

Summercroft Primary School

'Achieving through care, challenge and creativity'



Dear Parents and Carers

Welcome back after the half term holiday and I hope that you had an enjoyable week with your families. Thank you for ensuring that uniform is being worn neatly. I've challenged children in assembly this week to learn how to polish their shoes rather than getting an adult to do it for them. If this is something you are able to support that would be lovely, thank you! A great many of the older children say that they do this already! Most of you know from the school gates that I encourage shirts to be tucked in and ties to be worn. I am really proud of how smart our school community is! This is something that is often commented upon as we take our children to different events across the town.

Our children have launched back into their learning with great gusto. Our whole school topic this term is based around a piece of art work and some classes have chosen to write about the learning they are doing around their selected picture in this edition of the newsletter. It's really interesting to see the responses from the children: emotive writing, freeze frames, recreating an alternative piece of art and interpreting their understanding of it!

Thank you to those of you who supported the PTA's Curry and Comedy Night. It was a great success with calls for it to become an annual event. Once again, it was down to a core group of people to organise the evening, so many thanks.

A reminder to those of you with children in Nursery and Reception that next week there are opportunities for you to join in with maths learning through play. Do join if you can!

Warm wishes
Carole Hinstridge
Headteacher

Reception

In the last couple of weeks we have been reading different traditional tales, with a focus on Goldilocks and the Three Bears and Little Red Riding Hood. We went on a hunt around the forest for some clues about where the bears went and then returned to tell our own stories. Here is one for you to enjoy:

"The bears are going to the forest to look for a giant. The giant is really tall. Giants eat people, and that's really scary! The giant is not just big, it's gigantic. The three bears are scared and frightened. But daddy bear can scratch the giant as his claws are really big and sharp. They go over the bumpy hill, the hill is really high they could reach the clouds. After they walked down the hill they were really tired, they were really close to finding the giant. Then they hear a giant roar! They ran away, they ran far away and they got lost. They saw some tracks to their home. They followed them and got home. THE END!"



The Golden Folder

Congratulations to the following children who have appeared in our Golden Folder recently:

Ben Hamilton, Sophie Hayles, Jamie Penman, Scarlett Gray, Lottie Winstanley, Bridget Wright-Aldrich, George Jackson, Lola Anderson, Johnny West, Zara De Matos, Catalina Olteanu, Anabelle Atter, Lara Walker, Jamie Paramo, Ellie Jackson, Charlie Piper, Daniel Harris, Malena Agathangelou, Alex Curtis, Rosie Paling, Abigail Thornton, Ryan Martins, Bethany Rogers, Freya Miles, Natasha Allmark, Edmond Moulton, Alex Banhidai, Lucy Glanville, Sycamore Class, Max Southwell, Amelia Sydes, Gabriella Crowland, Leona Ling, Thomas Greenhill, Callum Hunnings, Oscar Hormbrey, Patryk Laranjo, Harvey Jackson, Saveliy Kraynov, Apple Class, Sam Watkins, Alfie Jack, Oliver Wilding, Ben Sampford, Anton Trusty, Sam Monk, Alfie Kane, Sam Cooper, Liya Pereira Dinis, Alfie Kane, Isaac Agathangelou, Eliza Norman, Shanaya Clayton-Walker, Victoria Holden-Dingley, Joshua Ogwe, Ben Hamilton, Matthew Morris Prieto, Declan Muttitt, Yasmin Vessey, Joseph Haslam, Sebastian Clark, Sofia Montenegro, Sienna Arenas, Sofia Gatland, Elvy Cross.



How would you measure up?

Year 3 have been busy measuring each other this week for their science experiment. The challenge is to find out if this statement is true.

“The taller you are, the longer your femur will be”.

All the children were measured by Mrs Anderson against our giraffe height chart and then had their femur measured. Next lesson we will assess our results to see who is tallest or shortest and how their legs measure up. Anabelle predicted that the tall children would have long legs. Lilly said, “You have to compare the heights to see how tall you are or how short you are. Short people will have shorter femurs.”



The Arrival

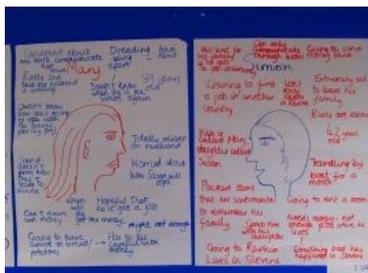
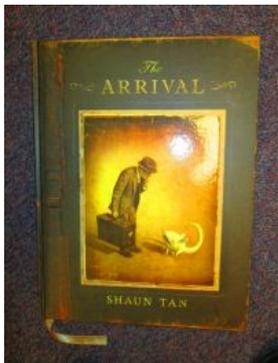
In Year 6 this week we have started our new class text, called ‘The Arrival’ by Shaun Tan. It’s not a typical guided reading book because it has no words: the whole story is told in pictures. The story explores immigration, following a man who has to leave his family to go and work in another country. Lots of writing that we’ll be completing over the next few weeks will be based on the story. So far, we have completed some drama activities and used this to empathise with the characters, producing some fantastic writing.

Here are some examples:

“I feel fear growing in me – like an unwanted weed – as the train departs from the station, leaving my family behind.” (Sam C)

“I can’t believe, after all we’ve been through, it has come to leaving my family. Unfortunately, we have no other option. Disbelief lingers over me like a black cloud.” (Eleanor G)

“I’m dreading being apart from Simon for so long. I don’t know if I will ever see him again. I have to be so careful with money in case we lose it all.” (Jessica W)



"St George slays Dragon!"

In year two we've started a new topic - 'Dragons'. The children have been learning about St. George and the Dragon and have been performing drama to help sequence a story. The photographs show the children 'freeze-framing' different parts of the story to aid their writing. It's not just literacy that has seen dragons, though. We've painted our own dragons and have also spent time discussing the painting of George and the Dragon by Paolo Uccello. The children are already enjoying our new topic, and this will no doubt continue until the holidays!





Crystals, shapes and Mr Jess

In Year 5 we have landed safely back on terra firma after our adventures in space and have begun to take a look at properties of materials on Earth. We are currently in the process of making our own crystals in class and observing this over time, with food colouring added to make the end result even more spectacular!



In Maths we have been working on our angles, whether they be acute or obtuse. The children had fun chopping up shapes to find out what was going on with their properties and degrees. In Sycamore we interviewed Mr. Jess to find out what makes a Deputy Head and in Hazel, Mary popped in from the kitchen for a chat. This was so that our children could write an explanation text on their respective jobs, so thanks very much to them! In Maths we now move onto fractions and in Literacy our focus is persuasion.



Let us tell you a story....

Year 4 got straight back into their new topic, Greek Myths, studying a picture by William Russell Flint of Theseus killing the Minotaur. We explored how each character would be feeling what they would be thinking through drama games. Next, we recreated the story of Theseus and the Minotaur through a 'story whoosh', linking arms to make the labyrinth and joining together to create the ship. Lots of fun was had by all. After reading another myth called Perseus and Medusa, we created our own mythical beasts and started to investigate language to use to describe them. In Music, we have been following the Greek myth, 'the Heroes of Troy', which tells the story of the Trojan War, and we have already learnt two songs, sung in two parts and had a go at rapping! Alongside this, we started a new Science topic about digestion and spent the whole first lesson finding out amazing (and pretty disgusting!) facts about what happens inside our bodies when we eat food. In Computing, we are learning about the History of Animation and have created our own flip books and thaumatrope; two types of early animation.



Awesome Astronauts

Year One are looking at the Starry Night painting by Vincent Van Gogh. As part of this topic we have been looking at space and the role of an astronaut. We have looked carefully at the astronaut's spacesuit and the different components of its design. We drew a picture of the space suit and labelled the different parts. The children also made their own moving astronaut using split pins.



On behalf of Summercroft, I would like to extend an incredibly large thank you to Langley Colts Football Club who have very kindly donated two 7 aside football goals that we very desperately needed. Our previous goals were virtually falling apart and were not fit for the children to use. These goals will ensure that we have the facility to host more home fixtures in the future with our new state of the art goals! I am also really looking forward to making full use of the goals during PE sessions on the field in the summer. Another huge thank you must go to Mr Lee Burnham (parent of Zachary) who has been very influential in providing these goals for us. Lee manages and coaches the Under 10's Stallions at the club. Thanks to him picking up, delivering and even offering to set the goals up, lots of children will benefit across the school. For more information, email: mark.walker@langleycoltsyouthfc.co.uk, mobile 07971 831839, website: www.langleycoltsyouthfc.co.uk.

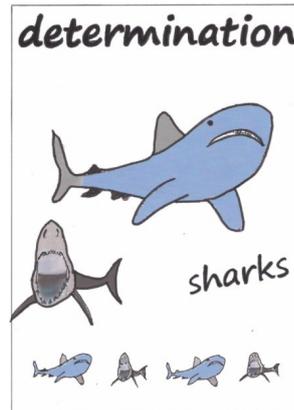


Launching Summercroft Learning Powers

We are very excited to have introduced our new Summercroft Learning Powers to the children at the start of this term. Ten learning powers have been chosen by the staff based on the skills we feel will support the children with their learning. These are transferable skills which will create a culture in the school enabling children to face challenges calmly, confidently and creatively. Learning powers prepare children for an uncertain future and equips them with the skills required to become lifelong learners.

The learning powers we have chosen are:

- Determination - sharks
- Challenge – sea horses
- Collaboration - dolphins
- Resourcefulness - anglerfish
- Risk taking – clown fish
- Connection making – coral
- Resilience - starfish
- Adaptation – hermit crab
- Persistence - turtles
- Problem solving - octopus

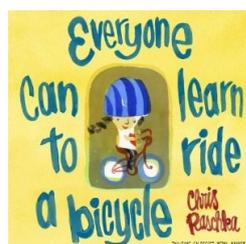


After choosing the learning powers, we decided on an underwater theme and chose a sea creature to represent each skill. We were very fortunate (and resourceful) to have the expertise of Peter Divall, grandfather to Barney A (Yr 1), Molly A (Yr 3) and Dylan B (Yr 4), who has painted each sea creature for us to display in the halls.

The teachers in each year group were allocated a sea creature and have written a story about how the creature uses their particular skill to overcome different perils in the sea. We started the term with a determined shark who wanted to make friends with some smaller fish. It wasn't easy for him at first but by using his determination, he finally got the friends he had always wanted. Thank you to Miss Hall and Mrs Davey for their creativity with the story. Determination will be the theme for the next three weeks. Mrs Hinstridge also read 'Everyone can learn to ride a bicycle' to give a further example of the importance of learning powers.

The rest of the creatures will be introduced in more detail in assemblies over the coming weeks and terms. Further real life examples alongside our sea creatures' tales of the importance of using these skills will form the basis of our Monday and Tuesday assemblies. Our behaviour for learning zone boards will be closely linked to using the skills as well as the Golden Folder assembly in KS2 to reward those children who are displaying the skills in lessons or around school.

I'm sure you will agree that these skills are very important for the children and hopefully you will begin to see the benefit of them at home too. Please do talk to your children about learning powers and look out for them showing greater determination over the next few weeks. Do let your class teacher, Mrs Hinstridge or Mr Jess know if you see a difference, we would love to hear about it.



Knowing what to do...



...when we don't know what to do!