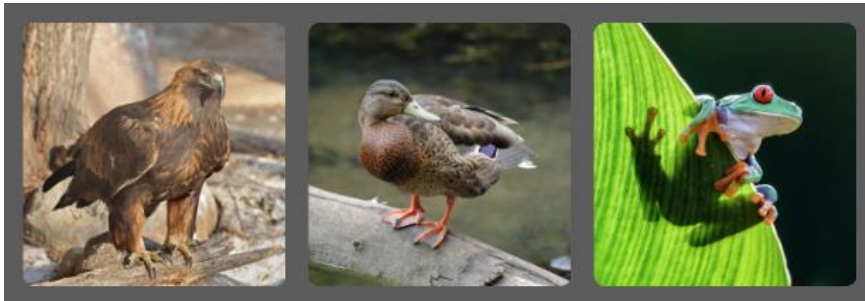
### Oracy Activity

Here is a simple discussion activity that you can do together as a family. The aim is to get children sharing ideas with their families and developing their vocabulary and imagination.

### Odd One Out

Look at the three images below and come up with as many similarities and differences as you can. Think about: appearance, what they do, where they might be found. There are no right or wrong answers!

### *Funky Feet*



## Awards of the Week

### Foundation

Headteacher Award: Lily-Mai Reed for great reading.

### Year 1

Head Teachers Award: Lowenna for her responsible attitude towards all of her work.

Mathematician of the Week: Jasper for his determined attitude towards maths.

Writer of the Week: Freddie for fantastic sentences in his writing.

### Year 2

Headteacher Award - Cayden for his enthusiasm and great effort throughout this term. He has shown a great Growth Mindset.

Writer of the Week: Ali for his fantastic chronological report writing about Titanic.

Mathematician of the Week: Adam - For his great progress in maths this half term and enthusiasm about shape.

### Year 3

Headteachers Award: Lucas Wines for an excellent return to school in every way imaginable.

Writer of the Week: Jacob Huang for finding lots of great information in our newspaper articles.

Mathematician of the week: Flynn Page for his excellent work on perimeter.

### Year 4

Headteacher Award: Lilly Turner for making an enormous effort in all her assessments this week

Writer of the Week: Jakob Martinez for the huge effort and creativity in our extended writing this week

Mathematician of the Week: Jack Christie for an amazing start to our new Maths topic.

### Year 5 TBC

### Year 6

Headteacher Award: Oliver Morton for his attitude to work.

Writer of the Week: Chloe Murphy-Jones, Summer Clancy and Lilly Hobbs

Mathematician of the Week: Chase Dawson for awesome algebra

## Reminders:

### Traffic outside the school

- We are fully aware of the dangerous level of vehicles/traffic outside the school at times of drop off and pick up. We are in conversation with Plymouth City Council to find a solution as soon as possible. In an effort to reduce the dangers please can we ask parents to not park on the yellow zig zag lines outside the school; Yellow zig-zag lines outside schools indicate the length of road where stopping or waiting is strictly prohibited. The Highway Code states that you should keep these areas clear of stationary vehicles, even if dropping off or collecting children.

### Parent and Carers dropping off and collecting children

- Whilst every effort has been made to minimise contact please may we remind parents to maintain the 2m social distancing regulation and wear masks when dropping off/picking up children. Thank you.

## Information for parents

### What to do if your child develops symptoms of COVID 19

If your child develops symptoms of COVID-19, you should inform the school and organise for your child to be tested via the [NHS online portal](#) or by calling 119. Your household should isolate until you receive the test results giving the all clear.

There is also an additional testing service for children in Plymouth schools: parents or carers can also book a test by emailing [d-ccg.cornwalldevon.urgenttesting@nhs.net](mailto:ccg.cornwalldevon.urgenttesting@nhs.net)

### Symptoms of COVID 19

The most common symptoms of coronavirus (COVID-19) are a recent onset of:

- New continuous cough/and/or
- High temperature and/or
- A loss of, or change in, normal sense of taste or smell (anosmia)

For most people, coronavirus (COVID-19) will be a mild illness.

### How to stop COVID-19 spreading

There are things you can do to help reduce the risk of you and anyone you live with getting ill with COVID-19. Do:

- wash your hands with soap and water often - do this for at least 20 seconds



- use hand sanitiser gel if soap and water are not available
- wash your hands as soon as you get home
- cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze put used tissues in the bin immediately and wash your hands afterwards

### *Department for Education coronavirus (COVID-19) helpline opening hours*

*The Department for Education coronavirus (COVID-19) helpline remains available to answer questions about coronavirus (COVID-19) relating to education and children's social care. Please listen carefully to the available options and select the most appropriate to your nursery, school, or college's current situation.*

*Staff, parents and young people can contact this helpline by calling: Phone: 0800 046 8687*

*Opening hours: Monday to Friday from 8am to 6pm*

*Saturday and Sunday from 10am to 4pm*