

LADOCK CHURCH OF ENGLAND SCHOOL

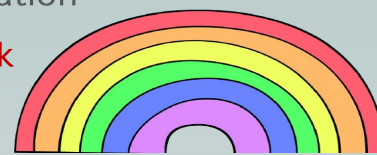
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Issue – 28th February 2022



Spring 2 Bulletin

Based on feedback from our communication survey, we are launching a half termly bulletin to ensure that key information and changes are provided in a timely manner on the first day back at school after half term breaks. We hope that you find this useful and informative.

Covid-19 Guidance Changes

Asymptomatic Testing

This guidance has now been removed, and it is now **not** advised for staff and children to undertake twice-weekly asymptomatic testing. In the event of an 'outbreak' we may be asked to begin testing again within a class, key stage or particular group.

Positive Cases and Self Isolation

Self isolation is no longer a legal requirement. However, we are advising that if children/staff do test positive, either from a LFT or PCR, that they follow the guidance to stay at home for 5 days and have 2 negative tests on day 6 and 7 before returning to school.

Control Measures in School

1. Ensure good hygiene for everyone.
2. Maintain appropriate cleaning regimes.
3. Keep occupied spaces well ventilated.
4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

PE Days for Spring 2

We ask that children continue to wear their PE kit to school during in-school sports lessons and for extracurricular sports clubs.

For all classes, PE lessons for this half term will take place on a **Thursday** and **Friday**.

Enrichment Clubs Spring 2

Our Spring 2 enrichment clubs will begin from next week with the letter being sent out tomorrow at 6:00pm. Based on feedback, places will be allocated and prioritised under the following criteria; these will be limited to 1 enrichment club per child:

- (1st) Parents who completed the form for their child to attend an enrichment club in Spring 1 but were unsuccessful
- (2nd) Children who have not attended an enrichment club this academic year
- (3rd) Children who did not attend an enrichment club in Spring 1.
- (4th) First come, first serve basis

Y6 SATS

With the upcoming registration period for Y6 SATS assessments coming up, it can now be assumed that these will take place this year. Alongside revision sessions during class time, we are eager for all our year six children to attend our afterschool 'booster sessions' that will be taking place every Monday and Tuesday from 3:10pm - 4:00pm from the week beginning 28th February until SATS week (Monday 9th May - Thursday 12th May). Also, Wednesday morning intervention sessions for all Y6 children will take place at 8:40am - please ensure children arrive promptly in the mornings for these. Sessions will be based around looking at past paper questions with plenty of squash and biscuits to enjoy! Please register your child's attendance by completing the form below and make the school aware if any special arrangements are required to secure their attendance.

[Click Here](#)

World Book Day - Thursday 3rd March

We are incredibly excited that the author of the Tigerpolis series, Richard Dikstra, will be opening World Book Day with a day of activities that will be delivered to reflect the important message behind Dikstra's writing: animal conservation. The Tigerpolis series is about a family of vegetarian tigers battling to save the world, and is based on Dikstra's own experiences of tiger conservation in India. We will be reading excerpts from his books in the week leading up to World Book Day, and also listening to the podcasts, which include extracts and fun and informative discussions about animal conservation, on FunKids digital radio.

We are also thrilled to be able to offer you the opportunity to order a signed copy/copies of a book or books from the Tigerpolis series. We are confident that the children's imagination and desire to learn more about Tigerpolis and the important message will be ignited after World Book Day.

Please [click here](#) to access the order form to order a signed copy.

You are under no obligation to purchase the book, but if you do, please complete the form and make your payment via your parent pay account.

Children should come to school dressed for the outdoors with the option of linking their outfit to their favourite book character.

World Book Day - Thursday 3rd March

Book Sale & Refreshments

The school will be holding a book sale on World Book Day during pick up at 3:10pm in the school playground with all proceeds going towards purchasing new books for the school library. All children should be collected from the main school playground on this afternoon. There will also be hot chocolate and other refreshments available to purchase.

Ladock School Hoodies - Year 6

We are delighted to announce that the school PTFA will again be covering the cost of a leaver's hoodie for each child in Year 6.

Unlike last year, these will be delivered to school and will be given to the children to wear which can replace their school jumpers for the remainder of the academic year.

We will subsidise the full cost of one hoodie per Year 6 child. Additional hoodies can be purchased for £13.75 for a child size, £15.75 for an adult size. Children can have different colours and sizes, and the design is like this (obviously it will be 22 not 16!):



Please complete the form by clicking [here](#) to indicate your preferences.

Butterflies - Tangled Feet Production - Friday 4th March

We are delighted to announce that this Friday the whole school will be watching a theatre performance titled 'Butterflies' in the village hall linked to our PSHE and Personal Development aims. Also, children in Keyne class will take part in a workshop based on the performance.

"I've got that funny feeling again... it's a good thing right?"

Three **friends** embark on an **exciting** adventure to chase their **butterflies** away. They cross new seas to uncharted lands, on a journey filled with **discovery**. The only trouble is they're all a bit **worried** about it.

During their voyage the group ride the waves, battle the storms and face their fears, before reaching dry land **braver** than ever before.

Join our intrepid characters as they step into the unknown in an uplifting tale of **friendship**, **courage** and **facing your fears**, told using innovative staging, breath-taking physicality, touching humour and a specially commissioned musical score.



You can see the video trailer of the production [here](#).

Ash Wednesday Service - Father Joachim - Wednesday 2nd March

Father Joachim will lead our Ash Wednesday collective worship this Wednesday at 1:00pm with parents welcome to attend at Ladock church. We are eager to help as a school and community to the tragedies occurring in Ukraine through donations to the worldwide humanitarian charity - The Red Cross. Donations to this charity are available through ParentPay.



Easter Competition



As Lent draws near we are delighted to announce this years **Schools Easter Competition**.

As we all work towards **Net Zero 2030** and with **Creation Care** top of the diocesan agenda the theme of this year's competition is:

RECYCLING

reusing

Repurposing

Prizes will be for the most creative **Easter scene**, **Cross or Egg** made out of materials from your recycling boxes, rubbish bins, nature and anything else your imagination can conjure up.

As usual, the winning creations will receive crafty gifts for the children along with a voucher for their school. Closing date for entries is **Monday 28th March**.

Please bring creations into school by **Monday 24th March** and these will be delivered to Church House. Don't forget to make sure children's **names and ages** clearly displayed on each one.



"He is not here; he has risen, just as he said. Come and see the place where he lay"
Matthew 28:6

Big Picture

Spring2 Term



Welcome to The Circus!

Can you spin a plate?
Can you juggle a ball? Can you
walk on a tight-rope?

Can we work as part of a team to help each other learn new
and tricky skills?

Can we use our faces to perform?

What do circus people wear? How do they learn and maintain
their skills? Where do they live?

Physical Development

Children will be...

- Learning multi-skills in PE!
- Learning circus skills and tricks
- Learning to use their faces to perform
- Enjoying weekly themed yoga sessions.
- Using movement and action to song.
- Using different classroom equipment to perform different tasks e.g. sticky tape and paintbrushes.
- Learning to zip up and undo their coats.
- Eating with a knife and fork.
- Learning how to hold a pencil

Personal, Social and Emotional Development

- A circus performance- working as part of a team
- Helping each other learn circus skills
- Learning to praise and support each other
- Jigsaw: Being healthy, how can we keep safe and healthy?
- Learning to grow healthy food

Mathematics

- Mass/Capacity
- Number sentences
- Number bonds
- Making ten- consolidation
- 2D shapes
- 3D shapes

Communication and Language

- Listening carefully to stories and learning new vocabulary
- Learning a circus story and actions by heart
- Learning to communicate with our bodies
- Pair talk
- Sharing books with friends and buddies
- Discussing spring time and what we notice
- Meaningful interactions with peers and adults throughout the day practising turn taking and exploring new words



Seasons: Spring
&
Circus
Cuby Class - Spring 2 2022

Expressive Arts and Design

Children will be...

- Making a circus performance
- Attending a circus workshop!
- Spinning plates and juggling
- Drawing skills
- Singing songs with actions
- Designing circus costumes
- Observing plants to draw

Understanding the World

Children will be...

- Learning about circus performers and their lives
- Watching a real circus performance
- Watching circus videos
- Planting food and plants from seed, and learning how to look after them

RE

Children will be...

- Discussing our school values
- Thinking about our classroom rules and values
- Learning about the value and importance of the natural world
- Following the 'Understanding Christianity' scheme of work

Literacy

Children will be writing...

- Learning to tell a circus story by heart and with noises and actions
- Writing a list of things plants need to grow
- Labelling a plant

Big Picture: On Safari

How can we protect safari animals and their habitat?

Kenya, a country in eastern Africa, is known around the world as the 'home of the safari'. It has 54 national parks and game reserves, including the famous Maasai Mara National Park. Here you can see the so-called 'Big Five'. We are going to learn all about Kenya, national parks, and safari animals including the 'Big Five',



How will we achieve this?

Find Kenya on a map

Describe the physical geography of Kenya

Know the definition of a National Park

Name the animals in the 'Big Five'

Explain how safari animals are suited to their habitat

Learn about the Maasai Mara tribe

Look at traditional African artwork

Learn how safari parks protect endangered animals

Compare life in Kenya to life in the UK

WOW start - Paignton Zoo virtual workshop

WOW finish - Visit to Newquay Zoo

Spring 2 Topic

Keyne Class



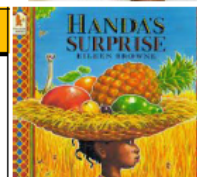
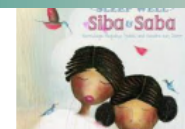
Class: Keyne

On Safari

Big Picture

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Key Vocabulary

Word	Meaning
safari (noun)	A trip to see animals in their natural habitat.
endangered (adjective)	At risk of becoming extinct.
National Park (noun)	A protected area of land where people aren't allowed to live.
habitat (noun)	The natural home of a plant or animal.
savannah (noun)	A habitat with shrubs and

- **Kenya** is a country in **East Africa** home to **44 million** people.
- **Kenya's capital city** is called **Nairobi**.
- **Kenya** lies on the **equator** so it is hot and sunny most of the year.
- The **Maasai Mara National Reserve** in **Kenya** is home to the **Maasai** tribe.
- **Maasai** people traditionally live in **mud**



The Big Five - the largest and most dangerous African animals



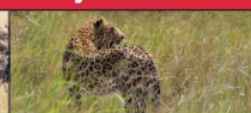
African lion



African elephant



Cape buffalo



African leopard



White/black rhinoceros



Big Picture

Living by the sea.

Spring 2



Living in Cornwall, we are lucky to be surrounded by the sea.
Join in the adventure as we look at what it means to live by the coast.

We will investigate our shore lines and look at the importance of it.

We will learn about the water cycle and how this works.

We will investigate animals and their habitats, looking at how animals
need each other to survive.

We will also begin to understand the effects that pollution has on our
seas and think about the best way to stop this.

What can we do to help sea creatures to safe?

How will we achieve this?

Spring 2

- Writing stories, explanations and persuasive arguments, based on the book, Song of the Dolphin Boy by Elizabeth Laird.
- Continuing our work on multiplication, learning about measurement and starting to think about fractions.
- Understand key aspects of physical geography such as coasts, cliffs and beaches.
- Recognise the need to look after our coastline and the effects this has on sea life and the environment.
- Design and make a sea life creature, cuddly toy.
- Understanding the water cycle and how this works.
- Creating musical instruments from washed up items on the beach and creating a piece of music with them.
- Understanding which animals live in the sea and recognising how they have adapted to their habitats.
- Finding out how life has changed for people who live by the sea and the influences it has had on their lives.
- How pollution is affecting our oceans.

Spring 2 Topic

Ladoca Class



Living by the Sea.

Class: Ladoca
Term: Spring 2

The Big Picture

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We will investigate animals and their habitats, looking at how animals need each other to survive.

We will also begin to understand the effects that pollution has on our seas and think about the best way to stop this. What can we do to help sea creatures to safe?

WOW Knowledge

- Over 700 million people depend on fishing for their livelihood's.
 - 70% of the worlds people live within 60km of the sea.
 - 80% of tourism takes place in coastal areas.
- Oceans provide home to an incredible variety of wildlife, from the largest creature, the blue whale, to the tiny krill that they eat.
- Some plastics can take hundreds of years to disintegrate and there are many found in the sea.
- Many medical treatments are developed from resources found in the sea.

Key Vocabulary	
Habitat	The natural environment within which an animal lives.
Coast	The land next to or close to the sea.
Erosion	Where soil or stone is gradually damaged or removed.
Pollution	Damage caused to water or air by harmful products.
Water Cycle	The way water is taken up and redistributed through rain and snow.

Local Sea Life

Mussels	Grey Seal	Common Dolphin	Basking Shark	Lobster	Octopus	Ocean Sunfish

Spring 2 Topic

Blaise Class - Termly Topic

Big Picture

Ancient Egyptians

Build your knowledge of the period when the Ancient Egyptians were a world power. Compare the Ancient Egyptian civilisation with the society, climate and terrain of Britain at the time. Discover how the Ancient Egyptian civilisation came to an end and learn about the remains of Ancient Egypt that exist in Egypt today.

Find out about intrepid Egyptologists Champollion and Howard Carter and their incredible discoveries, achievements and methods.

Learn about the mighty rulers of Ancient Egypt, their dynasties, battles and burials. Discover their symbols and crowns.

Learn about the pottery of the Egyptians and how to draw Ancient Egyptian pottery. Then make and decorate your clay model of an Ancient Egyptian decorated piece of pottery.

Discover the myths and tales that the Ancient Egyptians told about the creation of the world and the lives of the gods and goddesses they worshipped.

Understand important aspects of the daily life of the Ancient Egyptians; including jobs, food, and games.

Learn about the incredible, life-giving River Nile and its impact on civilisation in Egypt.

Learn all about the Ancient Egyptians. Investigate the men and women who studied the kingdoms of Egypt and explore their discoveries. Look at some of the Pharaohs and the development of the pyramids, as well as the mythology that permeated Ancient Egypt. Look at the role the Nile had in allowing this civilisation to flourish and examine daily life, comparing it to our own.

Spring 2 Topic

Blaise Class - Termly Topic

How will we achieve this?

IMMERSIVE START: 'Secrets Of A Sun King' by Emma Carroll hook day

Write a brochure persuading people to holiday in Egypt

Write a story based on Egyptian mythology.

Use maps to locate the features of Ancient Egypt.

Learn about Howard Carter and other famous Egyptologists.

Learn about the human body and how we age; compare this to the Egyptians knowledge and views of the human body.

Sketch Ancient Egyptian artifacts, developing pencil sketching skills and create a piece of pottery.

Create a death mask using the symbolic colours of Ancient Egypt

Compose and perform a piece of Egyptian processional music.

Explore the importance of the Nile River then and now.

REAL WORLD OUTCOME: visit the Royal Cornwall Museum and experience can learn about real life Egyptian artifacts, including a mummy.



Ancient Egyptians

Class: Blaise

Term: Spring

BIG PICTURE

By 3000 BCE, the rich and powerful civilisation of Ancient Egypt had developed by the banks of the River Nile in northeast Africa. It had a capital city with beautiful temples. People lived in mud brick homes and grew fruit and vegetables. The wealthy lived in luxury. The soil was fertile and farmers grew plentiful food crops.

Key Vocabulary

archaeologist	A person studies the cultures of the past by examining the remains of objects and buildings found in the ground.
civilisation	A state of human society that is very developed and organised.
desert	A large area of land that has very little water and very few plants growing on it.
Pharaoh	The ruler of Ancient Egypt. The ordinary people believed he or she was a god on earth.
ritual	A series of actions that are always performed in the same way as part of a religious act.
temple	A building used for the worship of gods and goddesses.

WOW Knowledge

This great civilisation traded goods with distant lands. Skilled craft workers created elaborate furniture, beautiful pottery, intricate jewellery and linen clothing. A complex writing system developed (hieroglyphics). Highly educated scribes, who helped run the country, kept records of important decisions and events. Religious beliefs inspired the construction of monumental buildings.

Ancient Egypt was cut off from other lands by the sea and a vast expanse of desert so it was hard for invaders to attack. This helped this amazing civilisation to thrive for approximately 3,000 years.

- The River Nile runs through Egypt.
- Farmers grew crops on the river banks.
- The first pharaoh, Menes built Memphis, the biggest city in the ancient world.
- Menes united Upper and Lower Egypt into one country.
- The Egyptians buried their kings, called pharaohs, inside giant pyramids.
- Djoser built Egypt's first pyramid (the step pyramid) in 2600 BCE.
- Most Pharaohs were men, however, there were a few female pharaohs. Hatshepsut (1473 - 1458 BCE) wore a headdress and false beard so she would be seen as a proper pharaoh.

Timeline

3000 BCE	Old Kingdom 2575 - 2130 BCE	Middle Kingdom 1938 - 1630 BCE	New Kingdom 1539 - 1075 BCE	The Late Period 1075 - 30 BCE	30 BCE	1922 CE
King Menes unites Upper Egypt in the South with Lower Egypt in the north.	The pyramids were built.	Egypt conquered Nubia.	Egypt was at its most powerful and wealthy.	Egypt's power declined.	After the death of the last queen, Cleopatra, Egypt became part of the Roman Empire.	Howard Carter discovered the Tomb of Tutankhamun