



Gaddesden Row JMI School Newsletter 20th June - 2025



Good afternoon, friends, and families,

Happy Friday to all of you! What a beautiful week it has been. The children have worked really hard to keep going through the heat but definitely enjoyed cooling off this afternoon!

Sports Day

Thank you to all families that came to watch our annual Sports Day event this morning. The weather was kind to us and all children competed brilliantly - we are very proud of all of them. A huge congratulations to **TEAM EMERALD** for winning the Sports Day Cup! Later today, there will be photographs on our school Facebook page.



Soaked to the Bone...

The children certainly enjoyed themselves this afternoon when taking part in our annual water fight. With hundreds of water balloons used and range of water guns on show, every child took part superbly. **Thank you to all children for helping tidy up – it was a huge help.**



Sun Cream

We would like to remind all families that sun cream needs to be applied to children before coming to school, and if they are bringing bottles into school, then the children must be able to apply it themselves.

'Rags 2 Riches'

A reminder that our 'Rags 2 Riches' collection is in 3 weeks time, on **08/07/2025**. Please help us fundraise by donating your good quality unwanted, re-useable (clean, dry and wearable) clothes and accessories.

Non-Uniform Day for the Summer Fayre

As you know, 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. **On Friday 27th June, the children are invited to wear their own clothes to school in exchange for bringing in a bottle for the tombola.**

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 – Nurturing Friendships

In our assembly this week, I introduced the next of our new, additional set of values. This week I have enjoyed seeing children following our chosen value of – **Nurturing Friendships**. We have seen children taking turns during games, working cooperatively in a team and including others in their games and activities. Congratulations on nurturing such brilliant friendships!



Gold Badges

Well done to **Nell, Natty, Chloe, Arthur, Evie and Alexia** for achieving your gold badge for 30 full weeks in school!

Attendance



Class Rock 'N' Roll	Class Pop	Class Disco
97%	92%	100%

Attendance Matters



Well done to **Class Disco** for getting **£10** in your attendance fund!

Stars of the Week

Class Rock 'N' Roll: Robin
Class Pop: Rupert
Class Disco: Lily

Curriculum News

Class Rock 'N' Roll

In English, the children have been exploring fairy tales, focusing on the key text, 'There's No Dragon in This Story'. Across the week, the children have been focusing on the characters and their feelings. They began by identifying the key characters before acting out the story, thinking about their character's emotions and facial expressions. They then wrote examples of what they thought each character might have been saying. **For example, the Gingerbread Man might have said, "I'm going to run away!"** Finally, they focused on the dragon and how he might have been feeling. They collected lots of vocabulary and used it to write sentences about the dragon.

In maths, the children in Reception have continued their work on sharing and grouping. They began by exploring odd and even numbers by sharing. The children shared a group of objects into two groups and answered key questions such as: **How many equal groups do you have? Do you have any left over? Is your number odd or even? How do you know?** The children then continued their learning of finding and making doubles. They looked at double numbers but also progressed to working out what number had been doubled, by finding the inverse.

The children in Year 1 have been looking at money. They began by exploring unitising. They were introduced to the idea that groups containing or representing the same number of things can be treated as ones. **For example, a 5 pence coin represents five 1 pence coins. One item does not need to represent a value of one.** They moved onto explore and recognise different coins for the first time. They moved onto explore counting with coins, utilising their skills of counting in 2s, 5s and 10s.

In DT, the children have been continuing their work on exploring fabrics in preparation for designing a fabric face. This week, the children focused on hair by exploring different styles, lengths and colours. **The children then used different materials to create their own hairstyle.**

Class Pop

In English, the children have moved onto exploring explanation texts. They began by looking at different explanation texts and recognising the key features, such as, sub headings, topic vocabulary and fronted adverbials. They moved onto explore using fronted adverbials of time to explain the lifecycle of a plant. **For example: First a seed is planted in the ground. Then, to start growing, the plant needs water. Next, the plant will grow roots and shoots. After that it will grow leaves. Finally, the plant will grow a flower.** The children then looked at how they could use conjunctions to extend their writing.

In maths, the children in Year 2 finished their learning about fractions before moving onto looking at statistics. They began by looking at finding fractions of amounts by exploring how many groups you need to find a half, a quarter and a third and how many you need to count to find the fraction of the amount. They moved onto solving different word problems related to fractions. Then ten moved onto statistics and began by looking at tally charts. They recapped what we mean by a tally and what it looks like. **They then created their own tally chart, organising a set of cubes into colours and interpreting their results to find out which colour had the most.**

The children in Year 3 have continued their learning about fractions. They began by looking at ordering fractions. First they ordered fractions with the same denominator before moving onto fractions with different denominators, using bar models to help them compare. They moved onto exploring adding and subtracting fractions with the same denominator. The children learned that to complete the calculations accurately, they only needed to calculate the numerator. The denominator will remain the same. **For example, $2/5 + 2/5$ will equal $4/5$ and not $4/10$ because you do not add up the denominators.**

In RE, the children have been learning about Sikhism. This week they explored why Sikhs believe people should work hard and live honestly. They looked at different scenarios and had to decide whether what the person did was the right thing to do. **For example: Ben is a doctor. It is nearly time for him to go home. Someone comes to see him but Ben doesn't want to see any more patients today so he pretends he is too busy to see them and sends them away. Was this the right thing to do?**

Class Disco

In English, the children have concluded their learning on explanation texts by writing their own. They began by looking at the importance of cohesion to make writing clearer and more effective. They learned that for writing to be cohesive, it needs to have connected ideas, be reader-friendly and flow smoothly and that this can be achieved by using advanced connectives, adverbs and simple linking words. Using this knowledge, the children then went back to their writing, looking to edit and improve by increasing the cohesion.

In maths, the children in year 6 concluded their learning on statistics before moving onto look at shapes and angles. They completed their work on statistics by calculating and interpreting the mean as an average. **They learned that the most commonly used average is the mean and learned how it is calculated, using the formula: mean = total number ÷ number of items.** They moved onto exploring shape by looking at measuring and classifying angles. They began by recapping the types of angles before moving on to using a protractor to measure an angle. They used their understanding of the size of angles to help with accurate measuring. For example, if an angle is seen to be less than a right angle, its size will be less than 90°.

The children in Year 5 have been looking at position and direction. They began by reading and plotting coordinates on a grid and used their knowledge of this to solve problems involving coordinates. They then went onto explore translation. They started by translating a single point, before translating full shapes, **remembering that the point or shape moves to a different position, but remains exactly the same size and orientation.** They then translated shapes either up/down or left/right before moving on to a combination of both directions. Finally, they looked at how coordinates change when points are translated.

The children in Year 4 have moved onto looking at shape and angles. They began by recapping recognising angles as turns and refamiliarising themselves with relevant vocabulary such as full, half and quarter turns, clockwise and anticlockwise. They moved onto identifying angles, recapping right angles and being introduced to obtuse and acute angles. **They learned that any angle that is less than a right angle is called an acute angle and an angle greater than a right angle, but less than a half turn, is called an obtuse angle.** They then continued to explore angles as a measure of a turn by comparing and ordering angles.

In science, the children have been exploring natural selection. They looked at the Just So stories that tell the tale of how creatures developed certain characteristics, but in the form of traditional tales. **They then had a go at creating their own tale using a 'plausible' but not necessarily scientific explanation about how an animal evolved. For example, how the shark found its teeth.**

Team Points for the end of this week are:



Golden Book

Well done to **Callum, Connie, Eva-Mae, Leyton, Mia, Tommy, Chloe and Rupert** for their hard work in Spanish, including completing the challenge. Well done to **Zephyr** for being super helpful in art club. Well done to **Henry** for his excellent writing about what each fairy tale character said. Well done to **Luna and Nell** for their amazing independent phonics work. Well done to **Tory** for his creative evolution story about how the shark became king of the sea. Well done to **Denny, Chloe, Connie and Leyton** for using a range of conjunctions in their writing about plants. Well done to **Callum and Lola** for their fantastic understanding of subtracting fractions.

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.