

Weekly Newsletter



5th February 2021

Things for pupils to look forward to:

Banksy:

The Young Uns folk band visiting remotely on Monday: introducing themselves and doing a little singing, leading to future learning on Earith/the local area based on collaborative work with Historic England. The Young Uns will then return later in the year for a creative song writing session with Banksy, who will produce and record...wait for it...the Earith Primary School Song! They will then sing and teach the content of this to the other classes, either remotely, or hopefully (fingers crossed!) in person!

- Whole-class drumming performance
- Tree-planting after half term

Picasso:

- Show your Pets!
- Chinese New Year fun – dragon dance & cooking
- Spelling Shed – class/group interactive challenges

Dali:

- Show your Pets!
- Tuesday morning meeting – come in a disguise, children!
- Spelling Shed – class/group interactive challenges
- Mystery guest after half term!

Whole-School:

- Safer Internet Day (Tuesday)
- STEM week (in March)

I do hope that little things to look forward to like this, as well as some of the learning-based software we have purchased and shared with you goes some way at keeping the enthusiasm levels going for as long as possible for our young people.

Similarly, I do hope that you parents are also building in little opportunities for yourselves to have a bit of fun or something to look forward to: whether it's a bottle of bubbly with an old mate over Zoom; a woodland walk; being part of a remote fitness or community group – whatever makes you happy...looking after your own mental health means that you are also looking after the mental health of the people our school cares about the most.

You are all doing such a smashing job.

Message from Mrs Lawrence

In Banksy Class this week, we have finally completed our class book- King Kong! I won't spoil the ending for you but I can tell you that most of the class were not happy with it! As a result, we have started writing our own, alternate endings, which will include all of the writing techniques we have been learning over the course of the half-term. At the beginning of the week, we used our skills of persuasion to write a letter to Carl Denham in order to convince him to free Kong; we also used our inference skills, in reading, to discuss the character's emotions and how they change. In maths, we have been focusing mainly on time: telling the time, converting between the 12 and 24-hour clock, calculating between intervals of time and interpreting time-themed tables. In science, we have been learning about how different animals are suited to their habitats and how adaptive traits evolve over thousands of years and are caused by DNA mutations (all pretty sophisticated stuff!). In music, we are becoming experts on the Djembe drums and, in art, we've been using pencils to draw images of Kong in the style of Anthony Browne. This week in PSHE, to coincide with Children's Mental Health Week, we have been talking a lot about emotions, including our experiences of them, and how we address them. All week, the class have worked tremendously hard and produced work to be proud of!

Message from Mrs Barber & Mrs Nicholls

In Dali this week, we have continued with our work based on House Held Up By Trees. We began by retelling the story using props and resources. It was great to see the filmed versions and photographic sequences that were produced. This helped us with our English work for the rest of the week. On Tuesday, we told the children's story, showing how they changed from small children into adults who left home to live in the city. Links were made between the trees in the story growing and the children growing... "The children grow up with the trees" was one observation. We then looked at the changes over time for the father and for the house itself. In maths we have looked at multiplication and division. We used arrays to show that multiplication is commutative and also to show that division is the inverse operation. In Music we listened to and appraised Three Little Birds by Bob Marley. We found that some of us loved it as it made us think of our families, made us want to sing along or even play the air guitar! It's Children's Mental Health Week, with the theme 'Express Yourself'; there were brilliant 'emotions' dances sent in from home in PE, and we even had one of our classmates in school bravely singing a solo song to us all during one of our whole class welcome chats. Keep being your wonderful expressive selves, Dali!

Message from Mrs Hobley & Mrs Nicholls

In Picasso this week, we have continued with our work based on Lost and Found. We thought about what we want to know about penguins and then found out the answers to our questions, then created fact files so we can share this information.

Our Maths work involved using mathematical vocabulary related to length and height. Once we had mastered using the language correctly, we got to work around the house, measuring and comparing all sorts of items and using non-standard measures to apply what we had learnt in the previous sessions.

In Science, we used what we learnt last week to help us to make a boat for the boy and the penguin. The boat had to float, be waterproof and keep afloat when the boy and the penguin were placed inside. I was very impressed with the boats that were made and the children clearly used their prior learning to ensure they built successful vessels!

As part of Children's Mental Health Week, we read the story of Silly Billy and thought about some of the things we worry about. We made our own worry dolls to help take care of our worries. We also thought about other ways to express how we feel and enjoyed a 'Draw your Feelings' activity. For our PE session, we practised hand-eye coordination and listening skills with balloons. Some children chose to learn the 'Penguin Bop,' another great way to keep active as well as having fun. What a busy week we've had!

Information: EU Settlement Scheme (EUSS) The Home Office would appreciate your support in reminding parents, families, young people and your staff that if they are an EU, EEA or Swiss citizen, they and their family members may be eligible to apply to the EU Settlement Scheme (EUSS). The application deadline, for those who were living in the UK by the end of the transition period at 23:00 GMT on 31 December 2020, is 30 June 2021. Children and young people require their own immigration status and are not covered by a parent's application to the EUSS. An application must be made for every eligible child within a family. A parent or guardian can apply on behalf of a child and link it to their own application (if applicable), or they can apply in their own right. There's lots more information on this here on GOV.UK. Applications to the EUSS are free and can be made online on GOV.UK. Information on what is needed to apply can also be found on GOV.UK. Successful applicants get either settled status or pre-settled status ensuring they can continue to live and work in the UK after 30 June 2021, whilst remaining eligible to access the benefits and services they could before the UK left the EU. For questions about applications, call 0300 123 7379 or +44 (0) 20 3080 0010 from outside the UK (Monday to Friday, 8am to 8pm and Saturday to Sunday, 9.30am to 4.30pm).

Top Spellers

#	Avatar	Pupil	Groups	Score	Total Score
1.		Jordan Delafield	Dali Year 2	5,067,704	10,310,588
2.		Kris Janz	Dali Year 2	4,579,910	7,666,918
3.		Maxwell Delrose	Dali Year 3	3,967,718	19,431,812
4.		Brooke McLaren	Banksy Year 6	2,918,830	6,752,798
5.		Dorian Janzen	Dali Year 3	2,477,854	7,223,438

Please see Sid The Cygnet on his website page
<https://www.earith.cambs.sch.uk/index.php/sid-the-cygnet>

And our weekly assembly
<https://earith.cambs.sch.uk/index.php/coronavirus/assemblies>

