



LIGHTWOODS PRIMARY ACADEMY



Mr Matthews



Plenty of wonderful events have been unfolding around the school this week, both in EYFS/KS1 and KS2. You can catch up on all the latest from Years 3-6 in the KS2 news section below.

A big thank you to everyone for their efforts on 'World Book Day' – everyone looked fantastic!

Unfortunately, we encountered technical difficulties that prevented us from producing our usual newsletter in 'Sway' this week, hence the altered format.



It's been a busy week – as ever – in Key Stage Two! These short half terms are really non-stop, with themes being delved into at lightning speed as children soak up all the exciting knowledge, with visits and visitors to enhance their learning too. No two days are ever the same and I can truly say that is just one of the many things that makes me love my job – we are very lucky!

Year 3 have been developing into mini eco-warriors with their theme, Planet SOS. The highlight of the week was their learning together session, which created a real buzz in school, with the hall full of parents and children giving a second life to all our old rubbish. They used junk modelling to demonstrate the damage caused by plastic across the world, sending home an incredibly powerful message. We would like to thank our wonderful families for joining in and supporting us with this opportunity. Year 3 also had a visit from Mrs Highfield from Shireland Trust, who helped them experience digital music in an exciting afternoon!

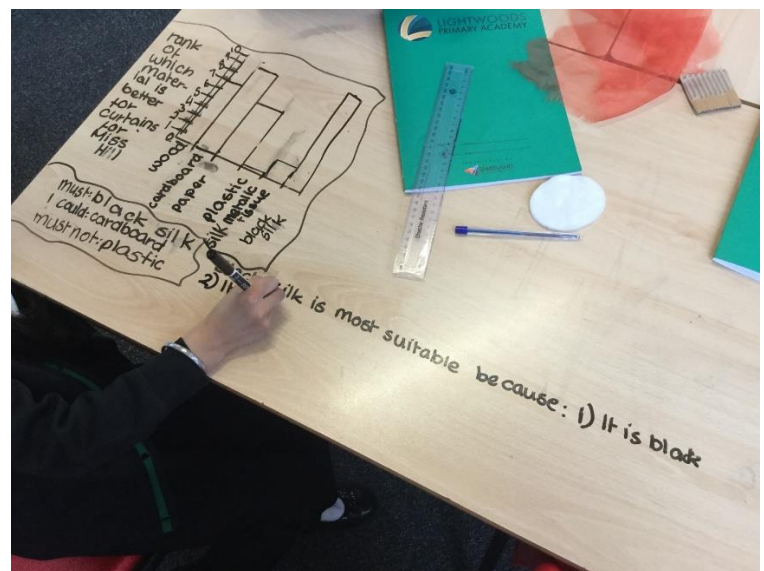
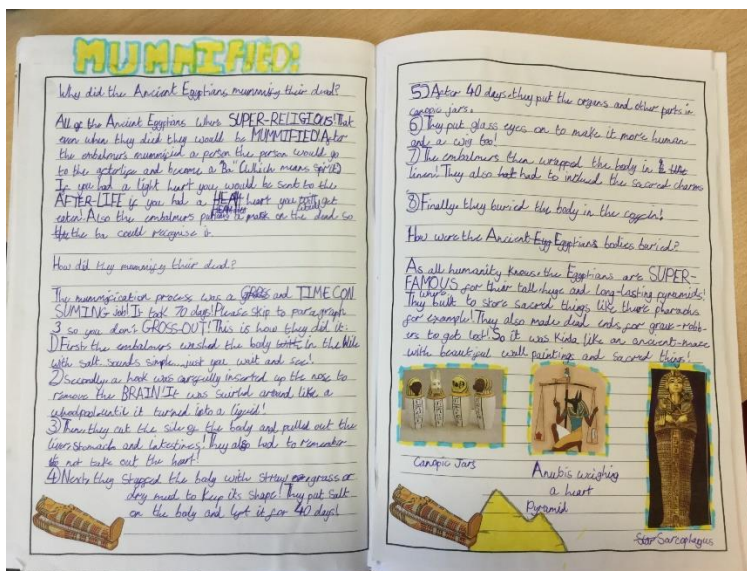


Year 4 have been enjoying their Mountain High, River Low theme and created some amazing 3D island maps at home. The children particularly impressed me when they came and told me all about links and connections to prior knowledge that they had noticed in their new theme! They took their learning into the real world with a rather muddy walk around Warley Woods too; how lucky we are to have such a fabulous resource on our doorstep! They used compasses to find their way around with a map, and identified human and physical features of the landscape. Year 4 also had the privilege of a visit from Elmhurst Ballet School this week, where they were absolutely blown away by the talent of the ballerinas, and even had a go themselves. I think we have some budding dancers amongst them!





Year 5 are becoming experts in Ancient Egypt, with their new theme, Mummified. Their developing writing is looking fantastic, with reports being written all about the gruesome details of the mummification process. They were also super scientists this week, comparing different materials based on their properties and investigating transparency. It was lovely to see the creative ways they recorded their findings.



Monday 4th March

Explanation of the mummification process

The Ancient Egyptians believed that they had to mummify people to get to the afterlife. When a pharaoh was ruling Egypt, they would be building their tombs for when they died. A person's spirit (ba) needed to get to the afterlife and had to come back to the body every night to rejuvenate. If the body was not preserved correctly or carefully then the body spirit would be destroyed.

The process of mummification was a really careful ~~thing~~ ^{ritual}. Firstly, the body would be washed in the Nile river. Secondly, the brain would be taken out with a big hook through the nose. Next, the body was slit open down the side. All the organs were taken out except for the heart because it was thought to lead them in the afterlife. If the heart was lighter than a feather you would go to the field of reeds.



The organs were put into canopic jars. They were protected by gods. Hapi protected the lungs.

a special salt called natron and the body was covered in salt to stop the flesh from rotting. Then the body was ~~stuffed~~ ^{stuffed} with material and spices left for 40 days. After 40 days, the body was ~~stuffed~~ ^{stuffed} with material and spices to give it back its shape. They would rub the skin with oil to soften it and they would add false eyes and a wig to make sure the spirit (ba) could recognise the body. Lastly, the body was wrapped in linen bandages and a mask was placed over the head which represented the person's face.

How were the Egyptians buried?

Egyptians were buried in pyramids. If the Egyptian was rich, they ^{was} were put in a stone coffin called a sarcophagus and if they were not rich they would be put in a wood coffin. If they could not afford mummification they would just be buried in a hole. To complete the process the person was put the coffin with their belongings, jewellery and even their pets were mummified with them.



Year 6 have blown me away this week. They have been working their socks off to demonstrate their learning in some practice SATS tests, and we are so impressed with their work ethic and superb progress this year. Although there are so many measures of success with this cohort, not just academic, the children really do deserve credit for their attitude to learning and the way they applied themselves this week to show us what they can do. Well done, Year 6! They have also been getting stuck into their new theme, Mozart Mash-Up, by discovering how music has changed throughout the years and really feeling the powerful messages that different styles of music can convey. I am looking forward to seeing this theme progress!

Residential visits

We always pride ourselves on offering additional opportunities to children, and residential visits are always an exciting time. Before half term, we returned from a wonderful trip to Paris, France, with Year 6. The smiles on the children's faces said it all – we truly were making memories! They climbed the Eiffel Tower, stood under the Arc de Triomphe, braved the rollercoasters at Disneyland Paris, got muddy playing an exciting game of archery tag, sampled French delicacies (snails, anyone?) and shopped for souvenirs in a French market town, to name but a few of the activities! I will be writing to Year 5 shortly about the opportunity for them to take part in this same trip next February.

Next month, we are also looking forward to taking Year 4 to Frank Chapman Residential Centre in Bewdley. I will be holding a short parents information meeting on Monday 18th March at 5pm in the main school hall, covering important details about the trip and offering an opportunity to talk to staff and ask questions. We look forward to seeing as many of you there as possible.

The Diana Award

This week, seven of our pupils visited Shireland Collegiate Academy for The Anti-Bullying Ambassador Training from The Diana Award.

The training involved;

Learning BSL

What an anti-bullying ambassador is

Understanding and identifying what bullying is

Signs and symptoms of bullying behaviour

They learnt the types of bullying - Verbal, indirect or physical - and key aspects - repeated, negative or intentional.

The children also learnt the S.A.D method ,which is what to do if someone tells them that they are experiencing bullying behaviour.

SAY - Thank you; Telling that person thank you is a great way of showing respect and acknowledging that the person has been very brave for coming to talk to you.

ASK - What has been going on?; Ask the person what has been going on and then make a special effort to really focus on what they are saying. This is called active listening.

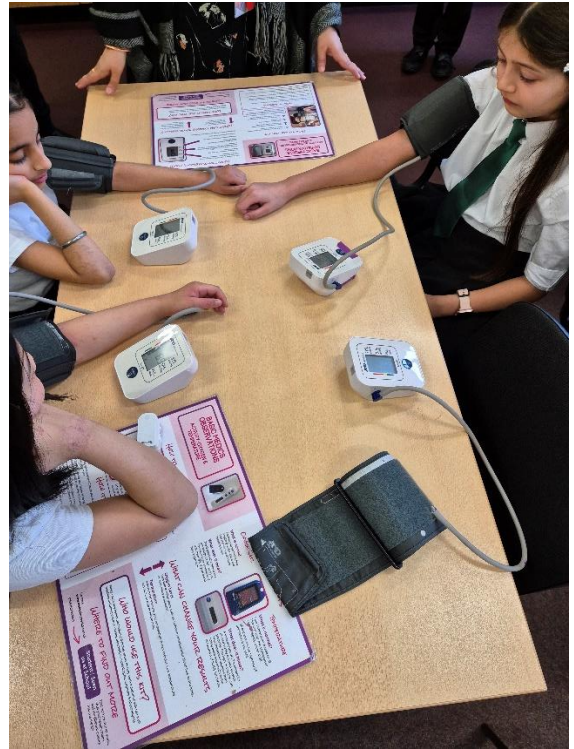
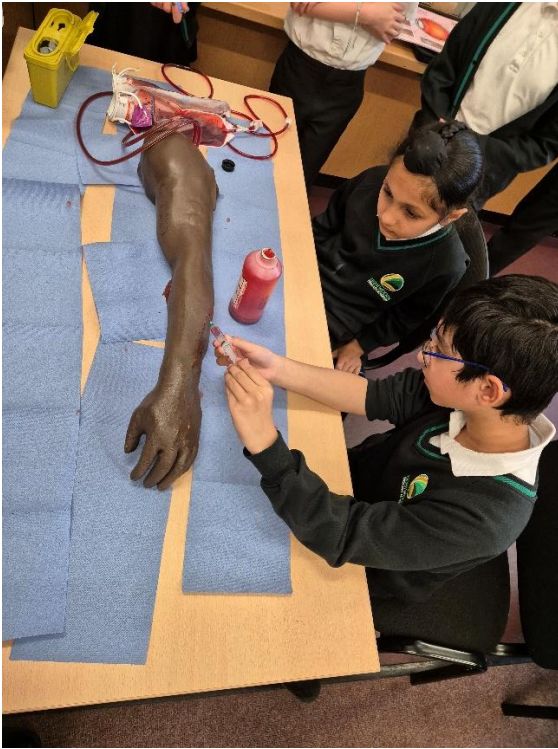
DO - What would you like to do?; Allowing the person to come up with their own solutions is a great way of empowering them and respecting their choice. You can then support them with their next steps. Make sure you tell a trusted adult like a teacher about what has happened.

These were only the first steps of their ambassador journey - they will be able to earn other badges too, such as well-being, community and inclusion. The team came up with lots of wonderful ideas which they will be sharing after half term with our senior leaders in school.



Medical Mavericks

We were thrilled today to have Medical Mavericks in to work with Year 4 and 5 children. They got to try out real medical techniques and be really hands-on! They've taken blood pressure, drawn blood from a false arm, used keyhole surgery tools and even found my veins using a clever handheld machine! It has been a fabulous learning opportunity and they have thoroughly enjoyed it.



Joe – Sycamore class

Joe is a passionate Watford FC fan who takes his team very seriously! I am always amazed at how he manages to fit Watford into almost anything he does – be it a story, a piece of art or a non-uniform day! Joe was lucky enough to experience being a mascot for his beloved team last weekend. Joe, we are proud to see you following your passion!



World Book Day

As ever, we had a fabulous day celebrating reading! Reading for pleasure really is part of the culture here at Lightwoods, and this week really proved it. We started the day by revealing the results of The Masked Reader. I've loved seeing all your guesses coming in on class dojo, too. There were far too many correct guesses - the teachers will have to try harder next year! The whole school was absolutely bursting with energy, with children reading to each other, reading to themselves, and finding the amazing places reading can take them - not to mention impressing us with some creative costumes! The staff loved getting involved with dressing up too, of course! We were also lucky enough to have a visit from illustrator, Tommy Morrison, and had a brilliant time listening to his story. Lots of children purchased his book, *The Bim-Bam Boozle Bird*, and had a lovely, personalised message written inside - what a fabulous keepsake! Our Key Stage Two children also took part enthusiastically in his illustration workshops and were intrigued to learn a lot about the process involved in creating a book. I have had so many positive comments from children and staff about the day, but really, I have to thank the children and their parents for being such wonderful reading role models - thank you!



