



## **Loudwater Combined School**

*Learn, Create, Succeed*

Head teacher:

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# **LOUDWATER UPDATE**

## **Friday 2<sup>nd</sup> February 2024**

Dear Parents,

### **Important Dates**

**Monday 5<sup>th</sup> February** – Year 1 visiting Flackwell Heath Library

**Tuesday 6<sup>th</sup> February** – Parents Evening 3.45pm until 6.45pm

**Thursday 8<sup>th</sup> February** – Parents Evening 5pm until 8pm

For the above, please book via School Cloud and use the [Parent Guide](#) to access

**Monday 12<sup>th</sup> February – Friday 16<sup>th</sup> February** – Half term break

### **Value of the month**

Our value of the month for February is Love. During assemblies, we will be exploring the following questions and ideas:

- What does love mean to you?
- What if we were not loved?
- How could you show someone your love for them?

Our inspirational person this month is Florence Nightingale. We will be exploring her life as the founder of modern nursing as well as her abilities as a mathematician and statistician. More about her life can be found out on the following websites:

<https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-florence-nightingale/>

<https://www.natgeokids.com/uk/discover/history/general-history/florence-nightingale/>

News from the classes this week:

### **Foundation Stage**

In Phonics this week, Foundation Stage has learnt to read and write the sound qu and have been learning that sometimes "s" can sound a bit more like a "z" when it is at the end of a word to make it a plural eg "hens" or "bugs". We have learnt the Tricky Words my and you.

In Literacy, we have listened to the story of the Gingerbread Man. We have all joined in with the part that the Gingerbread Man said and we have made story maps to retell the story.

In Maths, we have been working on odd and even numbers. We have used objects and 10 frames to find out if a number is odd or even. We have paired up the objects and if every object has a partner, the number must be even. If there is an odd one out, without a partner, then it is an odd number. We have also been playing the Number Track game, which uses 2 dice and so we have had to add the number shown on both dice to work out how far to move our counters.

In our topic work we have been learning about the Cottingley Fairies. This is a true story that happened over 100 years ago. We have been working on a project about this, but we will tell you more later on! We will need our wellington boots in class next week and they will be returned to you by Friday, in case you need them over half term.

[https://en.wikipedia.org/wiki/Cottingley\\_Fairies](https://en.wikipedia.org/wiki/Cottingley_Fairies)

Please could we remind parents to sign the orange reading record so that staff know when children have read at home, and can change their reading book. Thank you.

The Reading Eggs programme has been provided by the school for us to use at home. You can access it via this website. Your individual login is in the front of the orange Home Reading Record book.

<https://readingeggs.co.uk/>

## Year One

In English we have been introduced to our new book; 'Stanley's stick' by John Hegley. We made a list of all the things we could do with a stick and then went out searching for the perfect stick. We turned our sticks into magic wands and used some brilliant adjectives to describe them. We then wrote some super sentences to describe what we would do with our magic wands. There were some brilliant ideas! In phonics, our focus sounds this week have been our (as in four) and ore (as in more). We have been reading and spelling words with these sounds. Our focus words to read and spell have been eyes and friends. We have also been putting these words in sentences.

Our new topic in Maths is addition and subtraction to 20. This week we have been adding to 20 by counting on. We made good use of the number line to support us with this. We have been adding using our number bonds to 10 and 20 to help us. A fluent recall of number bonds to 10 and 20 requires practice. This game is great to use for practicing them at home:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Select the making 10 and the making 20 options.

In guided Maths, we have been working on the different ways of making seven.

In Art, we have been enjoying learning about the Spanish artist Joan Miro. We have been exploring his picture 'Birds and Insects'. We have been making observational drawings of birds and insects. We looked very carefully at pictures of a variety of birds and insects. We had to draw what we could actually see. We then made our own versions of this picture. The background was created with watercolours and we used a collage technique to create our very own birds and insects.



In our computing lesson we have enjoyed giving the beebots instructions so that they move where we want them to!

## Year Two

In Phonics, we have been learning the sounds 'ou' as in shout and 'ow' as in gown, and 'oi' as in coin and 'oy' as in royal. We have been reading and writing words, sentences and stories with these sounds. In Guided Reading, we have read the first few chapters of 'The Diary of a Killer cat' by Anne Fine. We have used our prediction and inference skills to explore the characters and the plot. In English we have read a variety of fairy tale stories to find language features, adjectives and verbs. We practised writing past tense sentences about different events in Rumpelstiltskin. We also collected adjectives to describe the King's castle and wrote a description of the castle using the words we collected.

In Guided Maths, we have learned how to add 3 single-digit numbers using known number facts. E.g.  $4 + 7 + 6 = 17$ , we know this because  $6 + 4 = 10$  and 7 more is 17, or  $4 + 3 + 4 = 11$ , we know this because double 4 is 8 and 3 more is 11. In Maths, we have begun our Multiplication and Division unit of work. We have started by understanding how to make groups of objects and recognising how many objects are in each group e.g. 3 groups of 5 or 4 groups of 3 etc.

In PSHE, we explored jobs of people who care for our environment. We learned that there are beaver and fish experts, water testers and environment officers. In Art, we have looked at the work of Giuseppe Arcimboldo. We then created a collage using pictures of fruits and vegetables to build a portrait of a person. We then sketched our collages. Although some of us did not like the artist's pictures, we really enjoyed making our own! In Computing, we learned how to

programme a BeeBot robot giving it instructions to move it around a map. In PE we learned how to make new shapes including a dish and arch. These shapes require use of our core muscles and would be great exercise to practise at home. In Music, we continued to learn the Grandma Rap song and to keep in time with the beat.

<https://readingeggs.co.uk/>

Maths: Practise making equal groups of objects (pasta, Lego bricks, counters etc.) Count 20 objects. Make 2 groups of 10, 10 groups of 2, 4 groups of 5 and 5 groups of 4. Which equal groups can you make with 12 counters?

### **Year Three**

This week, in English, we have been focusing on instructional texts. We thought about why we use instructions and what we use them for. Some of our favourite reasons were to build Lego and bake cakes. We identified the key features and created our own writer's toolkit which will help us when we write our own instructions next week. In guided reading, we have been looking at the play script for 'The Lion and the Mouse'. Everyone has enjoyed acting out the play and putting on different voices for the different animals. We learnt about imperative verbs and used them to write command sentences. In Maths, We have been learning about length and perimeter. We have been learning how to measure objects and lines accurately using rulers. We have been learning how to order units of measurements and choosing appropriate units to measure objects. In PE, we have continued learning Hockey and Gymnastics. In Computing this week, we have been learning how to change the appearance and background in the scratch programme. In PSHE, we have been learning about changes within different families, and how to cope with them. In DT, we have had lots of fun learning about and tasting different fruits. Once we had decided which our favourite were, we planned, designed and made our own fruit salads.

<https://play.ttrockstars.com>

<https://www.bbc.co.uk/bitesize/articles/zfrcmfr#zqhqqfr>

### **Year Four**

In our English lessons, we have been busy planning and starting to write our 'Coraline stories'. We generated main characters last week and have now begun writing our narratives using these characters. During this process, we made an effort to include "show not tell" sentences that effectively convey our characters' emotions. We also tried hard to describe the setting of our stories using expanded noun phrases in order to add depth and detail.

In maths, we have continued our work with multiplication and division. This past week, we concentrated on multiplying two and three-digit numbers using the column method. We looked at methods that involve an exchange or multiple exchanges and practised these until we were secure. We have also looked at dividing bigger numbers including two and three digit numbers. We did this by using a place value chart and counters, before progressing to the use of part-whole models to represent these divisions. We also tackled addition and subtraction word problems during our guided maths sessions, enhancing our problem-solving skills.

Our Art lessons revolved around the 'Green Woodpecker', painted by the artist Will Harris. Drawing inspiration from this artwork, we sketched our own birds, paying special attention to proportions. To bring our creations to life, we used acrylic paints to paint our birds. In PE, we continued practising our skills in gymnastics, focusing specifically on balance and roll routines. We also had the opportunity to work on our slap pass technique in hockey. During our computing lesson, we planned our podcasts using the software 'Audacity'. Our goal for next week is to produce a podcast that lasts for approximately 1 minute on a topic of our choice. We are excited to explore the world of audio production and share our knowledge and interests with others.

<https://www.topmarks.co.uk/interactive.aspx?cat=23>

### **Year Five**

In Spelling lessons this week, we have linked our learning about *-able* and *-ible* adjectives to our new focus on adverbs ending in the suffix *-ably* and *-ibly*. In English, we really enjoyed (and were very successful at) drafting an integrated character description inspired by Vashti Hardy's writing and her novel *Brightstorm*. We also considered how she develops her characters and wrote a dialogue between the twins Maudie and Arthur. We tried hard to ensure that our dialogue moved the story forward and revealed a little more of their personalities. In Guided Reading sessions,

this week we were introduced to award-winning author Grahame Baker-Smith's graphic novel: *Wild is the wind*. Mrs PC was very proud of the links we made to our recent Geography unit about migration. We have wondered, predicted, inferred and summarised parts of this beautifully illustrated story.

In Maths, we have been practising short division, sometimes referred to as 'bus stop' method. We have picked this up relatively quickly and are becoming very confident with the steps needed to be successful. We have divided 4-digit numbers by 1 digit with and without remainders, and have solved a combination of multiplication and division problems. We have been learning about the Scottish designer, architect and artist – Charles Rennie Mackintosh – in Art this week. We created a biography page in our sketch books before learning how to draw a Mackintosh Rose motif. Finally, we developed our own stylised flower motif on paper and on the computer using Paint software.

Please have a look at the following reading recommendations for Year 5. Remember that reading or team-reading an enjoyable but challenging book can help us to expand our vocabulary and improve our reading fluency and comprehension. [Best Books for Year 5 | Ages 9-10 | The Reader Teacher](#)

## Year Six

In English this week we have completed our letters to the council to complain about graffiti in and around the Wycombe area. In contrast to our letters to Mrs Cunningham, we had to argue against graffiti and develop three strong pieces of evidence to show how graffiti was detrimental to our local environment. In spelling, we have explored the final words from the Year 5/6 word list.

These are: temperature, thorough, twelfth, variety, vegetable, vehicle and yacht. This means that over the course of Year 5 and Year 6, we have investigated all 102 words. In Guided Reading, we have read the second chapter of 'Orphans of the Tide' by Struan Murray. We have explored some of the vocabulary such as skittish, unblemished and grimacing, thinking about the meaning of these words in the context that they are being used. We have also used our retrieval and inference skills to gather details from the story.

In Maths, we have completed our unit of learning on ratio by applying our understanding of ratio and proportion to recipes. We have also started a new unit of learning on algebra, which many of us have been looking forward to, as this is new learning for Year 6.

In our DT unit on packaging, we have linked this to our work in Geography where we studied Fairtrade. We were given a brief to design and create packaging for a Fairtrade chocolate-based product aimed at children. We explored the purpose of packaging and what information is required by law to be displayed on the packaging. We created mood boards to help develop our creative ideas and then designed and made our 3d packaging. In PSHE, we have been exploring what fake news is and why it is created. We have also identified what questions to ask and what checks to make to decide whether a news report is fake or real.

In RE we watched the Humanist video of the scientific 'Big Bang' theory of how the universe was created. We found out that Buddhists do not believe in God and do not have a creation story. Buddhists believe that world systems appear and disappear all of the time. In Computing we have designed our own falling game using variables. This week we have been enjoying the music of Eric Clapton.

**Next week, we will be starting our Art unit using textiles. If anybody has any material that we could use to make our 'cloaks,' please could you send it in on Monday.**

Website

Maths Whizz – See link below

<https://whizz.com/>

This forms part of the weekly home learning each week. The expectation is that 60 mins will be completed in total each week – this is measured from Friday to Thursday.

Spelling and Grammar activities

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

## Internet Legends Assembly

Next week there is a national focus on safer internet use, so we have signed up to deliver the Internet Legends assembly designed for primary aged pupils. The assembly will focus on the following themes:

- Thinking carefully before sharing
- Checking for the truth
- Protecting themselves
- Showing respect to others
- Getting help when it's needed

The children will watch the assembly in their classes so they will have an opportunity to discuss the material presented and what it means for them.

### Subject Champions

Today we have held the launch of our Subject Champions. Every child in the school is a subject champion; ask your child which subject they are championing!

The purpose of the Subject Champion role is to add to the 'voice' pupils have about what they are taught. Subject leaders will meet with the Champions at regular intervals to find out their views about what they have learned in their area of the curriculum. This will enable subject leaders to understand what the children have enjoyed about their learning and whether there are any improvements, we can make to enhance the learning experiences of our children.

### Punctuality

We are always pleased to see so many children waiting in the morning for the gates open so they can come to come into school. Most of our children consistently arrive on time – or sometimes earlier for breakfast club, Nessy or OT club – and we greatly appreciate this. Children who are at school on time are able to engage with a variety of learning opportunities as soon as they get into class. Each class teacher aims to create a range of learning tasks across the week to support children in consolidating or deepening their understanding of things that they have already learned. Research shows that this kind of regular practise supports children in remembering what they have learned in the longer term.

Children who do not get to school punctually are not able to take advantage of these opportunities and I would urge those parents who are not always able to get their children to school on time to think about what their child could be missing. Although we never draw attention amongst the children to the time that they arrive, being the last or one of the last to go into class can be a challenge for some pupils, creating anxiety around their start to the day. We also notice that a number of children who, whilst they do not arrive late, are frequently one of the last to arrive meaning that they too are not accessing this learning at the start of the day. If there is anything we can do to support you in getting your child or children to school more punctually, please do not hesitate to ask either Gemma or myself.

### Achievement Award Winners

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
02.02.24	Hadi	Millie-Lou	Bentley	Ahil	Justyna	Jake	Leo

**The following children have been recognised in achievement assembly for their good behaviour:**

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
02.02.24	Dylan K Ruairi	Eshal Evie	Scarlett Sienna	Jake Noemi	Emily Oliver	Jake Jensen	Narin Callum

**The following children, in KS2, have made particular efforts with Tables Rock Stars/ Maths Whizz:**

	Times Tables Rock Stars/ Maths Whizz
02.02.24	Ronnie – Y3 Kallia – Y4 Aoife-Rose, Elliotte, Brooklyn – Y5 Julia – Y6

**The following children have made particular efforts with Reading Eggs or Accelerated Reader.**

	Reading Eggs	Accelerated Reader
02.02.24	Finn – FS Harry – Y1 Sam -Y2	Mark – Y3 Amelia – Y4 Samuel – Y5 Hyukjoon – Y6

### Attendance

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
02.02.24	86%	87%	92%	87%	99%	95%	90%

### Punctuality

Number of children arriving after their class start time.

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
02.02.24	1	1	6	2	2	4	0

### House points for the week

	Beethoven	Mozart	Tchaikovsky	Elgar
02.02.24	243	226	264	248

### Loudwater School Website

We have made some recent additions to our school website by including information about the curriculum learning in each subject area. We hope that parents will find this useful and would welcome any feedback about what other curriculum information you would find useful. Please click here to visit the Loudwater Curriculum page.

### Vacancies for learning support assistants

We currently have vacancies for support assistant roles. Three roles are available and are all part time. Two roles are to work with a pupil in Key Stage 1 and the other to work with a pupil in Key Stage 2. You can find out more information on our website [here](#)

### Update from Gemma (Family Support Adviser)

**Gemma's contact details:**

**Work mobile number: 07792 142825.**

**School email: [gnortheast@loudwater.bucks.sch.uk](mailto:gnortheast@loudwater.bucks.sch.uk)**

[Helping your child with fears and worries](#)





**Mental Health Support Team**  
Buckinghamshire

**HELPING YOUR CHILD WITH FEARS AND WORRIES**  
A COGNITIVE BEHAVIOURAL APPROACH

6-week virtual parent/carer group covering the following topics:

- Understanding anxiety
- Responding to anxiety
- Practical ways to manage anxiety
- Encouraging independence
- Developing a plan
- Problem solving

**SIGN UP!**

**INTERESTED?**  
Simply speak to your schools wellbeing team to discuss a referral to this group

**Thursday 22nd February 2024**  
10am - 11.30am  
Virtual Group (6 weeks)

[www.oxfordhealth.nhs.uk/camhs/bucks/mhst/BucksMHST@oxfordhealth.nhs.uk](http://www.oxfordhealth.nhs.uk/camhs/bucks/mhst/BucksMHST@oxfordhealth.nhs.uk)  
(01865 904 566)

As a school, we work with the Mental Health Support Team to provide extra support for children and their families with regards to their mental health and wellbeing. The Mental Health Support Team is now advertising a 6-week parent/carer group that will focus on identifying, responding to, and managing child anxiety.

The following topics will be discussed:

- Understanding anxiety
- Responding to anxiety
- Practical ways to manage anxiety
- Encouraging independence
- Developing a plan
- Problem solving

The group will be starting after February half term, on Thursday 22nd February at 10am – 11.30am for 6 weeks.

If you would like to attend this group, please contact me directly by the end of next week and I will complete a referral on your behalf. You must be able to attend all six weeks of sessions for your referral to be accepted. If you have questions, please get in contact with me.

### FREE Parenting Clinic- Tweens and Teens (8 to 18-year olds)



**Free Parenting Clinics**  
with Anisa Lewis  
Positive Parenting  
01865 904 566

**February**  
8th @ 12.30 pm  
**Tweens & Teens**  
(8 to 18 year olds)

The tween and teen years are periods of great transition for our young people which can come with great highs and lows in the journey of parenting.

- Hormones
- Friendships
- Pushing boundaries
- Battles of wills
- Sense of identity

Join Anisa (Parenting Coach) on the 8th of February for her monthly Free Parenting Clinic, this talk is focused on our tweens and teens, whether you are living through these years right now or if you want to be prepared. The talk focuses on what we can do to support ourselves and our young people. Select [here](#) to view the leaflet in full. Join on zoom, for the 30-minute talk. Book here: <https://anisalewis.as.me/theclinic> or email: [hello@anisalewis.com](mailto:hello@anisalewis.com) for the booking link.

8<sup>th</sup> February @12.30pm

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Select [here](#) to view the leaflet in full.

Join on zoom, for the 30-minute talk.

Book here: <https://anisalewis.as.me/theclinic> or email: [hello@anisalewis.com](mailto:hello@anisalewis.com) for the booking link.

### The Nurturing Programme – Mental Health Support Team

The Nurturing programme will be run by the MHST at Millbrook Combined School from February to May and it is available to parents and carers at Loudwater Combined School.

It will focus on the following areas:

- Understanding why children behave as they do
- Recognising the feelings behind behaviours
- Exploring different approaches to discipline
- Finding ways to develop co-operation and self-discipline in children
- Learning the importance of looking after ourselves.

For more information, please look at the attached [leaflet](#).

If this is something which you would like to explore further, please contact me and I can help you to complete a registration form.



**Mental Health Support Team**  
Buckinghamshire

**FAMILY LINKS**  
The Centre for Emotional Health

**The Nurture Programme**

Children are rewarding, stimulating and fun, but, looking after them can be stressful and challenging.

The Nurture Programme helps deal with those challenges so that you can have a calmer, happier life.

A tried and tested programme, it helps us think about what we do, why we do it and how it makes us feel.

**What does it Cover?**

**Understanding:**  
Why children behave as they do

**Recognising:**  
The feelings behind the behaviours (theirs and ours)

**Exploring:**  
Different approaches to discipline

**Finding:**  
Ways to develop co-operation and self-discipline in children

**Learning:**  
The importance of looking after ourselves

**Venue:** Millbrook Combined School (Millbrook Community Hub)  
**Time:** 9.15am - 11.15am  
**Start Date:** Monday 19th February 2024  
**End Date:** Tuesday 7th May 2024  
[www.oxfordhealth.nhs.uk/camhs/bucks/mhst/bucksmhst@oxfordhealth.nhs.uk](http://www.oxfordhealth.nhs.uk/camhs/bucks/mhst/bucksmhst@oxfordhealth.nhs.uk)  
01865 904 566

## **Friends of Loudwater School – FOLS**

**FOLS LOTTERY** - The January 2024 winner was picked at the beginning of the month and congratulations to John in Year 6.

Yours faithfully

*Clare Cunnington*

Mrs C Cunnington  
Head teacher

### **Disclaimer**

From time to time, we are asked by a range of organisations to give out leaflets. We always agree if we think this could be of interest or benefit to the children. However, we do not endorse any of these organisations and parents should always check their credentials carefully to make sure children would be safe and well looked after.

### **Sierra Sports Development**

We are pleased to announce that Mr Williams and Sierra Sports will be running a sports camp at Loudwater this coming February Half Term. Click the link below to book your place.

[Holiday Camps | ssdcamps \(sierrasports.co.uk\)](https://sierrasports.co.uk/holiday-camps)

For the flyer, please click [here](#).

### **Wycombe Wise Owls**

Support in learning – please see [here](#).

### **Rail Awareness Safety – Simon Frazer, Principal at Guilsborough Academy**

Primary school version: Suitable for KS1: <https://learnliveuk.com/ks1-primary-school-safety-talk/>

Primary school version: Suitable for KS2: <https://learnliveuk.com/network-rail-primary-school-safety-talk>



# LOUDWATER COMBINED SCHOOL

## Calendar of events for 2023-24

<b><u>Values Assemblies</u></b> All Start at 9.05am 24.1.24 Honesty Year 1 28.2.24 Love Year 3 23.5.24 Trust Year 2 26.6.24 Self-belief Year 6 18.7.24 Friendship Foundation Stage	<b><u>January</u></b> 4 <sup>th</sup> & 5 <sup>th</sup> School closed – training days for teachers 8 <sup>th</sup> Children return to School	<b><u>February</u></b> Week beginning 5 <sup>th</sup> Parent /Teacher Consultations 12 <sup>th</sup> - 16 <sup>th</sup> Half term break 19 <sup>th</sup> Return to School
<b><u>March</u></b> 1 <sup>st</sup> Notification of Secondary School Places 7 <sup>th</sup> World Book Day 8 <sup>th</sup> Book Character Dressing up day 7 <sup>th</sup> Parents' Forum 7pm Week beginning 25 <sup>th</sup> Parent /Teacher Consultations Y6 27 <sup>th</sup> Y5 Hispanic Evening for parents 28 <sup>th</sup> School closes at 2pm for Easter Break	<b><u>April</u></b> 15 <sup>th</sup> Children return to School Week beginning 22 <sup>nd</sup> Parent /Teacher Consultations (FS-Y5)	<b><u>May</u></b> 6 <sup>th</sup> Bank Holiday 13 <sup>th</sup> Year 6 SATs Week 20 <sup>th</sup> Year 5 Assessment Week 27 <sup>th</sup> – 31 <sup>st</sup> Half term break
<b><u>June</u></b> 3 <sup>rd</sup> School Closed Training Day for teachers 4 <sup>th</sup> Children return to School 10 <sup>th</sup> – 14 <sup>th</sup> Year 6 residential 10 <sup>th</sup> – 14 <sup>th</sup> Assessment Week Y1, Y3 & Y4 28 <sup>th</sup> School Closed Training day for teachers	<b><u>July</u></b> 2 <sup>nd</sup> Secondary School Induction Day (Y6) New Parents Meeting 12 <sup>th</sup> Sports Day 16 <sup>th</sup> Reserve Sports Day 22 <sup>nd</sup> 7.00pm Y6 Leavers Production 23 <sup>rd</sup> 9.30am Y6 Leavers Assembly School closes at 2pm for summer break	<b><u>Class Assemblies</u></b> <b><u>Spring term</u></b> 9.05 Start 18 <sup>th</sup> January - Year Six 25 <sup>th</sup> January – Year Two 1 <sup>st</sup> February – Year Four 29 <sup>th</sup> February - Year One 7 <sup>th</sup> March – Year Five 14 <sup>th</sup> March – Year Three 21 <sup>st</sup> March - Foundation Stage