



# Gaddesden Row JMI School

## Newsletter 6<sup>th</sup> June - 2025



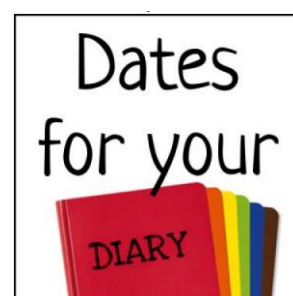
**Good afternoon, friends, and families,**

Welcome to the month of June, and our final half term of this school year. The time has gone very quickly and although there are only six whole weeks remaining, there is still lots to cover in our curriculum and with different enrichment activities taking place

With this in mind, a list of key dates is below, so could I please request that all families make themselves familiar. We know there is a lot going on, so we wanted to give as much notice as possible.

### Dates for the Diary – IMPORTANT

W/b 9<sup>th</sup> June: Phonics Screening for Year 1 and MTC for Year 4  
Friday 20<sup>th</sup> June: SPORTS DAY – AM and Water Fight – PM  
Friday 27<sup>th</sup> June – GRAFT Non-Uniform Day – Bring a Bottle  
Friday 4<sup>th</sup> July – GRAFT Summer Fayre – 15.00-16.30  
W/b 7<sup>th</sup> July – 'TAKE ONE BOOK' Week  
Thursday 10<sup>th</sup> July – Secondary School Move-Up Day  
Wednesday 16<sup>th</sup> July – Pirates of the Curry Bean – 13.30 and 18.00. Ticket Details to follow.  
Thursday 17<sup>th</sup> July – Whole School Trip to Woburn Safari Park  
Friday 18<sup>th</sup> July – Whole School Science Enrichment Day  
Friday 18<sup>th</sup> July – Year 6 Leaver's Disco  
Monday 21<sup>st</sup> July – Year 6 Leaver's Trip  
Wednesday 23<sup>rd</sup> July – Year 6 Leavers' Assembly – 09.30. Families welcome to attend. END OF TERM – 13.30.



### SPORTS DAY and Water Fight

Our annual Sports Day takes place on Friday 20<sup>th</sup> of June. This will begin at 09.30 and finish at approximately 11.45. Families can come onto the playground from 09.20.

Our annual water fight takes place in the afternoon after Sports Day and children have come home today with information about what coloured t-shirt they need to wear, and what items are required for the water fight.

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

### Our School Values – Articulate

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 - **Articulating**. We have seen examples of children asking "why" or "how" to articulate their curiosity and children using expressive language to describe what they have learned. We are delighted to hear your articulation!



### Gold Badges

Well done to **Noah, Kobi, Eva-Mae, Tommy, Leyton, Demi, Daniel and Lillie-Mai** for achieving your gold badge for 30 full weeks in school!

## Attendance



Class Rock 'N' Roll	Class Pop	Class Disco
99%	92%	98%

Attendance Matters



**Good attendance across the school again. Well done to **Class Rock 'N' Roll** for getting **£5** in your attendance fund!**

# Stars of the Week

Class Rock 'N' Roll: Primrose

Class Pop: Callum

Class Disco: Zephyn

## Curriculum News

### Class Rock 'N' Roll

In English, the children have concluded their work on instruction writing, using the book 'How to Catch a Dragon'. **First, they followed instructions to create a dragon trap.** They then created an illustration for each stage of making a dragon trap before writing a sentence for each one.

In maths, the children in Reception have continued to explore shape. They began by composing shapes by developing an understanding that shapes can be combined to make new shapes, **for example 2 triangles can make a rectangle.** They moved onto looking at decomposing shapes. They explored identifying shapes within shapes and understand that shapes can be separated to make new shapes. Finally, they went onto finding 2D shapes within 3-D shapes in a range of contexts.

The children in Year 1 have moved onto looking at place value within 100. They started by practicing counting to 100 with a particular focus on the numbers between 50 and 100. They moved onto exploring multiples of 10 within 100, building on prior knowledge to explore 60, 70, 80, 90 and 100. They then looked at partitioning numbers into ten and ones, answering the key questions: **How many tens are there? How many ones are there? What is the number?** Finally, they explored the number line up to 100. They looked at examples of number lines with different start and end point values that have intervals in both 1s and 10s.

In history, the children have been learning about the Tower of London and how it has changed over time. They explored what the Tower has been used for in the past and compared to how it is used now. **They then drew the Tower of London and wrote facts about it, for example, 'The Tower of London is home to the crown jewels.'**

### Class Pop

In English, the children have been looking at stories by the same author - Julia Donaldson. They began by summarising and sequencing stories by the same author.

They talked about Julia Donaldson and identified their favourite stories by her then looked at how they could break down her stories into a beginning, middle, and end. They then had a go at summarising some of her stories using 3-6 sentences. **They moved onto comparing some of her stories by identify the themes, main characters, rhymes, any repetition and any alliteration.** Finally, they moved onto analysing and describing some of her most famous characters.

In maths, the children in Year 2 have continued their learning about fractions. They began by looking at finding a third, they recapped what they had learned about halves and quarters and showed their understanding of thirds using the following statement: **'The shape has been split into 3 equal parts, one of these parts is called a third'.** They then moved onto explore unit and non-unit fractions. They recapped the key vocabulary of numerator and denominator and used their understanding of this to help recognise which type of fraction they were looking at - a unit fraction where the numerator is 1 or a non-unit fraction where the numerator is more than one. They then went onto look at counting fractions.

The children in Year 3 have also continued their learning about fractions. They began by plotting fractions on a number line. They started by identifying where half would be then used this knowledge to place a quarter. They moved onto counting in tenths, first by recapping what a tenth is and then by plotting it on a number line. After this, they looked at **identifying tenths as a decimal** using the knowledge that we need ten parts to make a whole then our numerator will become our decimal number, e.g.  $3/10 = 0.3$ . Finally, they looked at finding fractions of amounts, using their understanding of division to share into equal groups.

In geography, the children have been looking at famous volcanoes and located them on a map. **The children found Mount Vesuvius the most interesting due to learning about Miss Braybrooke's visit there.**

### Class Disco

In English, the children have moved onto explore the genre of poetry through limericks. They began by identifying what a limerick is and how it uses a specific rhyming pattern and a specific rhythm. **They learned that poetry has a metre, which refers to the 'rhythm' of each line. The metre is the number of syllables in each line and the emphasis that is placed on each of those syllables.** They went onto explore and find rhyming patterns before moving onto planning and writing their own limericks.

In maths, the children in year 6 have been looking at volume. They started by counting cubes, before recapping cubic centimetres (cm<sup>3</sup>) as a unit of measure for volume. They then explored shapes where they can find the volume by multiplying the volume of a single layer by the number of equal layers. They moved on from counting cubes to finding the volumes of cuboids using multiplication and applying a formula. They discovered that they could use multiplication to find the number of cubes in one "layer" of the shape and then multiply this by the number of layers to find the total volume. **This helped to identify the formula: volume of cuboid = length × width × height.**

The children in Year 5 have continued their work on angles. They began by drawing lines and angles accurately. Once comfortable with drawing given lines and angles, they moved onto explore drawing whole shapes accurately from a given description. They moved onto calculating angles based on given information, rather than always using a protractor to measure angles. **For example, using the fact that angles around a point add up to 360°, work out the size of the angle marked x if the other angle is 238°.** Finally, they looked at calculating angles on a straight line, seeing that the total of the angles on a straight line is half the total of the angles around a point.

The children in Year 4 have moved onto exploring time. They started by recapping the relationships between a year, a month, a week and a day. They explored how a year can be represented on a calendar, which shows the number of days in each month. They moved onto recap the number of seconds in a minute and minutes in an hour. **They used multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes and seconds, for example,  $36 \div 6 = 6$  and  $360 \div 60 = 6$ , so 360 seconds is equivalent to 6 minutes and 360 minutes is equivalent to 6 hours.** Finally, they looked at converting between analogue and 12-hour digital times.

In RE, the children have been finding out how children are welcomed into the Sikh community. They learned that when a Sikh baby is born, there is a special ceremony, called **Naam Karan**, which is held at the gurdwara. They also found out that when Sikh children are aged 14 or over, they are able to join the 'Khalsa' as adults. To become part of this group, a person has to confirm that they will dedicate their lives to living as a Sikh and take part in the **Amrit ceremony**.

Team Points for the end of this week are:

357



368



347



### Golden Book

Well done to **Primrose and Luna** for their amazing independent sentences about castles. Well done to **Tommy, Leyton, Oakley, Louie, Natty and Rylee** for their fantastic work on finding a half. Well done to **Rupert and Natty** for their excellent Stone Age Stories. Well done to **Robin and Karolina** for their super Plus Plus dragons. Well done to **Robin** for his brilliant fire breathing dragon drawing. Well done to **Elizabeth** for her superb instructions on how to catch a dragon.

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.