



## **Gaddesden Row JMI School Newsletter 20<sup>th</sup> March 2025**



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

I hope this newsletter finds you well.

Although it is a Thursday, the school week has ended. **This is due to school being closed tomorrow for our INSET Day.** We hope you can all enjoy the extended weekend. There are now just two weeks of this spring term remaining. I cannot believe that the summer term is nearly upon us again.

### **Easter Fayre**

Next Friday, 28<sup>th</sup> March, GRAFT will be hosting the Gaddesden Row Easter Fayre. I have attached the flyers that came home earlier in the week with this newsletter.

### **Clubs**

Next week will be the final week of clubs for this term. Letters will be coming home with all children outlining details of what clubs will be available after Easter and on what days.

### **Tutoring**

Next week will be the final week of our Spring term tuition programme. Further information about tutoring will follow in due course.

### **Easter Competition**

A reminder that we are inviting all children to take part in our annual Easter Egg Competition. I have attached another copy of the letter and details to this Parent Mail.



### **Red Nose Day**

As a school, we celebrated Red Nose Day today. Thank you all so much for your generous contributions. I will let you know how much we have raised for this great cause next week once we have had a chance to count up.

### **End of Term**

We would like to remind all families that the end of term is **Friday 4<sup>th</sup> April at 1.30pm.**

### **Our School Values – Open-Mindedness**

We are recognising children showing behaviours linked to our chosen value of **Open-Mindedness** this week. We have seen examples of: Children taking part in debates and showing respectful listening throughout and children exploring their curiosity by asking questions to learn and understand more. Well done on your open-mindedness!



**Well done to Natty, Rupert, Arthur and Alexia for achieving your silver badge for 20 full weeks in school!**



### **Attendance**

Class Rock 'N' Roll	Class Pop	Class Disco
93%	85%	97%

Attendance Matters



**Well done to Class Disco for getting £5 in your attendance fund!**

## Stars of the Week



**Class Rock 'N' Roll:** Sebby  
**Class Pop:** Rylee  
**Class Disco:** Lily



## Curriculum News

### Red Nose Day Craft

The children in Class Rock 'N' Roll had to create a design for their own 'red nose' before turning their design into a reality by making a giant paper plate version. The children in Class Pop had to create a design for their own 'red nose' before recreating it as a baked good. The children in Class Disco made string art using paper plates to create a threaded red heart to spread love and kindness.

### Class Rock 'N' Roll

In English, the children have continued their learning about everyday superheroes and have begun to look at the feature and structure of a non-chronological report as they work towards writing one. They began the week by exploring facts and opinions. **They discovered that facts are things that are true and cannot change from person to person and that an opinion is what someone believes and can change depending on the person.** In maths, the children in Reception have moved onto exploring shape. They have learned to recognise and name cubes, cuboids, cylinders, pyramids, cones and spheres. **They found out that whereas a 2-D shape is completely flat, 3-D shapes are solid objects.** They then moved onto identifying the 2-D shapes on the flat faces of 3-D shapes. They did this by making models and by creating printing pictures using 3D shapes. The children in Year 1 have continued their learning about multiplication and division. They used their knowledge of recognising equal groups to add equal groups together to find a total. They focused on counting equal groups of 2, 5, and 10 and explored this within 50. They moved on to identifying and recording the number sentence to match the groups. **For example, 5 pairs of socks can be recorded as  $2 + 2 + 2 + 2 + 2 = 10$ .** Whilst they have not yet met the multiplication symbol, they have begun to use the language, for example **"There are 5 equal groups of 2, so there are 10 in total".**

### Class Pop

In English, the children have exploring poetry in the style of a haiku. They began the week exploring a range of haikus and discussing their favourites whilst thinking about what the poems have in common. They went onto focus on syllables and practiced finding how many syllables were in given words or sentences. Finally, they moved onto planning and writing their own Haikus, concentrating on the syllable patten of 5-7-5. In maths, the children in Year 2 have been exploring temperature. They discussed the language of temperature such as "hot", "warm" and "cold". Children recognised that the temperature is higher when the weather is warmer. **They used their practiced skills of reading scales and to colour thermometers to represent temperatures, making links with number lines.** They compared the temperature in different locations and found the difference between the temperature in different places. The children in Year 3 have been consolidating their work on dividing a 2-digit numbers by 1-digit numbers with remainders. They practiced using place value counters to support their understanding and solve calculations before moving onto using the bus stop method. They used a sequence of stem sentences to explain their findings. **For example, there are 5 groups of 8. There are 2 remaining. So,  $42 \div 5 = 8 \text{ r}2$ .**

### Class Disco

In English, the children have been continuing their learning based on letters, focusing on planning and writing an informal letter. They began by pulling out the specific features of an informal letter and talking about who you might write one to. Using the idea of being a first year student at Hogwarts, the children had to plan and write a letter home about their experiences at Hogwarts. In maths this week, the children in Year 6 have been dividing decimals by integers other than 10, 100 or 1,000 for the first time. They looked at related division facts, such as  $8 \div 2 = 4$  therefore  $0.8 \div 2 = 0.4$  and  $0.08 \div 2 = 0.04$ . **They also explored division facts using times-table knowledge, for example  $144 \div 12 = 12$ , so  $1.44 \div 12 = 0.12$ .** They used their understanding of formal written methods for multiplication and division to solve problems in a variety of contexts. The children in Year 5 compared decimal numbers with a different number of decimal places. They used place value counters on a place value chart to build numbers to identify the size and understand that more decimal places does not necessarily mean it is a bigger number. **For example, they can recognise that 0.41 has more tenths than 0.365 - so it is a bigger number.** They then moved onto rounding numbers with 1 and 2 decimal places to the nearest whole number. The children in Year 4 extended their understanding of tenths by exploring them on a number line. They found missing decimal numbers in a sequence, deepening their understanding of the value of 1 tenth. They moved onto dividing a 1-digit number by 10, resulting in a decimal number with 1 decimal place. They deepened their understanding by exploring key questions such as, **'When dividing a number by 10, how many equal parts is the number split into?' and 'How many tenths are there in 1 whole/2 wholes/3 wholes?'**

Team Points for the end of this week are:



### Golden Book

Well done to **Bailey, Louie, Tommy, Leyton, Natty, Denny, Rylee and Oakley** for their brilliant work on comparing money. Well done to **Lily, Oscar, Evie, Bella, Raphy, Demi and Annie** for their fantastic informal letters home as Hogwarts students. Well done to **Nell** for her super sentence about a vet. Well done to **Tommy, Leo and Callum** for their great test results across assessment week.

I hope you all have a lovely weekend.

Miss Smith

**G**enerosity **A**spiration **D**iscovery **R**esponsibility **O**pen-mindedness **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.