



Gaddesden Row JMI School

Newsletter 13th June - 2025



Good afternoon, friends, and families,

Another very busy week has ended here at Gaddesden Row! The children have been working extremely hard in all areas of the curriculum, whilst doing lots of practice for sports day and the summer show.

Well done, Year 4 and Year 1!

This week, the children in Year 4 completed their statutory multiplication check and the children in Year 1 completed their Phonics Screen Check. We are very proud of you all and the way you applied your learning to help you achieve and succeed!

Sports Day and Water Fight

A reminder that next Friday is Sports Day beginning at 09.30 and families are welcome on site from 09.20. GRAFT will be running a drinks and snacks stall on the day.

Whilst the forecast looks good for next week, we will be monitoring the weather very closely next week, and if we do need to postpone due to wet weather, a final decision will be made on Thursday afternoon.

Our annual water fight will take place in the afternoon, and a copy of the letter has been attached to this newsletter to remind of what the children need to bring. Fingers crossed for dry weather please!



Summer Fayre

Our annual Summer Fayre will be taking place on Friday 4th July between 15:15 and 16:30 with a range of different stalls and activities to be enjoyed by everyone. I know this will be a fantastic event, as it always is, and we look forward to seeing you there. I have attached the flyer to this newsletter.

Gaddesden Wish List Link - [Amazon.co.uk](https://www.amazon.co.uk)

This can also be found on the school website, in the top right-hand corner, quick links section.

Our School Values – Resilience

In our assembly this week, I introduced the third of our new, additional set of values. This week I have enjoyed seeing children following our chosen value of - **Resilience**. We have seen children actively seeking solutions to challenges rather than avoiding them. We have seen children willing to try new things, even if they make mistakes. We have seen children asking for help when they need it, demonstrating that they have a strong sense of self-awareness and a willingness to reach out for support. Congratulations on the resilience you have shown!



Gold Badges

Well done to **Robin, Karolina and Joy** for achieving your gold badge for 30 full weeks in school!

Attendance



Class Rock 'N' Roll	Class Pop	Class Disco
93%	91%	94%

Attendance Matters



Unfortunately no money this week.

Stars of the Week

Class Rock 'N' Roll: Harry
Class Pop: Connie
Class Disco: Cassie

Curriculum News

Class Rock 'N' Roll

In English, the children have been looking at vocabulary building poems using the book 'Tell Me A Dragon' as their inspiration. They began by exploring the images within the book, deciding on their favourite dragon and thinking about how they could describe it. **They moved onto thinking about if they had their own dragon, what would it be called, where would it live and how would it behave?** They then designed and created their dragon. Finally, they described their dragon to complete a vocabulary building poem, describing 5 body parts - head, eyes, scales, claws and tail.

In maths, the children in Reception have been looking at sharing and grouping. They began by developing an understanding of sharing. **They investigated what sharing is and described equal sharing as fair and unequal sharing as unfair.** They then shared practically to further develop understanding. They moved onto exploring grouping, dividing a set by placing a given number of objects in each group and investigating how many groups they will require.

The children in Year 1 have continued their work on place value within 100. They started by revisiting the concept of 1 more and 1 less, exploring this in the context of numbers from 50 to 100 by applying their counting skills developed earlier in the block. They then looked at comparing numbers with the same number of tens, using terms learned earlier in the year such as "greater than", "less than" and "equal to" alongside the corresponding inequality symbols $>$, $<$ and $=$. Children were introduced to the words "fewer" and "less" to build on their comparison vocabulary. Finally, they moved onto comparing any numbers, answering key questions like: **'Which is greater, 7 tens or 3 tens/70 or 30? How do you know?'**

In geography, the children have learned to name the seven continents of the world and locate the UK on a world map. They created a wheel template with 4 parts - Planet, Continent, Country, House - to show their understanding of each. They drew a picture and wrote a sentence for each of the circles, e.g. **The name of my planet is Earth.**

Class Pop

In English, the children finished their unit on stories by the same author by writing their own Julia Donaldson style story. Across the week, they planned, wrote and edited their own story with a focus on using rhyming language in the style of Julia Donaldson. **For example, 'There once was a brown dog and also a green happy frog. The brown dog did a kick and the frog saved with a flick.'**

In maths, the children in Year 2 have continued their learning about fractions. They began by finding a third of an amount. They practiced splitting an amount into three equal groups and identifying one of the groups to count to find a third. They moved onto finding three quarters of an amount. Using the same principle as finding a third, the children split an amount into four equal groups, counting 3 of them to find three quarters. They then explored the equivalence between halves and quarters. **They did this by finding half of a shape, object or amount and then doing the same with 2/4 and answering the key questions: 'What do you notice? What is the same?'** Finally, they looked at counting in fractions to make a whole.

The children in Year 3 have also continued their learning about fractions. They began by finding a fraction of an amount from a set, answering questions such as, 'Tiny is at a birthday party. There are 15 balloons. $\frac{3}{5}$ of the balloons are red. The rest are green. How many balloons are green?' They then moved onto explore equivalent fractions. **They learned that equivalent means "of equal value, amount or meaning".** Initially they used bar models to find equivalent fractions. They then moved onto using number lines before moving onto use fraction walls. Each method provided a visual image to allow accurate comparison.

In science, the children have been exploring forces, with a particular focus on friction. **This week, the children planned and carried out an experiment to answer the enquiry question: 'How does the material on the ramp affect the distance a car travels?'** They discovered that materials with rough surfaces, like grass, have high friction and prevent the car from travelling very far and materials with smooth surfaces, like wood, have low friction and allow the car to travel further.

Class Disco

In English, the children have been learning about explanation texts. They began by exploring formal language and how it can be used to support and improve factual writing, like explanation texts. **For example, 'Dragons are well cool beasts that can be seen in loads of tv and books today.' becomes 'Dragons are outstanding beasts that are popular in an abundance of TV shows and novels today.'** The more formal use of language provides more clarity and accuracy. They moved on to explore the features of an explanation text and discovered that technical language is a key component and therefore increases the importance of using formal language. Finally, they began to plan an explanation text about Roman siege weapons by making their own mini catapults.

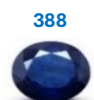
In maths, the children in year 6 have been exploring statistics. Across the week, they looked at reading, drawing and interpreting different types of graphs and charts, revisiting line graphs and bar chart and being introduced to pie charts. They understand that a pie chart quickly and easily shows information as part of the whole, showing something as more/less than a half/quarter etc. of the total. They revised their understanding of percentages, in the context of pie charts, knowing that **a whole pie chart represents 100% of the data, so one half represents 50%, one quarter represents 25% and so on.** Finally, they had a go at drawing their own pie charts, using a protractor to produce accurate measurements.

The children in Year 5 have continued their work on shape and angles. They began by exploring different strategies for calculating missing lengths and angles in shapes. They recapped what perimeter is and how to calculate it, so that they could use this to work out missing lengths. They moved onto finding the perimeter of compound shapes composed of multiple rectangles. They moved onto explore regular and irregular polygons. A polygon refers to a 2-D, fully enclosed shape formed from straight lines. They identified that regular polygons must have all sides the same length and all the angles must also be equal. **For example, a square is a regular polygon whereas a rectangle is not because in a rectangle, while the angles are all equal, the sides are not.** Finally, children recapped the names of 3-D shapes and their properties.

The children in Year 4 have continued to look at time. They began by converting between analogue and 12-hour digital times, reinforcing and building on their learning in Year 3. They identified the importance of knowing whether a time is taking place in the morning or the afternoon and how an analogue clock does not usually show am or pm. They moved onto writing 24-hour clock times for the first time. **They recognised that to convert pm times between 1 pm and 11:59 pm into 24-hour clock times, they add 12 hours to the time.** Finally, they reinforced their understanding of the 24-hour clock format by converting to 12-hour clock times and representing them on analogue clocks.

In DT, the children have been exploring their preferences for burger patties, the sauces and side dishes suitable for the burger and which burger bun works best, by tasting different products. The children then had to design the burger they would like to make. **The majority chose the combination of beef burger in a brioche bun with tomato ketchup.**

Team Points for the end of this week are:



Golden Book

Well done to **Paisley** for her amazing recreation of the 'White Tower'. Well done to **Nell, Kobi, Harry, Luna, Primrose and Sebbie** for their fantastic work on sharing food equally for the Teddy Bear's Picnic. Well done to **Zephyr** for his brilliant map skills. Well done to **Lois, Zephyr and Lillie-Mai** for their excellent work on their end of unit shape assessment. Well done to **Harry and Luna** for their superb independent spellings when describing their dragons. Well done to **Karolina** for her amazing Plus Plus unicorn. Well done to **Tommy** for his brilliant attitude and behaviour all day on Thursday. Well done to **Hetty** for her super Plus Plus cat and interpretation of instructions.

I hope you all have a lovely weekend.

Miss Smith

G enerous A spirational D iscovery R esponsible O pen-minded W elcoming

At Gaddesden Row JMI School, we are fully committed to the safeguarding of pupils and take E-Safety very seriously. With the support of parents, we pro-actively teach our pupils how to keep themselves safe, including online.