



Whole School Newsletter

Friday 30th April 2021



Dear Parents/Carers,

Unlike last year, the cherry blossom trees in Greenwich Park are not in quarantine this year and are looking beautiful. Masaki (Reception TA) answered children's questions in assembly this week about the Japanese Cherry Blossom Festival, Hanami. Hundreds of years old, this festival is celebrated in Japan, and in other countries across the world, to welcome the spring. Cherry blossoms only bloom for about two weeks each year - a good opportunity to reflect on the value of appreciating a moment in time and the temporal nature of all things.

Time continues to move on at school and the children are now very settled into routines. The highlight of my week was teaching Year 2 for a short period. I discovered that they have a great deal of energy and are developing their ball skills well! Whilst we will not be able to work with Greenwich Dance and perform in a public space this year, children's PE focus will now move to dance and daily exercise will continue with a focus on athletics. We are still considering how Sports Day and the Arts Festival could happen and will let you know. In the meantime, curriculum newsletters for each class will be emailed out to all parents/carers today and uploaded to the school website.

Monday is a bank holiday and, despite our best efforts to the contrary, the school will also be closed to children next Thursday for polling day. As these are non-teaching days, no remote learning will be set for Monday or Thursday. We look forward to seeing all the children in school on Tuesday, Wednesday and Friday. Have a lovely long weekend.

Best wishes,

Jo

Jo Graham, Headteacher

What have our children been learning about in **maths** this week?

Inspired by the Julia Donaldson story 'What the Ladybird Heard', **Nursery** children have been following simple directions in their play and learning, and finding out about positional language through map-making.



The red X marks the spot where the prize cow lives!
Febechi



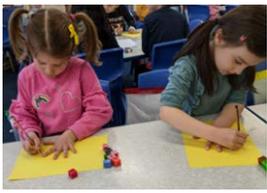
A map to find the prize cow. Left by the sheep, then past the piggy. Around the duck pond to find the prize cow!
Clara

Reception have been exploring the numbers 9 and 10. Children were challenged to see how many different ways they could find to represent these numbers, such as by jumping 9 times or making 10 using Numicon tiles.



Before number 9 is 8. 10 is after.
Sofia

You can make it different ways. You can use two 1s and two more 1s and two 3s. That's 10!
Deen



Year 1 have been busy learning about measure this term. They started off by comparing different heights and lengths, using mathematical vocabulary to describe the comparisons. Then, they measured their own heights, the lengths of their feet and the length of their hands using cubes! This week, children have used their practical learning to help them answer questions and solve problems involving measure. They've also now begun to measure different lengths in centimetres using a ruler!

The glue stick and the scissors are an equal length because they're both 7 cubes long.
Betsy

My foot was longer than my hand because my foot was 7 cubes long and my hand was only 6 cubes long!
David



For my pizza to show a fraction, all parts must be equal.
Zak



The denominator tells us the total number of parts that our fraction is split into.
Mimi



Year 3 have been continuing to build and reflect upon their knowledge of fractions. They have applied their previous learning to find the unit and non-unit fractions of different amounts, e.g. finding three quarters of 8. Children have used their known multiplication and division facts to help them, by checking their answers using the inverse operation.

$\frac{2}{4}$ is a non-unit fraction and is the equivalent to $\frac{1}{2}$.
Maison



$\frac{3}{4}$ of 8 = 6 because $\frac{1}{4} = 2$, so $\frac{3}{4} = 2 + 2 + 2 = 6$ or $3 \times 2 = 6$.
Cullen

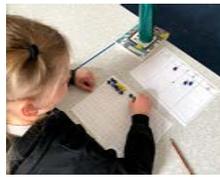
This week, the **Castle Group** have been focussing on one of their key objectives: developing quick mental recall of number bonds to 100. They have been using a 100 bead string in order to help visualise how different pairs of numbers add up to 100 and secure their conceptual understanding.



We learnt a tip to help us. For the numbers to go together to make one hundred, the ones need to add up to 10 and the tens need to add up to 9 because that is 9 tens.
Lilianne

I know that 88 and 12 make 100 because the 8 and 1 make 9 and 8 and 2 make 10. That's because when the ones add up to 10 then there is only 90 left, so the tens have to add up to 9. We can see this on the bead string!
Urte

Year 4 have been extending their knowledge of tenths and hundredths to learn about decimals. Using place value grids and ten frames to support their understanding, they have discovered that dividing 1 and 2-digit numbers by 10 can result in a decimal number.



Year 5 began this term by further developing their excellent knowledge of fractions which they began to build up during lockdown. They have been reminding themselves of how to convert between improper fractions and mixed numbers, and using their knowledge of equivalent fractions to make sure they have written fractions in their simplest form. This week, children have been working on a variety of reasoning and problem-solving questions involving adding and subtracting fractions and mixed numbers - they even applied this knowledge to code-breaking in order to find the answer to a joke!

When we divide by ten on a place value grid, we move counters one space to the right.
Abigail

If the decimal point wasn't there, we might think the digit on the right shows the ones and not the tenths.
Sara

Dexter says,

When I divide a 2-digit number by 10, my answer will always have digits in the ones and tenths columns.

Show that Dexter is incorrect.

Dexter is incorrect ~~because~~ because $35 \div 10 = 0.35$.

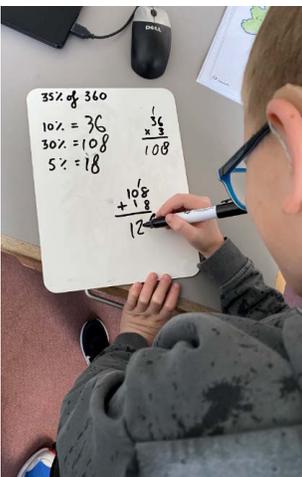
If a number does not have any tens it won't have any ones when you divide by 10.

Luke's reasoning



The joke was, 'Can you reveal why the worst type of crime is in a multi-storey car park?' Havana, Louie and I used our adding and subtracting fraction knowledge to crack the code and found the answer was, 'It is wrong on many levels!'
Keira

The **Discovery Group** have been consolidating their understanding of how to calculate fractions of amounts and recognising equivalences between fractions, decimals and percentages. They have also been exploring how using their knowledge of how to find ten percent can help them to determine other percentages.



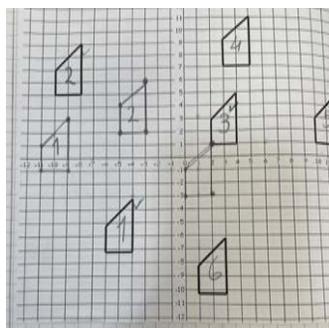
We tried a variety of strategies to find different percentages to see which was most effective. In this example, I found ten percent and used that to help me find five percent and thirty percent. I then added that together to find thirty five percent!
Matas

Year 6 have been recapping how to identify and plot coordinates on a 4-quadrant axis. They used their understanding to find the missing coordinates of shapes and lines before practising translating (moving) and reflecting coordinates across the x and y axes.

Reflect the trapezium in the x-axis and then the y-axis. Complete the table with the new coordinates of the shape.

	Reflected in the x-axis	Reflected in the y-axis
(1, 2)	1, -2	-1, 2
(4, 2)	4, -2	-4, 2
(2, 4)	2, -4	-2, 4
(3, 4)	3, -4	-3, 4

Amine's reflections



Noemi's translations

ABCD is a rectangle drawn on coordinate axes. The sides of the rectangle are parallel to the axes.

What are the coordinates of D and E?

B) (14, 8)
 E) (24, 0)
 D) (24, 8)

Lyla-Rae's missing coordinates

National Child Measurement Programme for Children in Reception and Y6

Every year, all children in England in Reception and Year 6 normally have their height and weight measured. However, this year it is different as only a small number of schools have been randomly selected by Public Health England to participate in NCMP. Meridian, along with six other schools in Royal Greenwich, has been selected. It is the local authority's responsibility to carry out this programme, as part of its role to look after public health. The programme is being carried out by Young Greenwich (Oxleas NHS Foundation Trust) on behalf of the Royal Borough of Greenwich and will take place at **Meridian on Friday 14th May 2021**.

Opting your child out of the programme

Earlier this week, Reception and Y6 parents/carers were sent a letter outlining how the programme works. If you are happy for your child to take part, you do not need to do anything. If you want your child to opt out, or would like to discuss the National Child Measurement Programme, please email the Young Greenwich Oxleas team within two weeks of receipt of the letter at oxl-tr.NCMP@nhs.net.

Road Safety at Pick Up and Drop Off Time



A reminder to parents/carers who drop-off or pick-up their children by car—for the safety of our children, please do not wait (with engines on) or park on the ziz-zag lines or by the fire gates. Also, please can you make sure that your child gets out of the car on the pavement side and not into the road.

Even when you're late, don't park at the gate!

Please take extra care when driving near to school as there are many families who will be walking or travelling by scooter or bike on the roads in the area.



Thank you for your help in keeping all our children safe.

Diary Dates

Monday, 3rd May - Bank Holiday Monday - school is closed

Thursday, 6th May - Due to the London Mayoral elections, the school is being used as a polling station and will be closed to children on this day.

Friday, 28th May - Last day of Summer Term 1

Monday, 31st May - Friday 4th June inclusive - May half term holidays

Monday, 7th June - First day of Summer Term 2

Friday, 23rd July - Last day of 2020-21 school year

Payments



Please continue to check your child's Play Club and Breakfast Club accounts on Parent Pay and make the required payment against any monies owing.

Dinner Accounts

A reminder that payment for school dinners should be made in advance; the cost of dinners for **Summer Term 1** is **28 days x £2.75 = £77**. Please note that if your child is entitled to Free School Meals or is in Reception, Y1 or Y2 there is no charge for dinners.

As dinner account balances do not show on Parent Pay, please contact Sharon or Tina in the school office to get an up-to-date balance.

If you are having any difficulty paying, please talk to Jo or Sharon by calling the school office.

Thank you for your continued support.

Information for activities for the half term holidays



All Kids Can

ActivCamps will be returning to Fossdene Primary School (SE7 7NQ) during May half term (1st June - 4th June 2021)

Please click on the link below for further information on the courses:

[AKC Spring Half Term GSSP](#)

Blackheath Conservatoire

The May Half Term programme of music, art and drama lessons and tuition at The Conservatoire in Blackheath includes:

- Art classes looking at Mixed Media (9-14 yrs), Urban Sketching (9-14 yrs) and the works of two of our favourites in Hockney And William Blake In A Bag! (5-11 yrs).
- A rare opportunity to try out their most popular course, Roundabout (5-7 yrs); their popular staple Ukulele for Beginners (5-7 yrs) and a workshop for Young Song Writers (8-14 yrs)
- Drama workshops for young thespians, learning to be Explorers! (4-7 yrs) and learning about Moving With Nature (4-7 yrs)
- A ceramics workshop for the whole family to enjoy together!

Please visit their website for more information: [May Half Term Courses](#)

