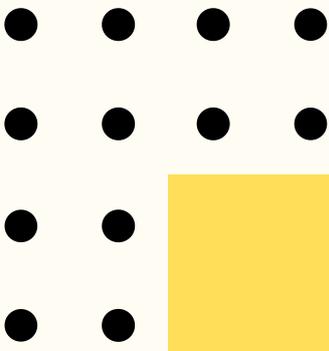
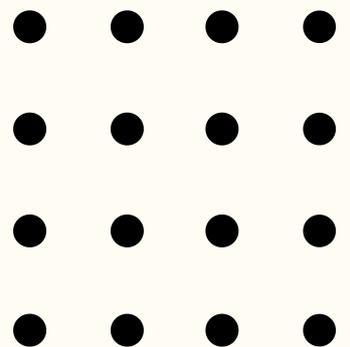


ISSUE NO. 3 | OCT 2019



# Key Stage 2

GEN Z MONTHLY MAGAZINE



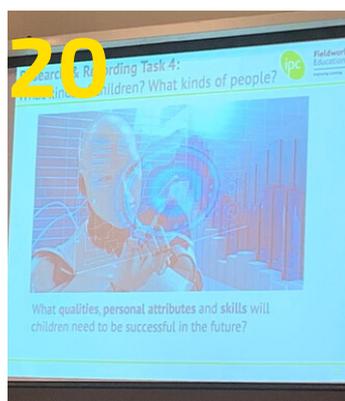
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✉ Miss Sam  
scuthbert@alsson.com  
Miss Sarah  
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🌐 [www.alsson.com](http://www.alsson.com)

# MESSAGE

From Miss Sam

**"TEACHING KIDS TO  
COUNT IS FINE, BUT  
TEACHING THEM WHAT  
COUNTS IS BEST."**

**BOB TALBERT**

**Dear Parents,**

As we arrive at our first half term, we can look back and see already how far we have come. As I walk around the classrooms and the corridors, I can see the learning and the creativity that has taken place. Our Key Stage is really beginning to come alive.

The teachers were fully engaged in their IPC Training the other week and they are now ready to tackle the Brainwave Unit of the IPC Curriculum. This unit introduces the teachers and the children to this innovative way of teaching.

Looking back over the first half term, we can already see that the focus of the teaching and learning is beginning to take us all on a new journey, and now we have completed the training I can't wait to see what comes next.

The children are really enjoying their new way of learning and this was clear from my final week in school, when I was asked to visit most classrooms to witness the learning that had taken place. I got to visit China, Greece and Japan - learning about the local foods, hotels, culture and customs. Entry Points for the Brainwave Unit will be happening shortly into the new half term and I can't wait to see what the teachers come up with.

*S Cuthbert*

Miss Samantha Cuthbert  
Head of Key Stage 2

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**THERE IS NO SUCH  
THING AS BEING  
TOO INDEPENDENT**

**INDEPENDENCE !!**

In Key Stage 2 we like to develop confident and self-reliant individuals. This ensures that the children become self-sufficient and resilient adults.

As parents we need your help to ensure this happens. We would like all our parents to ensure that the children have clear routines at home and that they are taking responsibility for themselves and their learning.

We all want the best for our children, but remember - wrapping them too tightly and preventing them from experiencing things will hinder their development. We promote the concept that mistakes will be made and we can learn a lot from them.

“

HENRY FORD:

**LIFE IS A SERIES OF  
EXPERIENCES, EACH ONE OF  
WHICH MAKES US BIGGER,  
EVEN THOUGH SOMETIMES IT  
IS HARD TO REALISE THIS.**

**FOR THE WORLD WAS BUILT TO  
DEVELOP CHARACTER, AND WE  
MUST LEARN THAT THE  
SETBACKS AND GRIEVES  
WHICH WE ENDURE HELP US  
IN OUR MARCHING ONWARD.**

”

# YEAR 3



## Message from The Year 3 Team

As we approach the October Midterm Break, it is lovely to reflect on how the Year 3 children have worked hard as a team, in order to achieve their full potentials.

Children have been busy over the past month with their IPC Unit 'Living Together', studying the differences and similarities between societies and people. They know that although we look different and act in a different way, we still need each other and we are there to support one another. The children were able to recognise the importance of friendship and the value of positive words and traits in making new friends and keeping the old ones even closer, especially during their Friendship Week where they have enjoyed many activities that reflected their ideas of good friends. They have enjoyed displaying their work around the corridors and classrooms.

Working as a team was part of the children's Exit Point in Maths, where they have made a 3D robot from boxes. This activity enhanced their understanding of 3D, as well as 2D shapes.

Plop's journey to overcome his fear of the dark in 'The Owl Who Was Afraid of T,he Dark' has been completed and the children enjoyed writing paragraphs describing the characters and settings where Plop met his friends. They were able to use adjectives, adverbs and connectives. Although Plop's journey has ended, their journey as good writers has just started; we are now expecting our children to write longer, well-organized paragraphs with more detail and more varied punctuation in the upcoming period.

### Quick Reminders

- Our children are growing really well; so are their appetites! Please ensure they have an extra snack in case of being hungry!
- There is a nice breeze in the morning so kindly send a jacket with your child.
- If you wish to pick up your child or if he/she is changing travel arrangements, please send a note in your student record book, or email Ms Sarah El Etribi before school finishes
- Having a full pencil case is necessary so children do not waste their time borrowing or looking for pencils; it is advisable to label their belongings.
- Kindly make sure children finish and hand in homework on time.
- For the coming period we advise children to practise their time tables daily.

# YEAR 4



## Message from The Year 4 Team!

### What a busy month we have had in Year 4!

We are now settled in and the students have become used to our Class Rules and high expectations. We are all getting to know each other very well. In English, the children have engaged with our Historical Fiction Unit and learned about character, setting and plot. We read a variety of Historical Fiction stories including "Polar the Titanic Bear." The children created their own stories based on the sinking of The Titanic. We then moved onto Non-chronological Reports, where the children engaged with different non-fiction information books and pointed out the features of this style of writing. They then planned and wrote their own reports. In Maths, the children have been learning multiplication and division facts for their times tables, specifically 6, 7, 9, 11 and 12. We are now focusing on geometry, including length, perimeter and area. In IPC the children have been continuing with their "Living Together" Unit by learning about different celebrations and festivals around the world, and how they differ by culture. We looked at the Venetian Masquerade Festival in Venice and The Day of the Dead in Mexico. Each class chose a country to study and we have spent the last two weeks studying each country in-depth. We came together as a year group on the last day of term to share our learning.

This month the children engaged with Friendship Week, where they worked together to decide what made a good friend. We read 'Have You Filled a Bucket Today?' and discussed how we could become good bucket-fillers. We also engaged in activities focusing on complimenting our peers. It was a great week!

**Thank you, and and it was lovely to see you all on Parent's Day!**

## THANK YOU FOR YOUR CONTINUED SUPPORT!

**The children should now be accessing accelerated reader within 48 hours of finishing their school book, so that they can show their understanding of the text.**

**Please continue to encourage the children to use Mathletics at home, we will be setting some homework tasks but the children can also choose to play against others, or brush up on their knowledge of certain mathematical concepts.**

# YEAR 5



## Message from The Year 5 Team

**"Are we ready to transport?"** whispered the Year 5 captain of the day into the invisible microphone, cleverly stitched into all Year 5 shirt collars.

**"Ready ... Ready ... Ready ..."** came the excited responses from the other classrooms.

**"Activate holograms and transport!"**

**To anyone passing their classrooms, it would have looked like learning was carrying on as usual even though Year 5 had actually left the building.**

**Somewhere in another universe the captain ordered for systems to be engaged for landing ...**

Do you, the reader, want to know what happens next?

Are you wondering if only the students have gone on the adventure?

Are you worried for the safety of the pupils? Or, what Miss Sam might do if she discovers they aren't where they should be?

If you answered, 'Yes,' to any of the above questions, we have 'hooked' your attention. As we conclude our first study of the fiction genre this year, the children have reminded themselves of how to follow a story structure, and in particular, of how to engage the reader's attention by starting their stories with dialogue, action and/or description.

They have also explored different ways to portray characters through their actions; what they say; and how they say it, which offers a new development, from simply relying solely on descriptive passages. Story and creative writing present so many opportunities for the children to showcase their imaginative ideas and writing skills. We look forward to writing more fiction later in the year.

Our next genre will be of a non-fiction nature: writing Non-chronological Reports. To move fluidly from one to the other, the children have been drafting biographies on contemporary and significant authors, whose achievements and contributions have been explained with the generous help of Ms. Helena, Head Librarian. The children have spent extra time in The Library immersing themselves in the literature of these authors before deciding on whom to focus. We are incredibly lucky to have such a well-stocked and accessible Library and this year, we have made it one of our year group priorities to make the most of it

In Maths, we have concluded our revision of formal written methods and we are looking forward to getting on with some topic work after half-term. The teachers' avidly awaited IPC training has now taken place and we are ready to launch the first official unit of the programme.

Please continue with supporting your children's home study and consolidation of their learning with Mathletics, Literacy Planet and Accelerated Reader. It was a pleasure to see you all on Parents' Day.

# YEAR 6



## Message from The Year 6 Team

It was a pleasure to see our Year 6 children enjoying their first unit in IPC and to also see how they've embraced it. As part of their exit criteria, they've looked at tourism as the world's biggest global industry. They were able to research how tourism can affect economic activity, natural resources and ecosystems.

Children were able to present their findings in a variety of ways; some were able to create posters, PowerPoint Presentations, mini performances which included role play and/or dancing, whilst others were able to turn their classroom into a holiday shop, to teach others about all the tourist attractions in a certain country.

The children were able to use their knowledge of figurative language to consolidate their learning about descriptions of character and setting. They were also challenged to understand how authors create suspense and tension through reading and completing our first novel 'Journey to Jo'burg'. They extended their learning by writing their own suspense story, using all the features they've learned about.

They've also worked through a variety of units in Maths to recap and scaffold their basic operations. They've worked hard on comparing and ordering fractions, adding and subtracting unlike fractions and finished off with coordinates.

## REMINDERS

**Reading regularly at home is an integral part of learning so please ensure that your child is reading daily.**

**Children also need to practise their times tables as these are of the utmost importance to support future units in Maths.**

**Our Year 6 children are growing faster than we realise and so are their appetites! Please ensure that your child has a healthy, fulfilling packed lunchbox.**

# BRAINWAVE

## What will we be learning about next?



“

The human brain had a vast memory storage. It made us curious and very creative. Those were the characteristics that gave us an advantage - curiosity, creativity and memory. And that brain did something very special. It invented an idea called 'the future.'

David Suzuki

Over the coming weeks all children will be studying the unit called 'Brainwave'. Before we can expect children to learn, we first need them to understand:

- What is learning?
- How do we learn?
- What is my preferred style of learning?

### PARENTS!

- Do you know the different learning styles that people can have?
- Do you know your learning style?
- Do you know your child's learning style?
- Is it the same or different?

Understanding the way we learn is an important part to helping anyone to learn new skills or gain knowledge. If you do not know the answers to these questions it could be affecting your learning and your understanding when trying to support your child's ability to learn.

Children will constantly be implementing the following skills:



Click on the lightbulb to find out more

*We are looking forward to the children discovering new learning and also applying their past knowledge to new situations. We look forward to another great month!*

# YEAR 3 - What will we be learning about next?



“

The best teachers are those who show you where to look, but don't tell you what to see.

Alexandra K Trenfor



## ENGLISH

*Can the children learn the skills of explanation and persuasion?*

Following the success of the Real Life Stories Unit; children will now concentrate on the learning goals relating to the Non Fiction Unit: Instruction Texts. Learners will read, discuss and follow a variety of instruction texts, first experiencing them as readers, then reading as writers and analysing features of the text. Then they will plan and write an instruction text based on one of the texts they have read and analysed

- Identify a text as fiction or non-fiction
- Recognise key features of instructions and find information efficiently in a book and on a page
- Evaluate different ways of giving information, discussing their evaluations, listening to others' opinions and taking turns in speaking
- Recognise the importance of verbs - in the correct person and tense - in an instruction
- Listen to instructions and follow them
- Give oral instructions
- Plan and write a simple instruction text
- Re-read and improve own writing.



## MATHS

*Can the children remember the basic concepts needed to build on?*

In Maths, Children will continue to explore key concepts that will help them think critically about Mathematics. As we continue throughout the year, children will be developing their knowledge, skills and understanding to help them apply their Maths in a functional capacity. This will help them become more mathematically-minded 21st Century Citizens and allow them to make important connections when using mathematical concepts.

- Find 10 more or less than a given number
- Identify two multiplication and two division facts from a given set of three numbers



## IPC

*Can the children apply different skills to their IPC knowledge?*

After a successful first unit in Living Together, the children will continue to engage with the IPC on a wider scale by becoming Learning Detectives! They will be accessing important knowledge and learning skills that will help them to discover how our brains work. The children will be developing the KSU to enhance their understanding of becoming successful 21st Century Citizens and will then be able to maintain a positive attitude to their learning throughout their school life!

- How different people learn
- About the importance of practice when learning a skill
- How the brain works
- How to make connections between our learning
- How we can share our learning with others
- Why it is important to learn from other children and cultures around the world
- How positive thinking can help us to succeed
- How to look after our brain
- How to design a school for learning

# YEAR 4 - What will we be learning about next?



“

You're never too old to start learning, and you're never too young to aim high and achieve great things.

Asa Hutchinson



## ENGLISH

Using basic English skills to embed all other learning

After a great first half term, where the children have been busy engaging with their learning in Historical Fiction and Non Chronological Reports, children will now be exploring the exciting topic of Poetry. Through the theme of poems and play-scripts on common themes, children will be reading and analysing poems and play-scripts, then planning and writing their own poem or script.

- Read and enjoy poetry
- Extend the range of poems read. Discuss the features of different poems
- Read play-scripts, exploring how scenes are built up
- Plan and write a poem based on the structure and theme of an existing poem
- Plan and write a play-script based on a familiar story
- Redraft the poem and play-script, improving the selection of vocabulary and checking spelling and punctuation



## MATHS

Not just about adding up - it provides us with life-changing problem-solving skills

In Mathematics, children will be continuing to develop the key knowledge, skills and understanding that will allow them to apply their learning in a functional way. In Year 4, children continue to engage with a range of topics and this will help them to become more proficient. Please ensure that the children are using Mathletics on a regular basis to support their in school learning. Key learning objectives this month are:

- Add mentally counting on in hundreds, tens and ones depending on the calculation
- Make jottings to support mental calculations
- Use the formal written method of columnar addition
- Estimate answers to a calculation
- Solve word problems and reason mathematically
- Recognise the link between fractions and decimal fractions
- Understand decimals to one decimal place
- Compare and order decimals with one decimal place

- Round decimals with one decimal place to the nearest whole number
- Use decimal notation to tenths to record mass in kilograms
- Convert from larger to smaller standard units of mass using multiplication
- Round numbers on scales to the nearest kilogram and to the nearest 100 g



## IPC

Can the children apply different skills to their IPC knowledge?

Throughout this month, learners will be engaging with the Brainwave Unit in the IPC. Children will continue to develop the idea that our brain is special because we can use it to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.

- How different people learn
- About the importance of practice when learning a skill
- How the brain works
- How to make connections between our learning
- How we can share our learning with others
- Why it is important to learn from other children and cultures around the world
- How positive thinking can help us to succeed
- How to look after our brain
- How to design a school for learning



## COMPUTER SCIENCE

Using the digital world to enhance our skills

Digital Technology is part of our everyday life, at home and at school. When we watch TV, use the phone, play a game on the computer or email a friend, we are using digital technology. We can also use it to help with our learning in other subjects, and connect with people and places across the world - there is so much to learn about, and so many exciting programs to explore.

# YEAR 5 - What will we be learning about next?



“

What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.

Chuck Grassley



## ENGLISH

*Can the children learn the skills of explanation and persuasion?*

In English, the children will be demonstrating their understanding of the Personal Learning Goals by using the book 'Shadow' to explore the shared themes between the book and themselves. They will also be learning about how to create Non-chronological Reports and linking this into the Brainwave Unit. Key objectives are:

- **Locate information from different sources**
- **Locate information from different sources and use it to build on what is already known**
- **Extract key points and group and link ideas; make notes, using simple abbreviations and write 'in your own words'**
- **Revise the features and style of non-chronological reports and explanatory texts, evaluating the writer's purpose, style, clarity and organisation**
- **Read and evaluate reports for organisation**
- **Plan to write a non-chronological report from notes taken (Life cycles / Habitats)**
- **Plan to write an explanation text from notes taken (Explanation of how reproduction in plants works)**
- **Talk through plans, describing events, before writing**
- **Write a text from a plan**
- **Proofread, edit and redraft the text, improving the selection of vocabulary and checking spelling and punctuation**
- **Report back to a group, using notes to present findings about a topic studied.**



## MATHS

*Can the children remember the basic concepts needed to build on?*

In Maths, children will be developing their knowledge, skills and understanding of different operations and applying them to learn more about measurement. Children will be experiencing the following learning goals:

- **Convert between different units of metric measure, e.g. km to m; cm to m; cm to mm; kg to g; ml to l, etc.**
- **Measure and calculate the perimeter of composite rectilinear shapes in cm and m**
- **Calculate and compare the area of rectangles (incl. squares) and including using standard units cm<sup>2</sup> and m<sup>2</sup> and estimate the area of irregular shapes**
- **Estimate volume and capacity**
- **Solve worded problems converting time**
- **Understand and use approximate equivalence between metric and common imperial units, e.g. inches ("), pounds (lbs) and pints (pts), etc.**



## SCIENCE

*Can the children use their knowledge to find their way?*

The Year 5 Team are excited about utilising the Brainwave Unit to work on their Scientific Enquiry Skills. They will be exploring Living Things - how organisms grow and develop over time. Some key objectives that link to the Brainwave unit are:

- **Reporting and presenting findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results in oral and written form (such as displays and other presentations)**
- **Identifying scientific evidence that has been used to support or refute ideas and/or arguments.**



## IPC

*Can the children apply different skills to their IPC knowledge?*

Year 5 have experienced a really positive start to the year! After engaging with a range of Learning Goals, they have started to ensure that they are using their knowledge, skills and understanding to make important connections with their learning. This month, they will continue to develop important learning attributes through a cross curricular approach to their learning. The commencement of the Brainwave Unit, where the children will discover the Science of Learning will facilitate this. The Personal, Subject and International Learning Goals within the unit offer a range of opportunities to connect learning across a wider range of subjects. Throughout the Brainwave Unit, children will be finding out:

- **About different methods of teaching and how we like to learn**
- **About some of the different areas of the brain - how information gets into the brain.**
- **How relaxation can help prepare us for learning**
- **How we can improve our memory**
- **How positive thinking can help us to succeed**
- **How we can support each other to achieve our goals**
- **How we can become more active global citizens**

# YEAR 6 - What will we be learning about next?



“

If we knew what it was we were doing, it would not be called research, would it?

Albert Einstein



## ENGLISH

*Can the children learn the skills of explanation and persuasion?*

Throughout this topic, children will be engaging with a range of English Learning Objectives, across a range of topics. Children will be using the text 'Wonder' to help compare and contrast the Personal Learning Goals in a fiction text, to themselves and they will be demonstrating understanding of these on a wider scale. The children will also be exploring sensitive issues within the unit and engaging with the following objectives:

- Recognise key characteristics of non-fiction text types.
- Identify features of balanced written arguments.
- Identify features of balanced written arguments.
- Identify features of balanced written arguments.
- Participate in a debate about a controversial issue.
- Argue a case in writing, developing points logically and convincingly.
- Write a balanced report on a controversial issue

## MATHS

*Can the children remember the basic concepts needed to build on?*

In Maths, the children will be exploring the Learning Goals related to decimals. This is a tricky topic and children are encouraged to use the Mathematics learning resource, on a regular basis to help further develop their understanding of the following objectives:

- Add numbers with up to two decimal places using the formal written method of columnar addition
- Subtract numbers with up to two decimal places using the formal written method of columnar subtraction
- Estimate and check the answer to a calculation
- Identify the value of each digit in numbers with three decimal places
- Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places



## IPC

*Can the children apply different skills to their IPC knowledge?*

The first half term has allowed the children to demonstrate their knowledge skills and understanding of important Personal, Subject and International Learning Goals. The first unit of the IPC provided children with insight into how learning can be linked across a range of different subjects and the Year 6 Team are excited about developing this further, throughout the year!

With this in mind, this month, Year 6 will be utilising a cross-curricular approach to learning, in an engaging and dynamic way, through the use of The Brainwave Unit.

The Brainwave Unit is a highly important topic that will help children to understand the science behind Learning. In Year 6, the children will be discovering a range of learning goals and applying them to their own learning. By the end of the unit children will:

- Know about some of the recent evidence and research into the brain and learning
- Know about some of the different areas of the brain and their function
- Understand the different ways that they can learn
- Understand how they can improve their learning and their attitudes to learning
- Understand the importance of cooperation and global awareness in their learning

# HELP ! LET'S COMMUNICATE

## ➔ General Enquiries



Miss Sarah  
seletribi@alsson.com



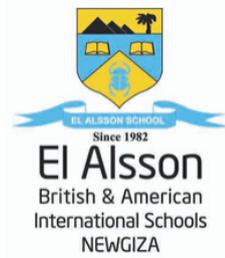
www.alsson.com

Ms Sarah Eltribi has the answers to most general information. She is kept up-to-date on anything happening in Key Stage 2 and will usually have the answer! If she doesn't she will quickly find out - efficiently providing you with the answers you need.

She is also the person to contact should your child be off sick, for any general inquiries or anything related to bus or car routines and organisation.

## ➔ Email addresses

Please click on the El Alsson logo to access the school website where you will find all of the email addresses for each teacher, including Specialist and Arabic.



# PARENT INVOLVEMENT

## Parents' Day ⬅

This month saw our very first parents' day and we are pleased to say that it was a very positive experience. Parents and teachers have fed back and agreed that the experience was a positive one and on the whole many parents were pleased with the progress made.

Across the department Miss Sam was greeted with many parents who passed on their positive comments and were happy with what we were providing for the children.

We would like to thank you for taking the time to share your positive comments and hope that the year continues in the same way - if not becoming even stronger as we move forward.

Over the past couple of weeks we have had a number of events that have seen parents being invited into school. From Parents' Day to IPC Exit Points and Class Assemblies - the kids and teachers really have been busy.

It is a pleasure to welcome you in and to see the reactions of the children when they present their work to you.

As we move forward, it will be less of the teachers and more of the children that you see. As confidence grows the children will become more in control of their learning and will be driving the process more and more.

Already we are seeing the children taking ownership of this and things can only get better.

“

BOB KEESHAN:

**PARENTS ARE THE  
ULTIMATE ROLE MODELS  
FOR CHILDREN. EVERY  
WORD, MOVEMENT AND  
ACTION HAS AN EFFECT.**

**NO OTHER PERSON OR  
OUTSIDE FORCE HAS A  
GREATER INFLUENCE ON  
A CHILD THAN THE  
PARENT.**

”

# COMING SOON ...

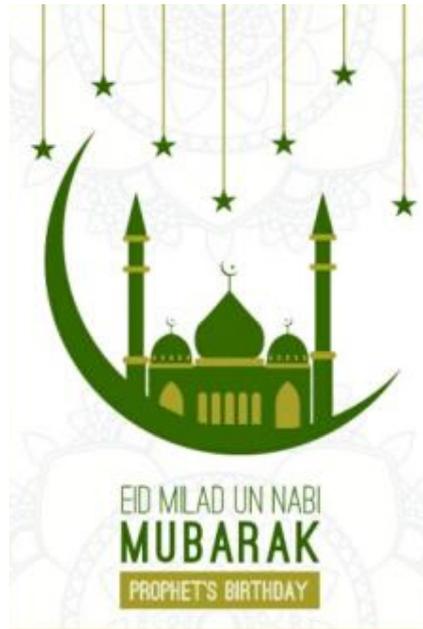
## TO A KEY STAGE 2 NEAR YOU !

*Set a reminder for  
the key dates for KS2!*

### NOVEMBER 2019

- 10th Holiday - Prophet's Birthday
- 11th Parents' Day
- 21st Year 5C Assembly
- 27th Year 3 Trip (Pharonic Village)
- 28th Holiday - Thanksgiving

*Click on the calendar to go to the  
live updated El Alsson calendar*



# COMING SOON ...

## TO A KEY STAGE 2 NEAR YOU !

*Set a reminder for  
the key dates for KS2!*

### DECEMBER 2019

- 1st Arabic Week
- 5th Year 6D Assembly
- 12th Year 4A Assembly
- 19th Christmas Parties

*Click on the calendar to go to the  
live updated El Alsson calendar*



“

EDWARD DE BONO:

**“CREATIVITY  
INVOLVES  
BREAKING OUT  
OF ESTABLISHED  
PATTERNS IN  
ORDER TO LOOK  
AT THINGS IN A  
DIFFERENT WAY.”**

”

# SNAPSHOT INTO ...

## PROPHET'S BIRTHDAY CELEBRATIONS



### TIME TO GET OUR TANOURA ON !

Mr Tharwat organised a fun-filled Tanoura experience to celebrate the Prophet's Birthday. As usual it was a great atmosphere, with all members of Alsson joining in the fun; from the smallest FS1 to the Year 13's, teachers to admin staff and even the matrons were singing and dancing!

**A fun celebration for all !**



# SNAPSHOT INTO ...

## EVERY DAY IS A SCHOOL DAY - EVEN FOR OUR TEACHERS!

Our teachers engaged in their training for the IPC. It was an interactive workshop where we were shown the philosophy and understanding of the IPC and we were trained how to deliver quality learning through this system.

Teachers worked together in teams and shared ideas in order to develop the next steps of learning.

We came out full of ideas and enthusiasm - so here's to the next half term and seeing how the children react to what we have learnt!

**Working together to inspire the younger generation!**

## IPC WORKSHOP!



## CLASS ASSEMBLIES

### YEAR 6C GOT US OFF TO A GREAT START !

We have begun our class assemblies in KS2 and Year 6C led the way with an interesting, informative and entertaining assembly.

Led by Miss Marwa, with help from Mr Mostafa, we were taken on a Spanish journey. The children led us through a series of different aspects of the Spanish Culture - from the language to festivals and of course - the food!

The energy and the confidence of the children was great to see, alongside the links between their learning across the subjects!



**What a great first assembly to set the bar and the standard for the year!**

**Well Done 6C!**

