



# Iron Man

This week, Year Three have been inspired by the classic Ted Hughes book, "Iron Man." As you can see, pupils have created these wonderful watercolour sketches of the main character in the style of Chris Mould who illustrated the 2019 version of the book.



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Y3 pupils liked the style, detail and colours in the book illustrations. They especially loved the pictures which showed above and below the sea line and were keen to have a go at creating their own. The children sketched in pencil then used watercolours to complete their pictures, creating some truly beautiful artwork!



# Iron Man



On Tuesday, Year Three presented a lovely assembly showcasing their learning to parents and carers. The children shared facts about the Vikings, showed off models inspired by the book "Oliver and the Seawigs" and even counted up to thirty in Spanish. They also played a tune on the flute and sang a song they had learnt in PSHE. Well done to all of our Starlings.



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In PE this week, Year 5 learned about the Paralympic Games and explored how games can be adapted for different people. Pupils enjoyed playing Goalball, a Paralympic sport designed for athletes with visual impairments, where players wear blindfolds and work as a team to roll a ball with bells inside it towards the opposing goal, relying on their hearing, communication, and spatial awareness to defend and score.

# Paralympic Learning



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**Article 23: Children with a Disability.**



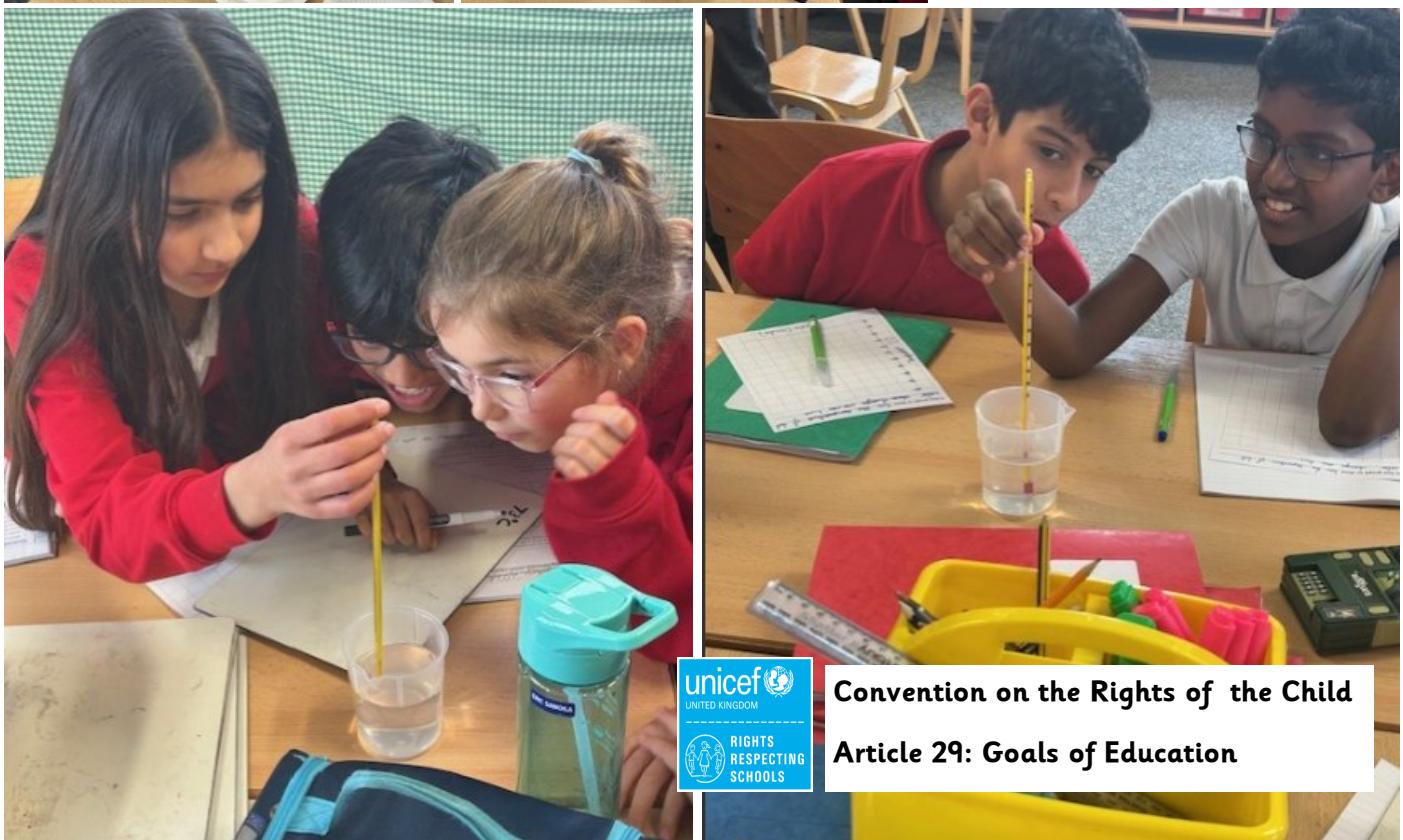
This week in Geography, Year 6 explored the fascinating concept of polar day and polar night, making clear links to their Science learning about the Earth, Sun and light. Using gloves and torches to represent the Earth and Sun, children investigated how the Earth's tilt and rotation affect how much daylight different parts of the world receive. They then created their own "model globes" using oranges, allowing them to physically explore how the polar regions can experience months of continuous daylight or darkness .

Through this practical, hands-on approach, pupils developed key geographical skills such as using models to explain physical processes, understanding the relationship between latitude and climate, and using subject-specific vocabulary including axis, rotation, tilt, Arctic Circle and Antarctic Circle. In Science, children strengthened their understanding of light as it travels from a source, how light and darkness occur, and how scientific models can be used to explain real-world phenomena .

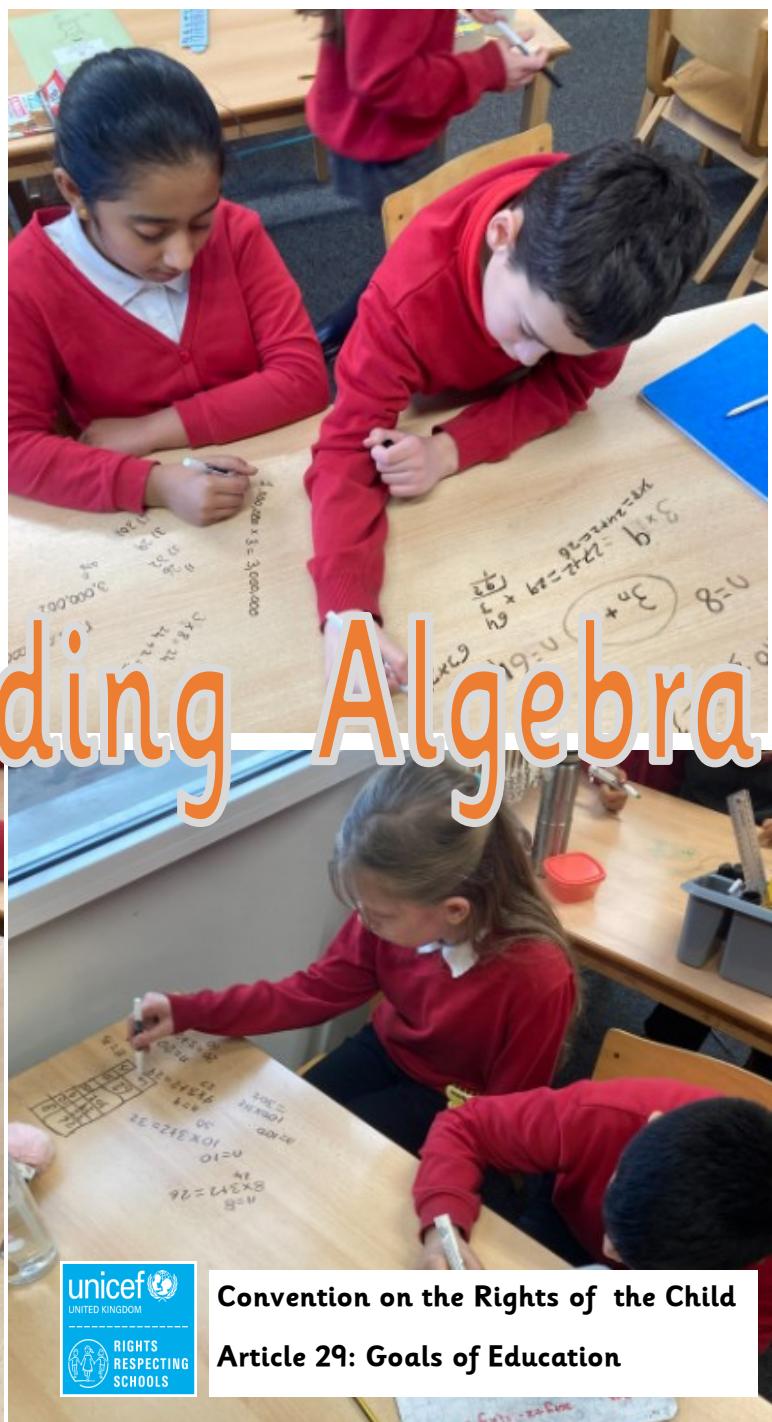
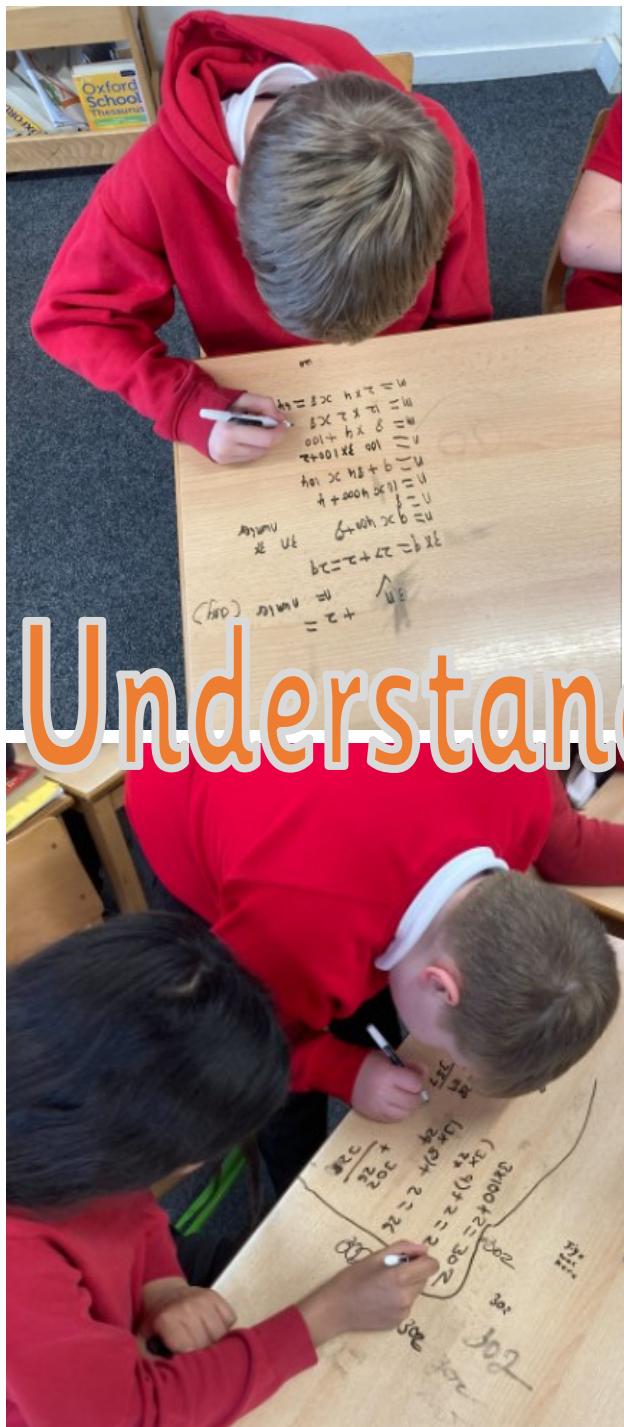
# Y6 Geography & Science

Year 5 have been thoroughly enjoying their science topic “Properties and Changes of Materials,” through a range of hands-on experiments. This week, the children explored solubility by testing which materials dissolved in water and made careful observations about their results. They concluded that sand is a material that insoluble, but materials like salt and flour are soluble and create a solution when added to water. Pupils also investigated thermal conductivity, measuring temperature changes using thermometers and recording their findings accurately using line graphs. It has been wonderful to see the children working scientifically, asking thoughtful questions and developing their practical skills through these engaging activities

# Working Scientifically



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# Understanding Algebra

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In Mathematics this week, Year 6 focused on developing a strong conceptual understanding of basic algebra. To promote engagement and confidence, children were encouraged to write directly onto their tables, allowing them to record, test and adapt ideas freely – just like real mathematicians do. This low-stakes approach helped pupils to focus on thinking and reasoning rather than worrying about making mistakes .

Children explored algebraic expressions and equations, learning how letters can represent unknown values and how relationships can be expressed symbolically. They practised identifying patterns, substituting values, and explaining their reasoning using correct mathematical vocabulary. Writing on tables supported rapid checking, discussion and refinement of ideas, helping pupils to spot errors, make corrections and justify their thinking aloud.



In Guided Reading this week, Year Two pupils have continued reading "Egg Box Dragon." In the story, a diamond is stolen by a thieving magpie and pupils were curious to learn more about this species of bird.

The children shared prior knowledge in a mind map and then used the Wildlife Trust website to research the magpie. They went on to create information posters featuring facts and carefully drawn illustrations.

What beautiful work!



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# Marvellous Magpies

# Marvellous Magpies



# Forest School

During Forest School this week, Year 6 pupils took part in a carefully planned practical session using bow saws to cut a previously felled tree into firewood. The tree had been removed earlier due to rot at its base, which made it unsafe during high winds. This provided a valuable real-world opportunity to teach children about sustainability, woodland management, and responsible decision-making rather than waste .

Under close supervision, pupils learned how to carry, use and store bow saws safely, developing strength, coordination and stamina as they worked. Sawing requires controlled, repeated movement, supporting gross motor development, core strength and bilateral coordination, as well as resilience and perseverance when completing a physically demanding task.

The session also encouraged pupils to think critically about sustainable practices: understanding why trees may need to be removed for safety, how resources can be reused, and how humans can care for natural environments responsibly. These discussions link directly to the Science curriculum (living things and their habitats, environmental change) and Geography, where pupils explore human interaction with the environment and sustainable resource use. The activity also supports Design and Technology through the safe use of tools and materials, and PSHE, as pupils demonstrated teamwork, self-regulation and respect for shared rules.

This session strongly reflects the principles of Forest School, offering hands-on experiences that build confidence, independence and a positive relationship with the natural world.



# Motionhouse



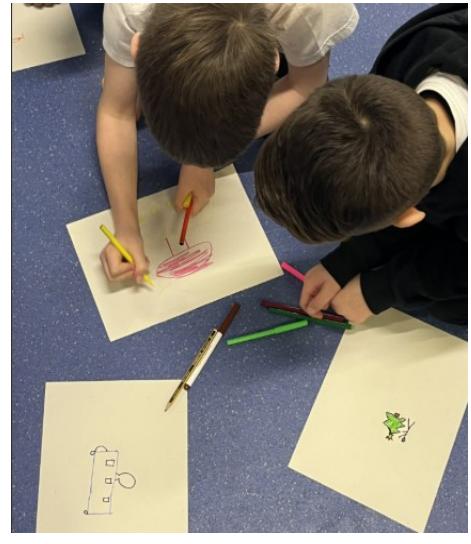
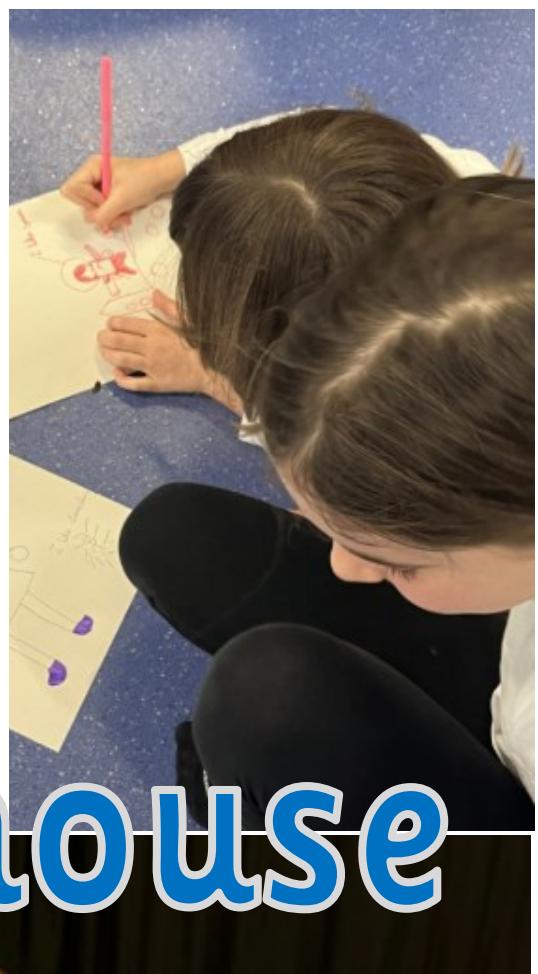
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**Article 31: Leisure, Play and Culture**

This week, Year 4 pupils took part in an exciting dance session led by Motionhouse, encouraging creativity, teamwork and self-expression.

The children began by working in small groups to create posters representing the things they individually loved, inspired by a story they had been exploring. These ideas were then brought to life through freeze-frame dance performances, with pupils using body shapes, facial expressions and different levels to communicate meaning.

# Motionhouse



# Paddington Stories



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**Year One have been writing stories about Paddington Bear visiting Sydenham Primary School. We were very impressed by the quality of the children's writing and wanted to share Zoe's fabulous story with you all:**

Once, there was a kind and responsible bear called Paddington who lived with Mr and Mrs Brown in Windsor Gardens. Early one morning, he set off across the United Kingdom to see Sydenham Primary School. When he arrived, he met the noisy and lively Kingfishers. They were kind and promised to look after him.

First, they sat in the quiet library on the soft sofas reading wonderful and interesting books. Robin read his favourite book and Paddington fell asleep. Kingfishers had to be quiet to not wake him. Next they walked through the art gallery. It was peaceful, calm and quiet. There was incredible artwork on the walls. After that, they walked past the noisy music room. They had to cover their ears because a class was playing on the chime bars. Then they went into the empty lunch hall. Paddington was hungry but the kitchen was closed. Luckily he had a marmalade sandwich under his hat just in case of emergencies. Finally, he had a cup of green tea in Miss Glenny's office.

Paddington had a great day and made friends.



# McDonald's VI Fun Football Sessions

**Dates:** Five consecutive sessions from Thursday 26<sup>th</sup> February-26<sup>th</sup> March

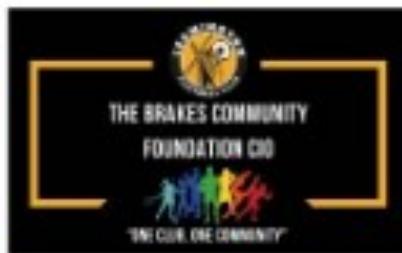
**Time:** 6-7pm

**Cost:** Free



## Leamington Brakes Community Foundation

Warwick School, Myton Road, Warwick, CV34 6PP



# Diary Dates

|                         |   |
|-------------------------|---|
| Monday 2nd February     | Loudmouth Theatre working with Y6.  |
| Tuesday 3rd February    | <b>Y4 Wagtails class assembly at 9.05am.</b> Parents/carers of pupils in this class are warmly invited to attend. |
| Thursday 5th February   | Ethel String Quartet performing to KS2.   |
| Monday 9th February     | Dragon Dance workshop for YR/1/2.   |
| Tuesday 10th February   | <b>Y3 Doves class assembly at 9.05am.</b> Parents/carers of pupils in this class are warmly invited to attend.    |
| Wednesday 11th February | Parent's Evening, 3.30—7.00pm   |
| Thursday 12th February  | Parents Evening, 3.30—5.30pm  |
| Friday 13th February    | MUFTI (non-uniform) Day. If you're able, please make a donation of £1 to School Fund via Parent Pay.              |

**Monday 16th—Friday 20th February school closed for half-term holiday.**

**Pupils return to school on Monday 23rd February.**

## Lateness

Thank you to the many parents and carers who make the effort to bring their children to school on time each day. We do need to note, however, that the same small number of families are arriving late on a daily basis.

Bringing children to school late on a regular basis is neglectful and can be a safeguarding issue. Frequent lateness is unsettling for children, affecting their wellbeing, confidence, and sense of belonging, and it also means they miss vital learning at the start of the day, which impacts educational outcomes over time.

We appreciate your support in ensuring all children arrive punctually so they can start the day calm, settled, and ready to learn

# Diary Dates

|                       |  |
|-----------------------|--|
| Tuesday 24th February | <b>Y2 Swallows class assembly at 10.15am.</b> Parents/carers of pupils in this class are warmly invited to attend. |
| Tuesday 3rd March     | <b>Y2 Wrens class assembly at 10.15am.</b> Parents/carers of pupils in this class are warmly invited to attend.    |
| Tuesday 10th March    | <b>YR Goldfinches class assembly at 10.15am.</b> Parents/  |
| Monday 16th March     | St Mary's Church leading whole school assembly.  |
| Tuesday 17th March    | <b>YR Robins class assembly at 10.15am.</b> Parents/carers of pupils in this class are warmly invited to attend    |
| Tuesday 24th March    | <b>Y3 Herons class assembly at 9.05am.</b> Parents/carers  |
| Friday 27th March     | MUFTI (non-uniform) Day. If you're able, please make a   |

**Monday 30th March—Friday 10th April school closed for Easter holiday.**

**Pupils return to school on Monday 13th April**

## **Parent's Evening Appointments**

Appointments for Parent's Evenings on the 11th and 12th February are available to book on ParentPay. Please click on the link in the email sent to you by the office team.

Please note, YR Goldfinches class will have their Parent's Evenings on the **10th** and 13th of February.

# Diary Dates

# Sydenham Superstars



## YR and Key Stage One

Have a fantastic weekend.

From Miss Glenny

