


Reception have been reading 'Supertato' this week.  
'The Evil Pea' had trapped some vegetables in the classroom so we all had to make our own Supertatos to rescue them!





The Evil Peas were trapped in poisonous jelly. The children had to work in pairs to try and save them. We then thought about what the peas might be shouting and wrote it in a speech bubble!

The Evil Pea's are trapped in the jelly. Can you write what they might be shouting?



I want to get out  
Nina

I want to  
Wont  
get  
out

The Evil Pea's are trapped in the jelly. Can you write what they might be shouting?



Stop catching  
me.

Stop catching me!  
Olivia C

Spocashin  
mee



We used the vegetables to make some patterns!



Year 1 have created and described their own terrible creature, after our tip to the Gruffalo.

Megan J



My terrible creature has 14 legs and his green skin is stinky. He is as big as a bolder and his spikes are as sharp as an axe. He is 10000 grams. He can splat Christmas pudding on you. He has terrible horns on you. It's not a loach. He has a partha the GMISSAUS. You mite think he is nice but he is bad, if you do that. You will never be seen.

Year 1 -  
Elliott's  
terrible  
creature



My terrible creature has  
metal spiky hair all  
around. His chin  
and fangs coming out of his  
mouth.

He tries to <sup>kill</sup> DJ Peper with his  
laser. He is taller  
than Abu. He is black grey and  
orange. He has porcupines for  
on his wings.





Year 1 have been learning all about their senses. Will and Logan worked brilliantly together, using their senses around the classroom.

# My Five Senses Scavenger Hunt



<p>Something smooth</p> <p>the IS very smooth</p>	<p>Something rough</p> <p>barrier is very rough</p>	<p>Something that makes noise</p> <p>bellance very loud noises</p>
<p>Something round</p> <p>the wheel is round</p>	<p>Something yellow</p> <p>a book is yellow</p>	<p>Something that came from a plant</p> <p>an apple is from a plant</p>
<p>Something that has a smell</p> <p>I can smell chocolate</p>	<p>Something long</p> <p>A needle is long</p>	<p>Something man-made</p> <p>a ruler is man-made</p>
<p>Something soft</p> <p>cushions are soft</p>	<p>Something that I could eat</p> <p>a banana</p>	<p>Something red</p> <p>a paper fish</p>

Will and Logan

Year 2 -  
Oscar has  
written a  
brilliant  
setting  
description  
which is full  
of detail

## LO: Write a setting description

In the winter wonderland I'm walking through the  
darkness of the snow. I'm stepping on the brown, cold snow  
and see the sparkly snowflakes dropping on my small  
black nose. I can feel the stump of an ever-green tree  
in the winter wonderland, and there is a hillside  
beautiful songs beautifully. I can taste the snow and  
it tastes beautiful like some cheese. The birds come  
to me and land on my head. I like the birds because  
they are friendly but unfortunately they fly  
away because they were scared of some loud  
noise. The winter wonderland is very nice and  
peaceful but loud hailstones drop very cold and  
hurt my paws, my ears and my tail. I find  
a big ever-green tree and I walk into the tree  
and it is warm and cozy. Then the hailstones  
stop my tail, my paws and my ears are still hurt.  
I find a flower which is red and I can smell  
the greenness in the flower. Then it is bedtime  
so I make a bed of snow and go to bed.

# Year 2 -


## Libby understands the relationship between multiplication and division

17/01/18

LO: Explore division

$18 \div 2 = 9 \checkmark$   
 $15 \div 3 = 5 \checkmark$   
 $10 \div 2 = 5 \checkmark$   
 $16 \div 2 = 8 \checkmark$   
 $9 \div 3 = 3 \checkmark$   
 $18 \div 3 = 6 \checkmark$   
 $24 \div 3 = 8 \checkmark$   
 $30 \div 3 = 10 \checkmark$

$6 \times 2 = 12 \checkmark$   
 $2 \times 6 = 12 \checkmark$   
 $12 \div 2 = 6 \checkmark$   
 $12 \div 6 = 2 \checkmark$

Well done! 

$2 \times 5 = 10 \checkmark$   
 $5 \times 2 = 10 \checkmark$   
 $10 \div 2 = 5 \checkmark$   
 $10 \div 5 = 2 \checkmark$

$3 \times 2 = 6 \checkmark$   
 $2 \times 3 = 6 \checkmark$   
 $6 \div 2 = 3 \checkmark$   
 $6 \div 3 = 2 \checkmark$

$8 \times 2 = 16 \checkmark$   
 $2 \times 8 = 16 \checkmark$   
 $16 \div 2 = 8 \checkmark$   
 $16 \div 8 = 2 \checkmark$


$7 \times 2 = 14 \checkmark$   
 $2 \times 7 = 14 \checkmark$   
 $14 \div 2 = 7 \checkmark$   
 $14 \div 7 = 2 \checkmark$

$9 \times 2 = 18 \checkmark$   
 $2 \times 9 = 18 \checkmark$   
 $18 \div 2 = 9 \checkmark$   
 $18 \div 9 = 2 \checkmark$

$5 \times 3 = 15 \checkmark$   
 $3 \times 5 = 15 \checkmark$   
 $15 \div 3 = 5 \checkmark$   
 $15 \div 5 = 3 \checkmark$

$6 \times 4 = 24 \checkmark$   
 $4 \times 6 = 24 \checkmark$   
 $24 \div 4 = 6 \checkmark$   
 $24 \div 6 = 4 \checkmark$

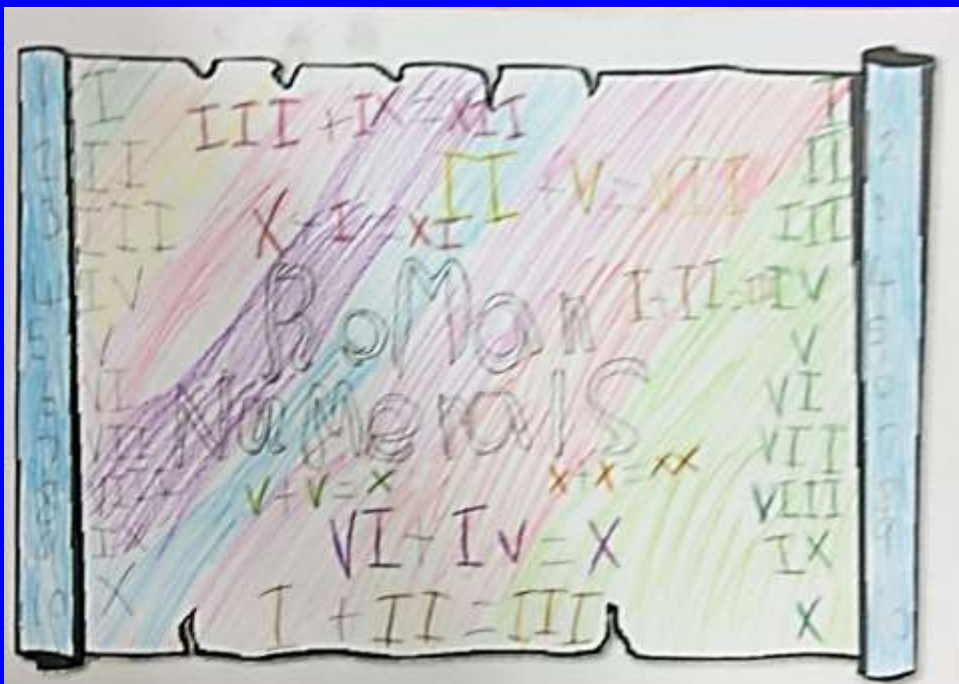
.....  
.....  
.....  
.....



\*Well done Libby,  
I am very impressed!



# Year 3 - Alice and Nina created number sentences with Roman Numerals.



# Year 3 - Alec wrote a fantastic description of the tunnel

Rose was desperate to follow him into the ~~tunnel~~<sup>tunnel</sup>. She started to climb through the smelly dark ~~tunnel~~<sup>tunnel</sup>. Rose had small tears running down her face. There ~~was~~<sup>was</sup> so soggy, ~~young~~<sup>young</sup> & slime every where. She put her fingers. <sup>She</sup> saw a creepy spider, the spider was sure ~~try~~<sup>try</sup> at her. Rose tried ~~climbing~~<sup>climbing</sup> to crawl as ~~quickly~~<sup>quickly</sup> as she ~~can~~<sup>could</sup>. She walked ~~abit~~<sup>abit</sup> a bit longer. A light came her eye through a dark sooty ~~thin~~<sup>thin</sup> ~~space~~<sup>space</sup> ~~up~~<sup>up</sup> ~~prey~~<sup>prey</sup> ~~time~~<sup>time</sup> ~~turn~~<sup>turn</sup> drop. The bird drop every time she moved. She tip toed on the silky ~~is~~<sup>is</sup> ~~mouth~~<sup>mouth</sup> ~~until~~<sup>until</sup> she came to sum beastly gull ~~gussety~~<sup>gussety</sup> grassh on the walls. There ~~was~~<sup>was</sup> ~~where~~<sup>where</sup> she was every where. A ~~cat~~<sup>cat</sup> came up to her and gave her a torch. She thought she ~~seen~~<sup>saw</sup> Jack but it was ~~the~~<sup>the</sup> just boards ~~of~~<sup>of</sup> ~~scarecrows~~<sup>scarecrows</sup> so Rose crawled up to it. ✓

Year 4 -  
Antonia and  
Izzy wrote  
good  
character  
descriptions  
of The Iron  
Man.

Friday 12th January

A character description

The ~~Iron~~ Iron man stood ~~unwisely~~ at the top of the sharp, deadly cliff. His tired legs towered above the sharp cliff. He stood ~~madly~~ quaking in the ice-like summit breeze. His scaly body brightly glistened in the deep moonlight and his ~~dark~~ oily arms squatted by his scaly sides. His hands were as big as a baby but chose ~~whole~~ and they clanked as lightly as his soles were scrood in. His head ~~as~~ <sup>IVORE</sup> big as a ~~family~~ car. His head twisted ~~leisurely~~ with a terrible grinding noise. ~~As~~ he searched the hushed horizon, with ~~longness~~ as if he was searching for something.

He felt ~~lonely~~ <sup>upset</sup> and ~~sad~~. But suddenly he heard some confidence inside his weeping body and leaped off the sharp ~~deadly~~ cliff ...

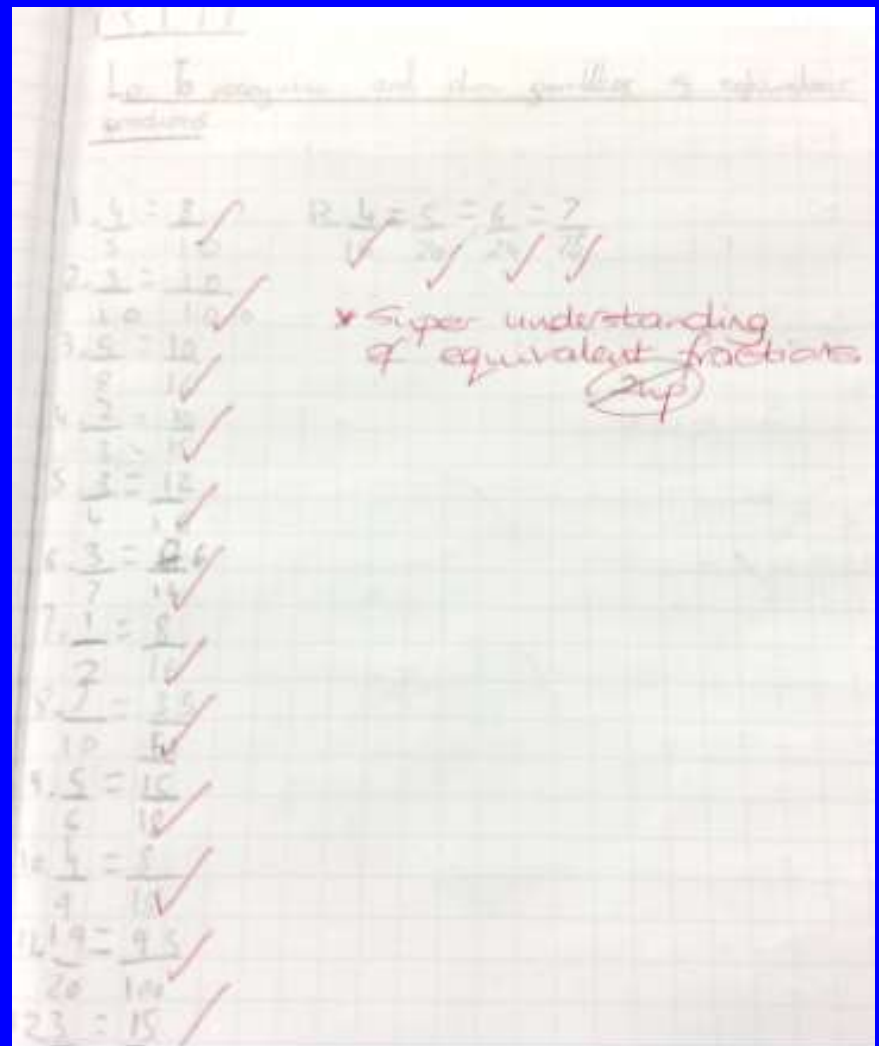
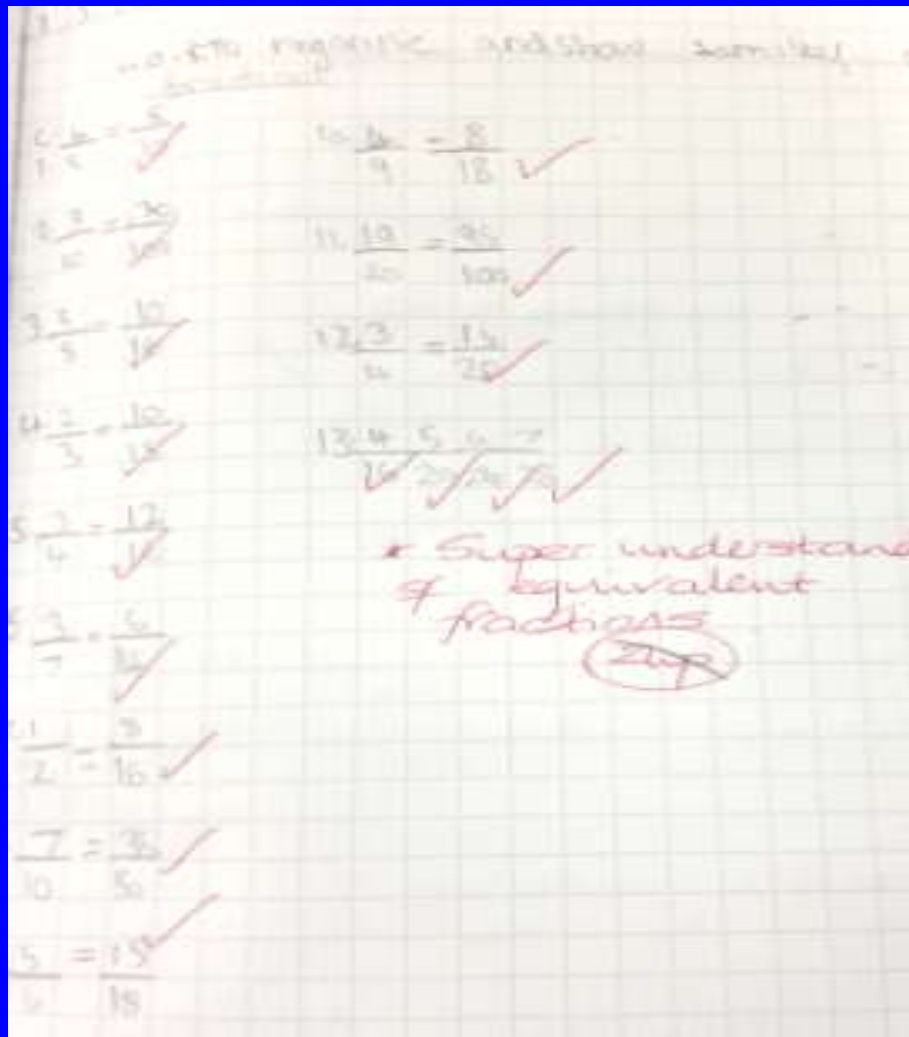


Friday 12th January

L.O. To describe a character.

The Iron Man stood slightly at the top of the steep, rocky cliff. His enormous Iron body was as large as a grand piano and his aluminium hands were working. Everytime he moved and his head twisted, it made an awful squaking sound. The Iron Man's eyes filled with oily tears. It was though he was looking for something (or someone), but he couldn't find it. His head was shaped like a bin and was as big as a bedroom. The robot's eyes changed colour ~~on~~ how he felt and this time his eyes were blue. No one knows where he came from or how he was made, it was just a mystery. His feet were as long as a bus. The shimmering sun shone against the Iron Man's giant back. He took one deep breath and stepped off the cliff...

# Lucas and Harrison showed good understanding of equivalent fractions.



Year 5- We have written recounts of a visit from Hannah Johnson, who is part of a team of volunteers in Burkina Faso. Josh

Yesterday morning, Hannah Johnson came into our school - Hazlehurst - to talk to us about what she is going to do later on in the week.

When Hannah was at University, she studied politics and about African countries. She realised that the people who lived there weren't as lucky as we were and from that moment on she always wanted to help them.

On Friday 12th January 2018, Hannah is going to make her dream come true and go to a country called Burkina Faso in west Africa.

Hannah told us that she had to have many injections. She has had to have:

- Rabies
- Yellow fever
- Typhoid
- Meningitis
- Hepatitis
- Malaria

Dengue fever also known as Broken bone disease

She had these injections so that she doesn't catch any of them.

While she is in Africa, she will have to be careful of what she eats because if it isn't the correct food she would be poisoned. Also, she will have to drink water from a bag that she brought with her, but she'll have to wash her plates in the bag too.



We are really hoping that Hannah will come back to our school to tell us about the experience she had while she was in Burkina Faso. To try and make her come back we're going to write a persuasive letter (she will surely come back after that).

\* Well put together Zhp

# Year 5- Harry

Yesterday Mrs Johnson's daughter  
Hannah came to our school and  
talked about where she is going

Hannah is going to ~~Africa~~ <sup>country</sup> ~~a~~  
~~place~~ named in a ~~city~~ named  
BURKINA FASO in a continent named  
Africa. She told us ~~what~~ <sup>she</sup> will  
be doing and when she will ~~be~~  
she will be helping African ~~and~~  
children and their <sup>er</sup> families.

To ~~after~~ ~~for~~ prepare for the ~~for~~  
trip she got some instructions  
to stop her from getting diseases  
like rabies and yellow fever.

On Friday ~~the~~ ~~twelfth~~ of January  
she would <sup>wildly</sup> go to ~~London~~ and then to  
~~to~~ ~~be~~ Burkina Faso on a plane.  
While she is in Africa, she is going  
to ~~volunteer~~ <sup>u</sup> in a family ~~like~~. She will

to teach ~~to~~ some children how to read  
a complete compend UP building something?  
y While Hannah was in our class, we made  
something. one card in English, one in French  
because African people speak French. ✓

We would really want Kanaka to come  
back and tell us about her trip. ✓



Year 6 - Jack B showed excellent reasoning skills to solve these multi step questions.



How many pages are in each chapter?  
62 ✓

If I read half a chapter a night, how many more days will it take me to complete it?  
36 ✓

I think I have read half the book. Convince me.  
No yes, half is 1116 ✓

My friend is reading the book. She has read 24 pages of chapter 12. How many pages am I ahead?  
348 ✓

My favourite chapter was chapter 7. What pages is it between?  
372, 434 ✓

How many more chapters do I need to read?

How many more pages do I need to read to be a three-quarters of the way through the book?  
620 ✓

My favourite part is on page 876. Explain why you know this is in chapter 15.

😊 Excellent reading of the question + calculations!

①. 
$$\begin{array}{r} 0062 \\ 36 \overline{) 2232} \\ \underline{72} \\ 108 \\ \underline{72} \\ 36 \\ \underline{36} \\ 0 \end{array}$$

②. 
$$\begin{array}{r} 1116 \\ 2 \overline{) 2232} \\ \underline{22} \\ 032 \\ \underline{32} \\ 0 \end{array}$$

③. 
$$\begin{array}{r} 62 \\ \times 7 \\ \hline 434 \\ 372 \\ \hline 434 \end{array}$$

④. 
$$\begin{array}{r} 2232 \\ 4 \overline{) 2232} \\ \underline{8} \\ 1674 \\ \underline{1674} \\ 0 \end{array}$$

⑤. 
$$\begin{array}{r} 155 \\ 31 \overline{) 1055} \\ \underline{62} \\ 434 \\ \underline{434} \\ 0 \end{array}$$

You have read more than half of the book as half is 1116.

Year 6 - Jamie produced a news report about the sinking of the Lusitania, ensuring he included all the features we had discussed.

Lusitania sunk by German; 1198 people died in event  
By Jamie [redacted]

At 2:10pm yesterday a tragic event took place. While the Lusitania was sailing the long journey from New York to Liverpool a German U-boat torpedoed it making it sink. The amount of people that died isn't certain but on thing is. All the Americans on the mighty ocean liner died.

The German hit the ship with a powerful torpedo while the passengers were in the middle of a luncheon. Everyone on board knew what it was. The U-boat's torpedoes. Then there was an unexpected second bang. Reports have said that there might have been munition on the ship and that might be why the cruel German deliberately fired.

A lucky passenger on the boat, Judy Remer, reported that it was petrifying. Bangs, crashes. Unfortunately, my husband and his husband didn't make it. I was lucky I got the last lifeboat.

"The German need to be punished after what they have done especially a ten year-old boy."

# House Point Winners!

Fourth Place - 180 Chester

Third Place - 188 Lincoln

Second Place - 214 Durham

First Place - 232 York

