



Viking

Invasion

Watch out, watch out!
There are Vikings about!





Convention on the Rights of the Child

Article 29: Goals of Education.

This week, the Y4 classroom was transformed into a Viking village as the children spent Wednesday and Thursday fully immersed in all things Viking! From traditional crafts to movement and battle tactics, the children had the opportunity to experience what life might have been like during this fascinating period in history.

To start, the children became Viking craftspeople, sewing and creating their own pouches, just as Vikings would have used to carry tools or small treasures. Using beads and string, they also made Viking headpieces, focusing on patterns, symmetry, and careful threading. Their journey didn't stop at crafts as the children also took part in a Viking dance ritual, learning how movement and rhythm played a role in Viking celebration and storytelling. This was a brilliant chance for them to express themselves creatively while developing their understanding of Viking culture.

Finally, the children engaged in a war scenario, stepping into the roles of Viking warriors to practise strategy, teamwork, and communication. There was a real buzz in the air as they re-enacted the high-stakes world of raids and battle formations (safely, of course!). This exciting experience supported our History curriculum by helping the children understand the everyday lives, beliefs, and behaviours of Viking people, and brought the topic to life in a way they'll never forget.

Viking Invasion



Viking Invasion



Design Technology

Pupils across the school have been taking part in the RBO's *Design and Create Project*, an exciting initiative that introduces children to the world of theatre production. As part of the project, classes learned how professional designers plan and construct stage environments, before applying these ideas to their own work.

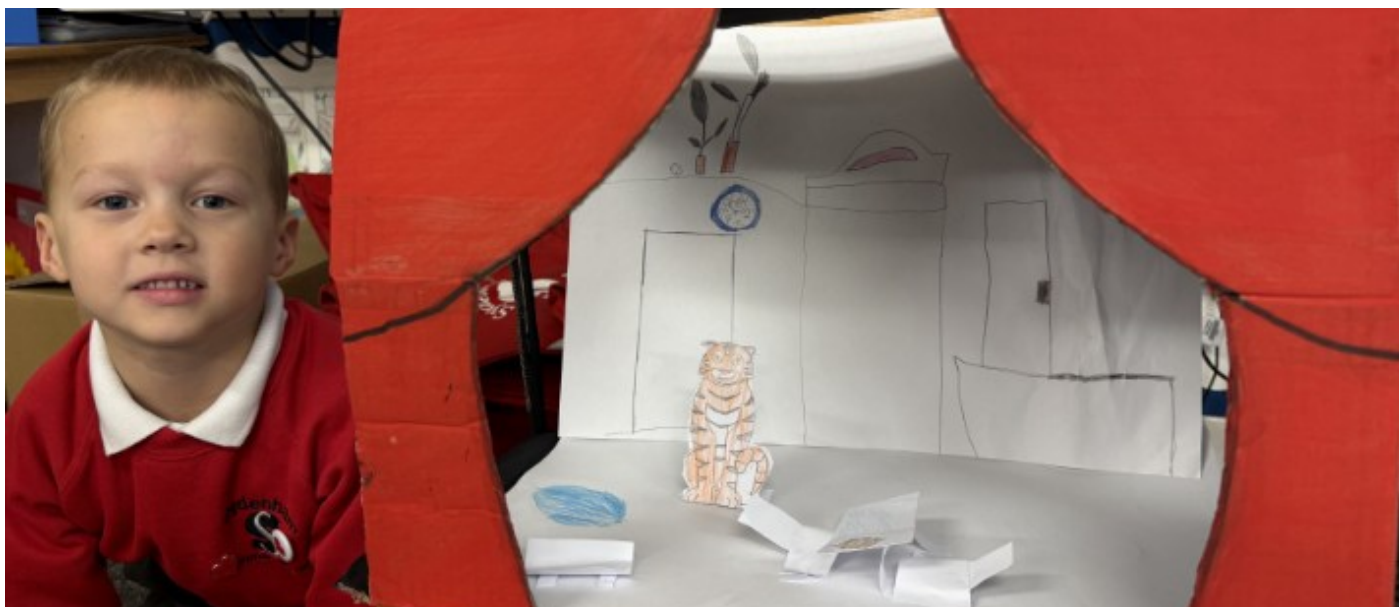
Reception pupils designed scenery for their Nativity performance, drawing on the characters and settings they have been exploring in class. Children in Years One and Two created scenery inspired by their recent theatre trip to see *The Tiger Who Came to Tea*, capturing the colourful, playful mood of the production. Meanwhile, older pupils took on a more complex challenge, designing sets based on *Alice in Wonderland*, a ballet from the RBO repertoire. Across the school, the project has sparked imagination and encouraged pupils to think creatively about how stories are brought to life on stage.

Pupils sketched their own scenery, experimented with colour and texture, and then brought their ideas to life by creating detailed theatre models. We were extremely impressed by the results, which are showcased in the photographs on the following pages.



Convention on the Rights of the Child

Article 29: Goals of Education.



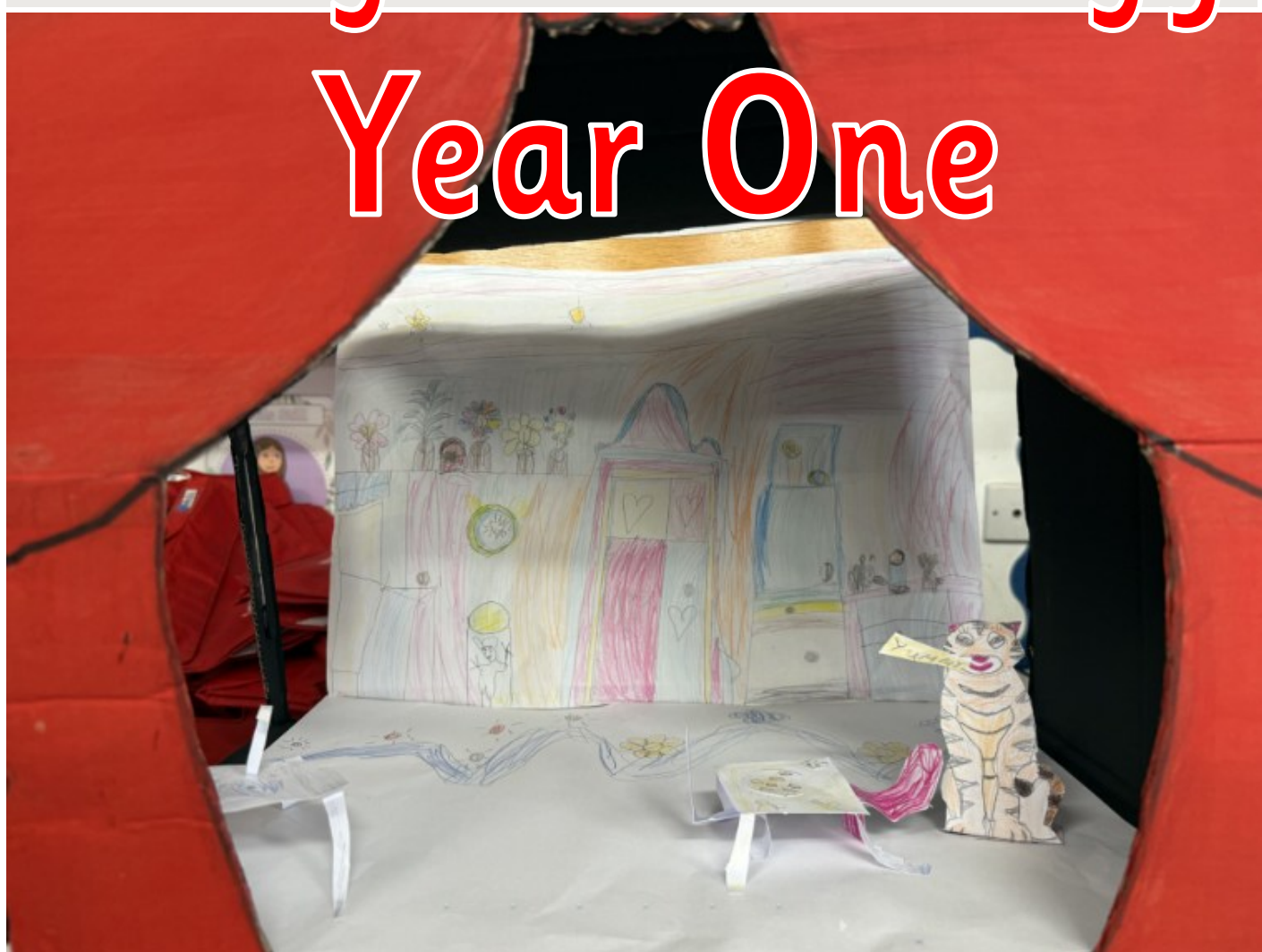
Design Technology

Year One



Design Technology

Year One







Design Technology

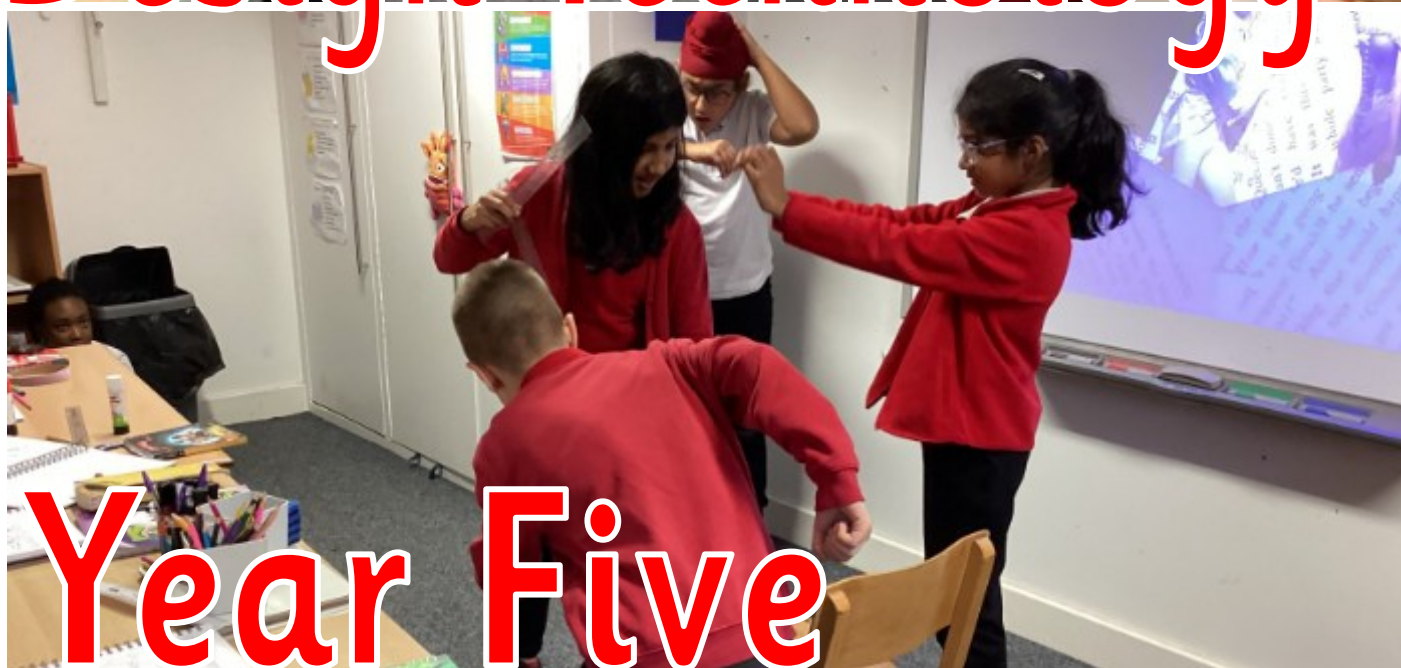


The design process for older pupils began with an exploration of the plot and characters from *Alice in Wonderland*. Working from a script, the children selected key moments in the story to recreate as freeze-frames, helping them develop a deeper understanding of the narrative. This insight informed their setting designs, which they explored and refined through thoughtful sketchbook work



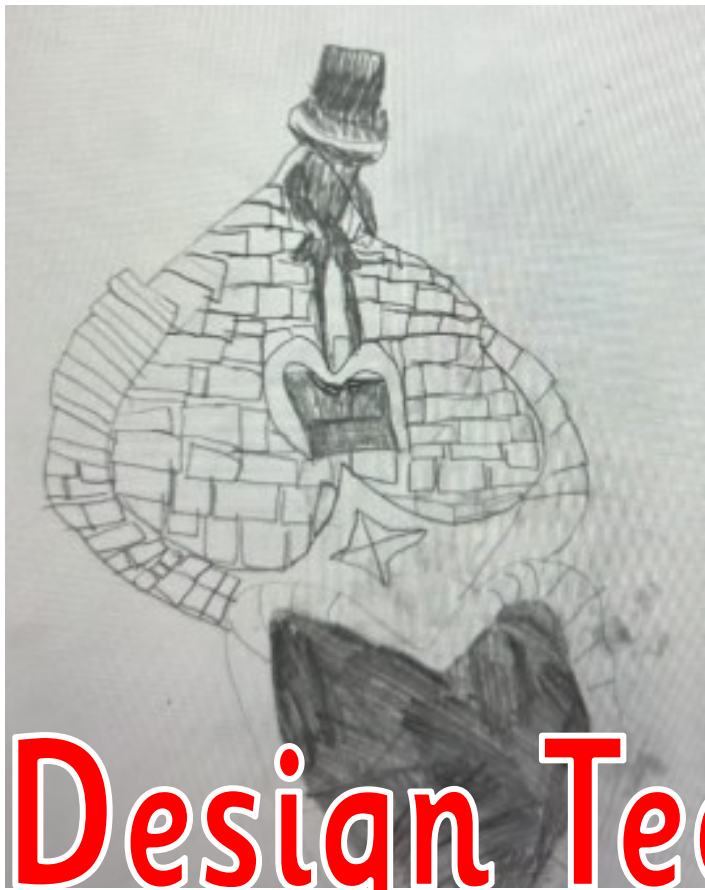


Design Technology

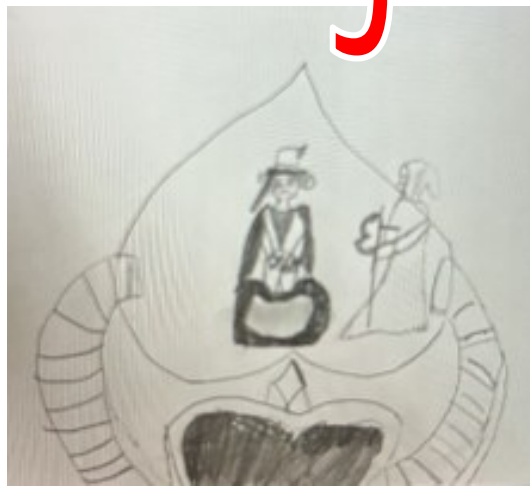


Year Five





Design Technology



Year Five



Descriptive Writing

In the distance, there are tall mountains as sharp as arrowheads.
In the valley, there is an icy, cold frozen lake.
All around, there is slushy, thick and white snow.
In the distance, there are crystalline icicles as sharp as glistening diamonds.
Across the lake, there are long cracks.
There are thick brown branches covered with snow.
At the foot of the snowy mountains, there is snow everywhere on the mountain.
The frozen water is as smooth as silk.
There are rocky, tall mountains and towering trees.
I can smell cold, fresh, refreshing air.
All around, you can see icy, sparkly jewels.
The frosty trees are tall like rocky mountains.
The frozen water is as smooth as silk.
I can feel the cold, icy snowflakes.

Year Three have begun drafting vivid setting descriptions for a story set in a cold, snowy landscape. Pupils were encouraged to imagine what they might see, hear and feel in this environment, then carefully selected figurative language to bring the scene to life. The children experimented with powerful adjectives and similes, and even had a go at using fronted adverbials to enhance their writing.



In Reception this week, our pupils have been exploring fir trees through a wonderful hands-on art activity. They began by touching and smelling real fir branches, taking time to notice their textures and shapes. Using these observations, the children created careful pencil sketches of the branches and needles. Next, they will be developing their artwork further by painting their fir trees using watercolours. We can't wait to see the beautiful results!



Convention on the Rights of the Child
Article 29: Goals of Education

12.12.25

LO: to be able to understand how to improve dialogue

Rewrite this conversation so that it:

- Sounds natural
- Has correct punctuation
- Includes actions, reactions, and internal thoughts
- Shows something about the characters
- Uses adverbials and varied sentence types
- Has a clear purpose (why is this conversation happening?)

"Where are you going?" said Alex.

"To the park," said Maya.

"Can I come?" said Alex.

"Yes," said Maya.

"Okay," said Alex.

Alex was on a bench staring into the distance when suddenly he saw Maya.

"Good morning, Maya!" he said in a cheerful tone, he hadn't seen any of his friends lately.

Maya looked up surprisedly ~~He~~ "Oh hello... What are you doing here?"

"I was going to ask you the same thing. Where are you going?" he said still smiling brightly.

"I was heading towards the park to play with Hollie and Jack," replied Maya. "Would you like to join too?"

"That would be great!" he said, jumping up from the bench.

Y6 Dialogue

This week in English, Year 6 worked on improving a full piece of dialogue, focusing on making conversations more realistic, engaging and expressive. The children showed brilliant attention to detail, carefully refining punctuation, varying speech tags and adding actions to reveal character and emotion. Their writing was thoughtful, ambitious and full of personality, with many pupils making clear, purposeful choices to enhance meaning and impact.

After school, Alex felt lonely and wanted a friend. So he said "hi Maya."

Alex hi, Alex... What, do you need?" Maya ^{asked} said confused.

Just ask her. It's not that bad. Maya's nice. She won't judge me. He told himself.

"Where are you going?" Alex muttered, rubbing the back of his neck.

"To the park," Maya replied.

Shaking Alex asked "Can I come?"

"Sure, if you're needing someone to hang out with!"

Excitedly Alex jumped up and with joy.

Together, they headed to the park, arm in arm, skipping down the path.

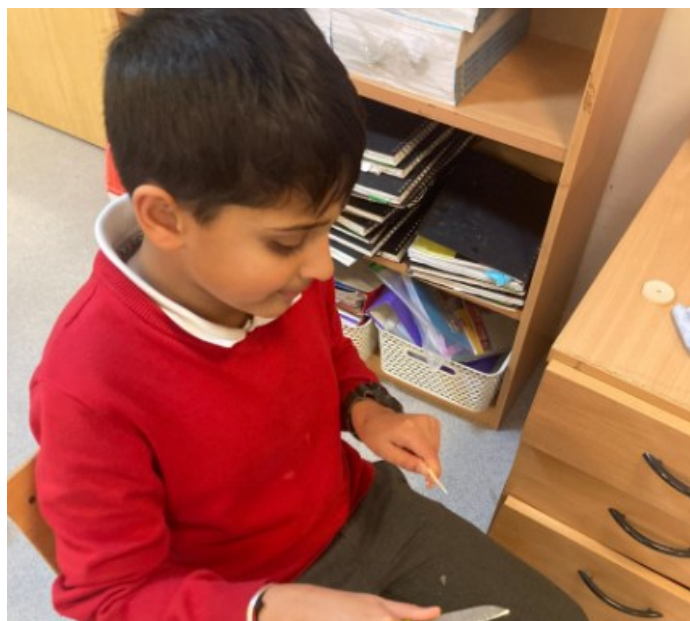


It was a real pleasure to see the confidence and creativity in their work, and the standard of writing produced was something they should be very proud of.

In Woodwork Club this week, our Year 4/5 pupils made their own wooden spinning tops, inspired by the tradition of Jewish families making and playing with dreidels during Hanukkah. The children worked carefully and safely, using tools with growing confidence and precision, while also learning about the cultural significance behind the object they were creating. The quality of craftsmanship, focus and pride in their finished spinning tops was fantastic, and it was lovely to see pupils combining practical skills with curiosity and respect for different traditions.



Woodwork Club



A dreidel is a four-sided spinning top that holds an important place in the Jewish celebration of Hanukkah. Each side is marked with a Hebrew letter—Nun, Gimel, Hei and Shin—which together form an acronym meaning “A great miracle happened there,” referring to the Hanukkah miracle in which a small amount of oil burned for eight days in the rededicated Temple. Traditionally, children play a dreidel game using chocolate coins or small tokens, with the letters indicating whether players win or lose pieces. Beyond being a fun activity, the dreidel serves as a reminder of Jewish history, resilience and the enduring significance of the Hanukkah story.

During Forest School this week, Year 6 took full responsibility for building and lighting a fire completely from scratch, applying everything they have learned about fire safety and outdoor procedures. The children demonstrated excellent knowledge of the fire triangle, safe distances and responsible tool use, while developing practical skills such as preparing tinder, building a stable fire structure and lighting it successfully. Just as importantly, they showed mature behaviours throughout the session, working collaboratively, taking turns, assessing risks and supporting one another. Their calm focus and sense of responsibility were outstanding, and they were rewarded with the chance to toast marshmallows together – a well-earned end to a brilliant session of independent, hands-on learning.





Wet Play Resources



Year Three have been enjoying the new wet-play resources kindly provided by the PTA. Pupils have been busy drawing pictures and making book-marks for one another, although their favourite activity by far is building with Lego. We've seen some wonderful, collaborative play and some incredibly creative models.



Convention on the Rights of the Child
Article 31: Leisure, Play and Culture.



Concert Season

Our Christmas concert season continued this week with wonderful performances from Years 2, 3, 4, 5 and 6. Each show featured a rich programme of traditional, modern and pagan songs, complemented by readings from much-loved poems and the Bible.

The children impressed us all with their clear speaking and confident singing. We would like to extend our thanks to our music teacher, Mrs Harcourt, who prepared the pupils so thoroughly and conducted each concert with great skill.

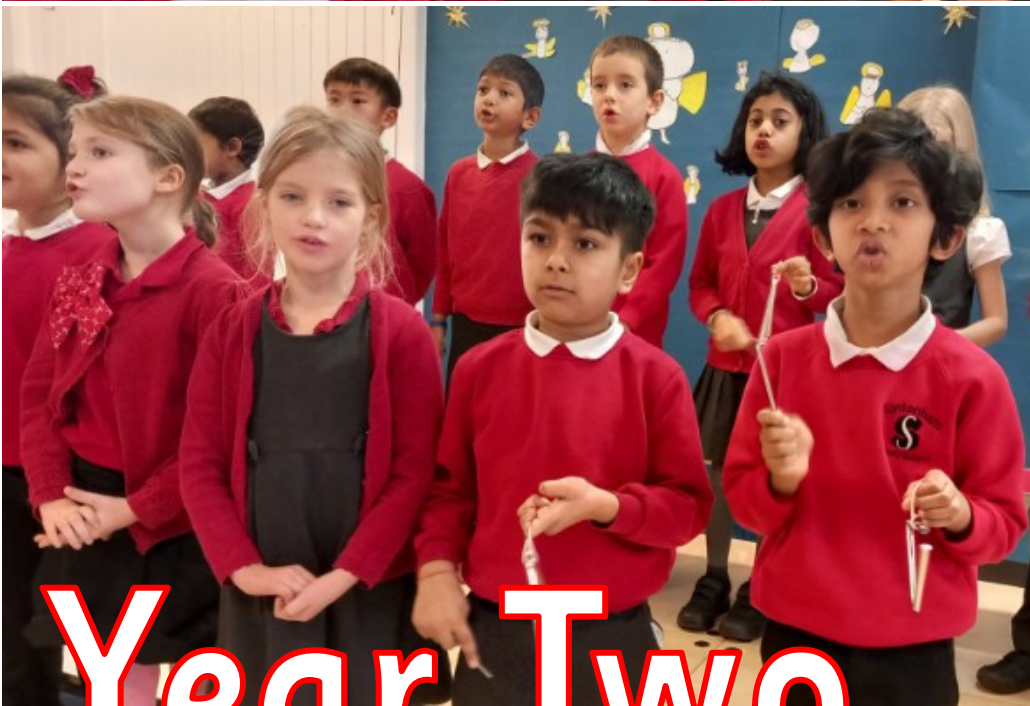
There are photographs of each performance for you to enjoy on the next few pages. We are looking forward to our final show next week, the Reception Nativity. We are sure this will be a very special event.



Convention on the Rights of the Child

Article 31: Leisure, Play and Culture.





Year Two











Year Five





Year Five







**SCHOOL
GAMES**

**SCHOOL
GAMES**

SCHOOL GAMES NATIONAL

SANTA DASH

Congratulations on taking part
in the
School Games National Santa Dash

December 2025



**We will be raising money for Water Aid on
Wednesday 17th December by participating in a
Santa Dash.**

**If you're able to, please make a financial
contribution via Parent Pay. Even a small
donation of £1 will make a difference. Thank**





Mental Health in Schools Team Tips For Wellness



Setting Future Goals

Setting goals helps you stay focused, motivated, and positive. They give you something to look forward to and remind you that *you're in charge* of your own journey. It's normal to feel a bit nervous when you think about the future, but looking forward can actually *help* your mental health. Looking to the future helps to build confidence, can give you direction and encourages optimism. Thinking about what's ahead reminds you that good things can still happen — even when times feel tough.

Our Top Tips For Setting Goals:

1. Start Small

Big dreams start with small steps. Pick one thing you'd like to improve—like sleeping better or spending more time outdoors.

2. Make It Realistic

Choose goals that feel *possible*, not perfect. For example, "I'll talk to a friend once a week" is easier than "I'll never feel lonely again."

3. Be Kind to Yourself

Progress takes time! Celebrate small wins and don't be hard on yourself if things don't go perfectly.

4. Write It Down

Keep a journal or use your phone to track how you're doing. Seeing your progress boosts confidence!

5. Ask for Support

You don't have to do it alone. Talk to someone you trust — a friend, teacher or family member— about your goals.

6. Balance Is Key

Make time for fun, rest, and creativity. Mental health goals should make life *feel better*, not busier.



*More information
about goal-setting!*

In Coventry and Warwickshire, for any urgent mental health concerns, contact the Children and Young People's Mental Health Crisis support available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.



SPRING TERM WORKSHOPS & PROGRAMMES 2025 - 2026

Workshop/ Programme	Date and Time	Venue
Working it Out 4 week programme	12th January 9:30 - 11:30	Virtual
Solihull Approach 10 week programme	13th January 9:00 - 11:00	Whitnash Primary School
Understanding Your Teenager	13th January 13:00 - 15:00	North Leamington Secondary School
Sleep	14th January 9:30 - 11:30	Virtual
Solihull Approach 10 week programme	16th January 09:30 - 11:30	Virtual
Parenting Together	19th January 17:30 - 19:30	Virtual
Understanding Children's Behaviour	21st January 9:30 - 11:30	St Paul's C of E Primary School
Understanding Children's Behaviour	26th January 13:15 - 15:00	Barford St Peter's C of E Primary School
Boundaries and Rules	27th January 13:00 - 15:00	North Leamington Secondary School
Sleep and Routines	4th February 09:30 - 11:30	St Paul's C of E Primary School



SPRING TERM VIRTUAL WORKSHOPS & PROGRAMMES

Workshop/ Programme	Date and Time	Venue
Working It Out 4 week programme	12th January 9:30 - 11:00	virtual
Sleep	14th January 9:30 - 11:30	virtual
Solihull Approach 10 week programme	16th January 09:30 - 11:30	virtual
Parenting Together	19th January 17:30 - 19:30	virtual
Parenting Together	6th February 12:30 - 14:30	virtual
Sleep and Routines	17th February 10:00 - 12:00	Virtual
Understanding Children's Behaviour	18th February 09:30 - 11:30	Virtual
Understanding Your Teenager	19th February 13:30 - 15:30	Virtual



**Book your
free place**

For Warwickshire
parents only.

For further information about this
programme please email
ehparenttrainers@warwickshire.gov.uk

The ROALD DAHL'S BFG Y5/6 Theatre Trip

ADAPTED BY TOM WELLS

One extraordinary night, a young orphan named Sophie is snatched by a giant and taken far away to Giant Country. There she learns that human-eating giants are guzzling 'norphans' the world over. But she soon discovers that her new friend, the BFG, is different – he's a dream-catching, snozzcumber-munching gentle soul who refuses to eat humans.

While other giants terrorise the world, the BFG ignites Sophie's imagination, and they devise a daring plan to save children everywhere. In the end, the smallest human bean and the gentlest giant prove that a dream can change the world.

Gather your chiddlers to see Roald Dahl's unforgettable story come to life this winter. Tom Wells' magical new adaptation is directed by RSC Co-Artistic Director Daniel Evans.

On Thursday 15th January 2026, Years 5/6 will be visiting The Royal Shakespeare Theatre in Stratford to watch a performance of "The BFG." The cost of the trip is £18.00—please make payment via your ParentPay account.



Diary Dates

Thursday 11th, Friday 12th and Monday 15th December	PTA Present Wrap Room.
Thursday 11th December at 2.15pm	Y6 Carol Concert —parents and carers of children in this year group are warmly invited to attend.
Thursday 11th December	Y4 Viking Day 2.
Monday 15th December	Rocksteady concert at 2.15pm.
Monday 15th December	Y2 visit to Warwick Castle.
Tuesday 16th December	Christmas lunch.
Wednesday 17th December	YR Nativity (new date.) Parents and carers of children in this year group are warmly invited to attend.
Wednesday 17th December	MUFTI—wear a Christmas jumper or festive outfit and donate £1.00 to Water Aid via ParentPay.
Wednesday 17th December	Santa Dash in aid of Water Aid.
<p>Monday 22nd December—Friday 2nd January, school closed for Christmas holiday.</p> <p>Pupils return to school on Monday 5th January</p>	

Parking on the School Site

Parking on the school site is **NOT** allowed unless you are a Blue Badge holder or have made a prior arrangement with either the Associate or Executive Headteacher of school.

Thank you for respecting the health and safety of our school community.



Sydenham Superstars



YR and Key Stage One

Enjoy the weekend.

Best wishes from Miss
Glenny



Key Stage Two