



Loudwater Combined School

Learn, Create, Succeed

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LOUDWATER UPDATE

Friday 26th January 2024

Dear Parents,

Important Dates

Monday 29th January – Year 3 walking to Flackwell Heath Library

Thursday 1st February – Year 4 Class Assembly 9.00am

News from the classes this week:

Foundation Stage

In Phonics this week, Foundation Stage has learnt to read and write the sounds y & z. We have learnt the Tricky Words and started with the words be & was.

In Literacy, we have continued to enjoy the story of 'Grandma Lena's Big Ol' Turnip'. At the end of the story, Grandma Lena uses her giant turnip to make food for everyone in the village. We have used the soup recipe we found to make turnip soup. If you ask us, we can tell you how to make it. If you can't find turnips in the shops, just add a few extra carrots or potatoes and it will still make a tasty soup.

In Maths, we have started learning more about the numbers 6, 7 & 8. We have used a 10 frame and coloured counters to show these numbers and have found different ways of representing them. We can show these numbers in different ways on our fingers, in a game we play called "Show Me"

In our topic work, we have been learning about the Cottingley Fairies. This is a true story that happened over 100 years ago. If the adults are interested to learn more, there is a Wikipedia page about them. https://en.wikipedia.org/wiki/Cottingley_Fairies

We have looked at a PowerPoint in class, which was adapted from this page, to show a simplified version of the information.

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 you 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

The children worked hard to prepare for their assembly all about honesty. We really enjoyed sharing the story of 'The boy who cried wolf'.

In English, we have been focusing on instructions. We have learnt what an instruction is and why we need them. We have also learnt that instructions often start with an imperative verb (for example get, put, fill). This week we have followed instructions to plant a bean. We are hoping g that they successfully grow into beanstalks. We ordered the instructions and then wrote our own.

In Phonics, our focus sounds have been ear, ere, are (making the air sound as in bear, there, share) and al (making the or sound as in ball and talk). Our focus words have been because/any. Practicing to read and spell these words at home would be beneficial.

Our guided reading book has been 'Billy and the Beast' by Nadia Shireen. We loved this book and it has helped us to improve our skills of predicting and hunting for clues in the text.

Please continue to use Reading Eggs, well done to those of you who have spent an impressive amount of time using this resource.

In Maths, we have been busy ordering and comparing numbers. We have been using the words greater than, less than and equals. We have also been continuing to work on using a number line confidently.

One of the games we have enjoyed playing is this one...

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

(Select the 1 to 20 option)

In our PSHE lesson this week, we have been focussing on how to clean our teeth and the reason why this is so important. We have also been learning about the importance of washing our hands.

In Geography, we have been comparing Loudwater to the savannah in South Africa. We compared the landscape and the weather. We enjoyed using aerial photographs and Google Earth. We enjoyed watching a video about the animals in South Africa

<https://www.bbc.co.uk/iplayer/episode/b00kr4b0/deadly-60-series-1-1-south-africa>

I would really recommend this and the other deadly60 programmes with Steve Backshall!

As part of our DT project over the next 2 weeks, we will be making a couscous snack. We will taste plain couscous. If your child has an allergy to this please let me know as soon as possible – an email has also been sent out today in regards to this

Year Two

In Phonics, we have been revisiting the different ways of representing the sound 'er'. We have practised 'er' as in her, 'ir' as in shirt, 'ur' as in Thursday, 'ear' as in search and 'or' as in worms.

In English, we have sequenced the story of Rumpelstiltskin, adding captions to pictures. We also created freeze frames to tell the story in a different way. Then we wrote thought bubbles to say what we thought our character might be thinking at each point in the story. On Thursday, we learned about noun-phrases e.g. the sparkly, shiny ring. We wrote our own noun-phrases for different objects in the story of Rumpelstiltskin.

In Guided Maths, we have been learning how to create near-doubles by doubling a number and adding or subtracting one. In Maths, we have been calculating money. We have added two amounts of money together, made one pound with coins and found change.

In Geography, we compared a village and a city, thinking about the human and physical geographical differences and similarities. We also had a walk around Loudwater village to find physical and human features. We recorded these features on a map of Loudwater. The rest of the week was spent rehearsing our Class Assembly. We hope you enjoyed watching our assembly as much as we enjoyed performing it!

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

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Year Three

This week in English, we have been planning and writing our own narrative stories. We used the book 'Leon and the place in between' for inspiration. We started by first identifying the main events of our stories, and then used planning sheets to order them. We wrote the opening of our stories, which needed to include conjunctions to link clauses and verb choices to create the effects we wanted. After that, we wrote the middle using adverbial and figurative phrases, and included emotions. Finally, we wrote the ending, which included using dialogue between characters. We needed to remember our previous learning about the rules for using inverted comma to show when characters were speaking.

In Maths, we finished our multiplication and division unit. We started the week by dividing 2-digit by 1-digit numbers with remainders. We then learnt about using different combinations to solve problems. For this, we learnt how to be systematic when finding out different possibilities.

In Computing, we learnt how to use commands to add sound to our sprite. In PSHE, we completed our learning about diverse families by identifying similarities and differences between two different types of families. In PE, we continued learning the basic skill in Hockey and we learnt about body management in gymnastics.

<https://trockstars.com/>

Year Four

We have continued to read the book '*Coraline*' as the focus of our English lessons this week. We have used the story to practice writing different sentence types, including the use of fronted adverbials to enhance our writing. We reviewed the concept of fronted adverbials, explored their various types, and wrote sentences from *Coraline* using this technique. Furthermore, we have also focused on characterisation. By creating our own characters for the narratives, we will be writing next week, we learned how authors convey emotions through the actions of their characters. We practiced writing sentences using this technique. In our spelling lessons, we have learned the following words from the *Year 3 and 4 Statutory Word List*: possess, probably, possession, promise, possible, purpose, potatoes, quarter, pressure, and question.

During our maths lessons, we have been multiplying 2- and 3-digit numbers by 1-digit numbers. To begin, we represented multiplication using place value counters and base 10 and practiced informal methods such as partitioning the two-digit number. Subsequently, we progressed to using the column method, starting with an expanded method before incorporating exchanging digits.

In our Geography lessons, we have explored the causes and impact of floods. We studied the factors that lead to flooding in the upper course of a river and examined recent flood examples, discovering the effects on local communities. We also considered how people could prepare for floods when a flood warning is issued. We also learned about the Thames Flood Barrier and its crucial role in protecting London. In music, we focused on playing the chords C, F, and A while listening to the 'Doot doot' song. In PE, we honed our close control skills in hockey and experimented with one-footed balances in gymnastics.

<https://www.primaryhomeworkhelp.co.uk/riverthames/facts.htm>

Year Five

In Spelling lessons this week, we have continued to focus on the *-able* and *-ible* suffix and have tested out the 'usual rule' as well as considering spelling changes and exception. In English, we began a new unit of work linked to our Guided Reading novel: '*Brightstorm*' by Vashti Hardy. At the end of this unit, we are going to write our own narrative quest adventure. So far, we have identified the features of an integrated setting and character description. In addition, we have discussed how the author develops the characters, sometimes using dialogue.

In Maths, we have been practising the formal, written long multiplication method to multiplying 4-digit numbers by 2 digits and have written a set of steps to follow for our working wall.

In Outdoor PE, we had our first Tag Rugby lesson on the field, after practising ball-handling skills and linear passing on the playground. In RE, we learnt about diversity within Christianity and a little of some of the many Christian denominations including Protestantism and Catholicism, with a particular focus on the ritual of Holy Communion and how this links to Christ's Last Supper with his apostles. In Spanish, we have continued to practise using the 1st, 2nd and 3rd person forms of the irregular ER verbs: *Tener* and *Ser* (To have and to be) and begun to link *Ser* with adjectives to describe our height and personality. To end our engaging Geography unit about Migration, we debated the statement: 'All migrants are forced to leave their home' and drafted an essay to show to what extent we agree.

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

This week in Year 6, it has been assessment week. We have completed a range of assessments in Grammar, Punctuation & Spelling, Reading and Maths. The results of these assessments will be discussed with parents at Parent-Teacher Consultations week commencing 5th February.

In English this week, we have completed our letters to Mrs Cunningham to ask her if we can display our graffiti tags in school. We included three strong points backed up by elaboration and evidence and tried our best to include a wide range of persuasive devices such as rhetorical questions, emotive language and deliberate ambiguity. We have also started to write a second letter. We are writing to Wycombe District Council to complain about the graffiti seen around Loudwater and High Wycombe and to ask them to clean it up. We have researched arguments against graffiti and have started to write our letters, again thinking about all of the persuasive techniques that we could use.

In Maths, we have continued our learning on ratio. We have solved problems involving proportion.

In our Geography unit on global trade, we have developed an understanding of Fairtrade and how it supports communities in less developed countries. We have also researched and presented information on different countries most profitable export and how their physical and human geography enables this. In PSHE, we have continued to explore how different types of news stories could evoke different feelings and emotions in different people. In RE we have studied one of the Hindu creation stories and compared it to a creation story from Africa. In Computing, we have used variables to improve a game. This week we have been enjoying the music of the Rolling Stones.

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.

Some helpful reading comprehension practise can be completed through this website:

<http://www.everyschool.co.uk/english-key-stage-2-comprehension-3.html>

Achievement Award Winners

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
12.01.24	Raheem	Lily	Dylan	Arham	Eliza	Aoife-Rose	John
19.01.24	Adam, Finn	Faizan	Sienna	Felicity	Lilien	Louie	All pupils
26.01.24	Leo A	Yan	All pupils	Maisie	Phoebe	Darcy P	Finley

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
12.01.24	Lorenzo Dylan S	Peter Zoe	Aish David	Marley Natalia	Lilien Raees	Samuel Paige	Finley Kata
26.01.24	Frankie L Aubrey	Emma Will	Harrison Prince	Zak Felicity	Magda Justyna	Molly Aoife-Rose	Rose Freddie

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

	Times Tables Rock Stars/ Maths Whizz
12.01.24	Christopher – Y3 Eliza – Y4 Aoife-Rose – Y5 Ruby – Y6
19.01.24	Christopher – Y3 Miley – Y4 Binon, Aoife-Rose – Y5 Ellie-Louise – Y6
26.01.24	Ronnie – Y3 Felix – Y4 Isla – Y5 Mark – Y6

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

	Reading Eggs	Accelerated Reader
12.01.24	Adam – FS Josiah – Y1 Sithuli, Emily -Y2	Nyah – Y3 Scarlett – Y4 Elliotte – Y5 Mark – Y6
19.01.24	Adam – FS Evie - Y2	Zak – Y3 Marcellus – Y4 Paige – Y5 Finley – Y6
26.01.24	Hadi – FS Amelia – Y1 Sam – Y2	Marley – Y3 Lakshmitha – Y4 Aoife-Rose – Y5 Breagha – Y6

Attendance

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
12.01.24	95%	87%	94%	93%	96%	97%	97%
19.01.24	90%	90%	93%	89%	93%	92%	99%
26.01.24	90%	98%	97%	92%	94%	96%	98%

Punctuality

Number of children arriving after their class start time.

	Foundation Stage	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
12.01.24	3	3	4	2	8	2	1
19.01.24	0	3	3	1	5	1	0
26.01.24	6	1	2	4	6	3	1

House points for the week

	Beethoven	Mozart	Tchaikovsky	Elgar
12.01.24	201	176	193	207
19.01.24	271	250	280	286
26.01.24	109	155	138	165

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.

School uniform

I am always proud of how smart our children look in their school uniform; however, in the last few weeks I have noticed that some children are not wearing correct school uniform. Please note the following:

- Wellingtons or ankle boots may be worn to school during bad weather, but school shoes should be brought so that children can change at the start of the day.
- PE hoodies and/or tracksuit bottoms are part of our PE kit and on days when classes do not have PE Loudwater sweatshirts and grey/black trousers or skirts should be worn.

Tracksuit bottoms worn for PE should be black, navy or grey. They should be plain and not have any logos or writing on them.

- Trainers should only be worn on PE days. Please ensure that the trainers worn are suitable for sports and are not fashion trainers.
- Children should not wear nail varnish of any kind to school and long hair should be tied back, this includes long fringes that hamper children when reading or writing.

If you have any challenges with school uniform, please do not hesitate to contact us and we will do what we can to help.

E-Safety presentations

Thanks to Alison Watts who visited us on Thursday to deliver her informative e-safety presentations; I know that the parents who attended found them very helpful. Alison has shared a range of resources for parents, which are now on our school website. You can find them [here](#)

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](#)

Driving on School Way

Please can I remind you that parents should not be driving on School Way when dropping or collecting from before school or after school clubs; this is for everyone's safety. I was concerned yesterday when a parent reported that approximately six or seven cars had driven down School Way at 4.30 and were dangerously close to those on the pavement. Everyone needs to make sure that all our children are safe but taking just a few more minutes to park and walk up the hill. However, if you do feel that there is an exceptional reason why you need to drive up the hill, please contact the school office.

Update from Gemma (Family Support Adviser)

Gemma's contact details:

Work mobile number: 07792 142825.

School email: gnortheast@loudwater.bucks.sch.uk

Bucks Family Learning courses for February and March

Please find [here](#) the leaflet for the courses that will be running during February and March. The Family Learning Team will run these and there is something for everyone, as the courses have been designed for all primary aged children. Please have a look and sign up (using the QR code on the leaflet) to any courses that you think would be beneficial for you and your child.

Mental Health Support Team course

Helping your child with fears and worries - A course available to all parents or carers

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

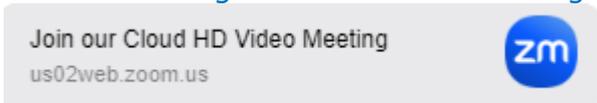
The group will be starting after February half term, on Thursday 22nd February at 10am – 11.30am for 6 weeks.

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.

The flyer with full details can be [here](#).

Friends of Loudwater School – FOLS

FOLS is holding its first meeting of the year via Zoom on Monday at 7.30. Please select the below image to access the meeting room.



We are only going to be able to hold fundraising functions if we get new members.

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://www.sierrasports.co.uk/holiday-camps)

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

Wycombe Wise Owls

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

Calendar of events for 2023-24

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