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Parent Weekly Newsletter

Summary of Spring 1,
Week 5

19th February 2024

What's going on behind the
scenes at Carcroft School?



Dates for the forthcoming week (Spring 2 Week 2)

Spring Diary Dates

What?	When?	<i>Which year groups/crews?</i>
Crew Haddock cake sale - Raising money	Thursday 29th February 3:10pm	



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Next Week... (Spring 2 week 3)

Monday 4th March - Crew Haddock at Yorkshire Wildlife Park all day

Monday 4th March - Assessment week

Thursday 7th March - World Book Day

Thursday 7th March - F2 Parents stay and engage

Friday 8th March - School closed for Staff Day



Sharing our Stories as we go...

We understand that life gets busy so parents do not always get the chance to visit our website but we want to share with you all of the amazing stuff we get up to at Carcroft School; we call this sharing our stories.

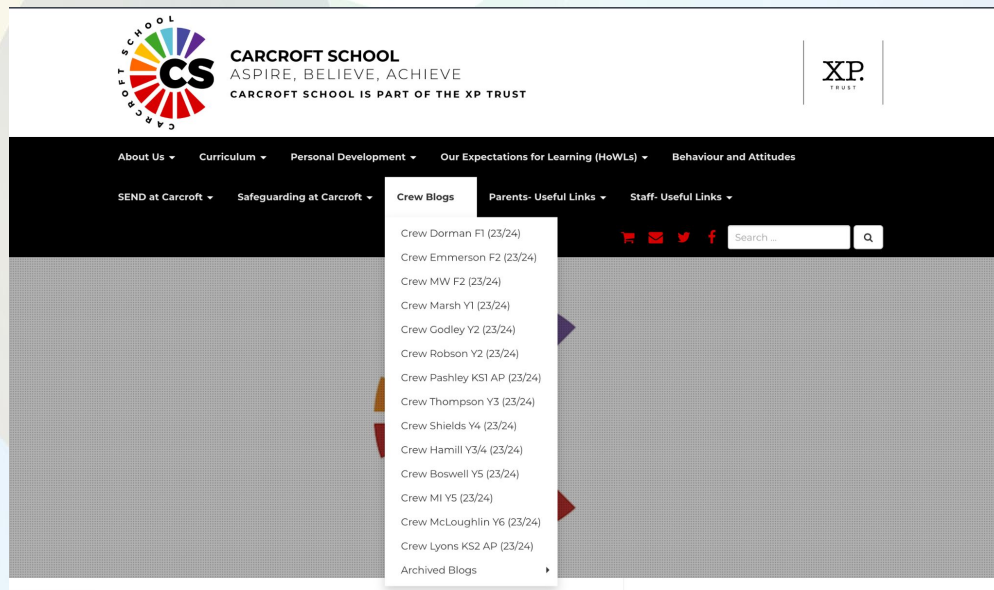
In order to share our stories, as well as blogging on our website, we are also going to provide snapshots via our weekly newsletter.

However, if you wish to see more of what your child gets up to whilst at school, head to our website using this link and head to crew blogs and select your child's crew.

[Website link](#)



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Celebrating the Best Version of You!

At Carcroft School and across the XP Trust we want our children to leave us being the best version of themselves. In order to support our pupils to achieve this, we focus on three key things (3 dimensions):

1. Character Growth
2. Beautiful Work
3. Academic Success

Each week we will showcase how this is done!

Mindful Monday - Getting along with others



We spent some time getting mindful, taking deep breaths to focus ourselves, as well as repeating positive affirmations.



Character Growth (Crew)

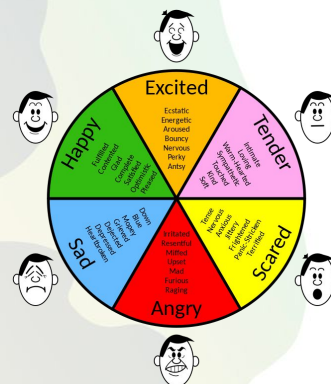


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Managing emotions in Crew Shields.

As part of our RSE curriculum this week, we were discussing the ways we can manage our emotions if we become dysregulated. We practiced some breathing exercises as well as a short yoga video aimed at helping us relax and relieve anxiety.



Beautiful Work

This weeks beautiful work has a range of art and writing. Well done everyone!



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'I will produce
beautiful work
that I am proud
of'

Academic Success- Reading

We aspire for our pupils to leave us achieving the best they can academically across the curriculum.



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Children must bring their book bag into school every day so that their reads can be checked and in case their book gets changed.

It is extremely important that children are reading daily at home.

Thank you for your support with this.

Please can we ask that children are reading their book at home for 10 minutes per day and at least 3 x per week/ ideally 4 times a week.





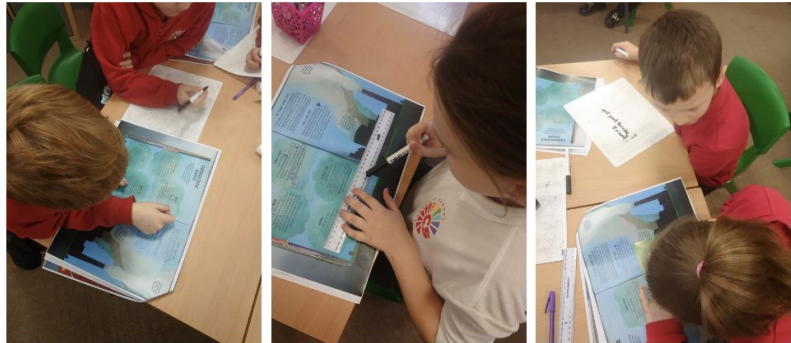
Demonstration Comprehension in Crew Shields - Working together to unpick question types and build quality answers for the different questions.

Demonstration comprehension really helps children progress with answering comprehension questions as their teachers are modelling how to unpick and understand a question and then craft a good answer.

Demo comprehension in Crew MI

📅 8th February 2024 👤 Emily Ibbotson

We had a great session today in Crew MI really focussing on vocabulary and inferences. We used APE today to explain how characters were feeling and used evidence from the text. We also challenged ourselves to think about what impression we have of characters and why.

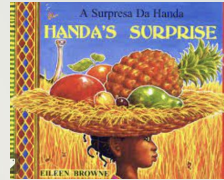


Academic Success- Reading



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KS1 bringing books to life again. Something they do often to help the children remember the story and experience through the characters eyes!



KS1 made bananas for their experience lesson, when Handa started walking to her friend Akeyo she walked past a tall tree which had a cheeky monkey in it, who pinched Handa's banana!!

We tried really hard at balancing our banana on our head just like Handa does. Look at our balancing!

Academic Success- Star Reader Breakfast



Another group of pupils reading more at home. We shared what books we are reading and what we're enjoying about them. Fantastic to see new faces this week - well done everyone!



Academic Success- Writing

We aspire for our pupils to leave us achieving the best they can academically across the curriculum.



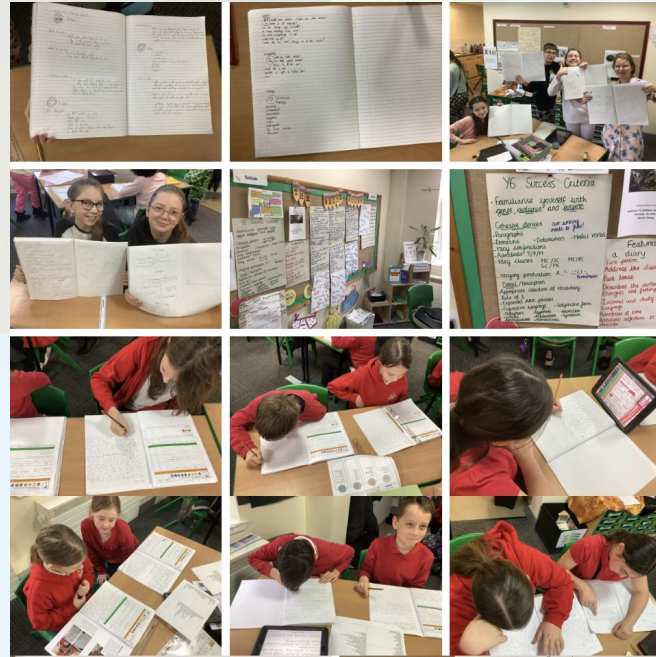
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Getting prepared for our independent write

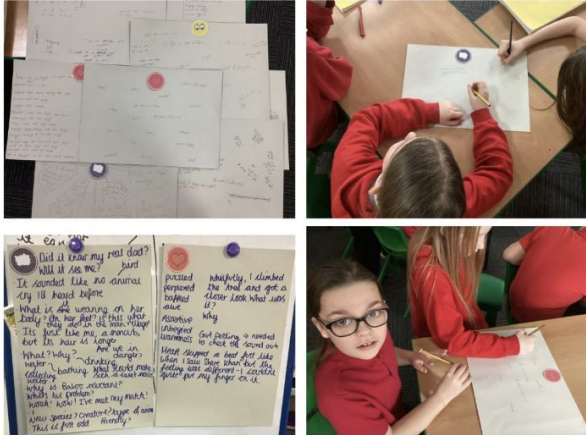
For today's first 5, Y5 and Y6 collaborated with each other to share and critique each others diary entries before we moved onto our independent write. Y5 praised how well Y6 got into character of Mowgli when writing and ensured their vocabulary was limited to that of Mowgli's, who had been brought up in the jungle. Y5 since took this on board and chatted their own ideas - Y6 were very impressed and have included these in their chotting. We are eager to start writing now!



Lots of planning and preparation going into independent writing in Y6. Taking time to reflect on audience and purpose, ensuring we are writing to the success criteria and our own MEs.



In mini crews of three, we watched the ending of the original Jungle Book - where Mowgli observes the man village. We each watched with a focus through a specific lens: either notice, feeling or imagining - some even chatted potential Y5/6 spellings and sentence starters. We then came together to start planning our chosen ideas in our books. We found it so much easier with a specific focus and then collaborating.

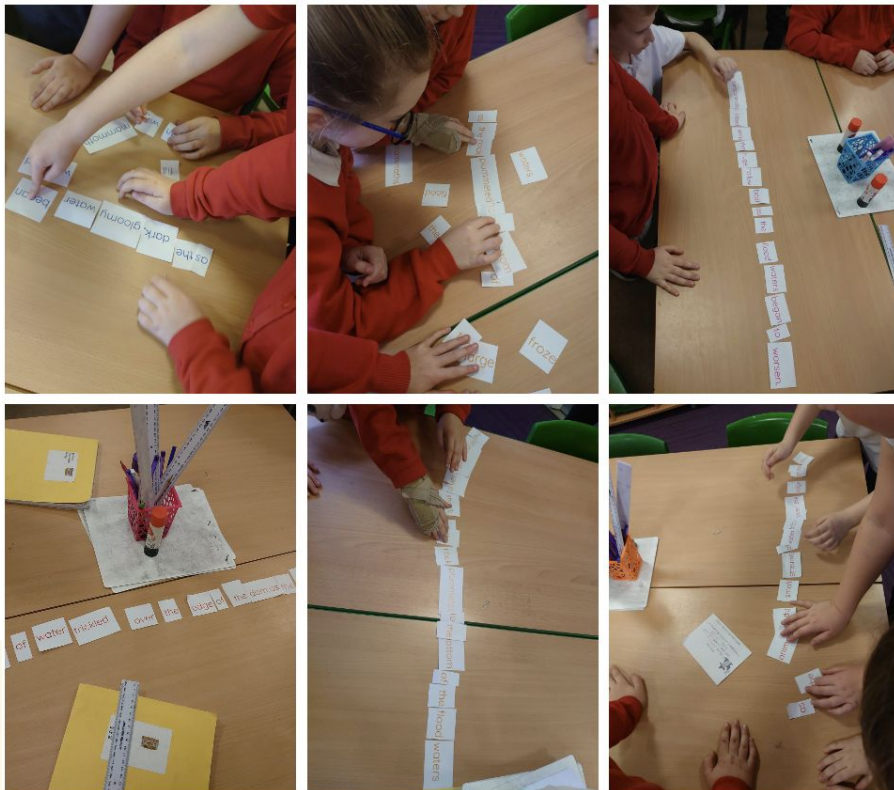


Academic Success- Writing

We aspire for our pupils to leave us achieving the best they can academically across the curriculum.



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Miss Shields explained, We had a practical session with subordinate conjunctions. Children were asked to rearrange the words to create a sentence that made sense with a subordinate clause. Once each group had completed their section they moved around the other sentences and worked together to move the subordinate clause either to the start or end of the sentence.



Addressing gaps in maths

📅 12th February 2024 👤 Hannah McLoughlin

In maths we have been revisiting gaps in our learning from the year so far. Our arithmetic of four operations is secure so we are revisiting multi-step worded problems which we found tricky at the start of the year. To begin with we unpicked various problems together – starting with one step to build our understanding. Then in partners did lots of wipeboard work. When miss assessed we were ready to move on – we picked SATS problems from around the room to solve – it really helped collaborating with others to read and understand the given problems. Y6 are smashing their learning!



Y6 crew



Investigating the number 8

📅 12th February 2024 👤 Sarah Mcglone

In maths we have been investigating the number 8, finding different ways that 8 can be made.



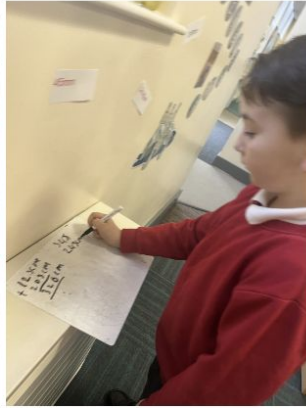
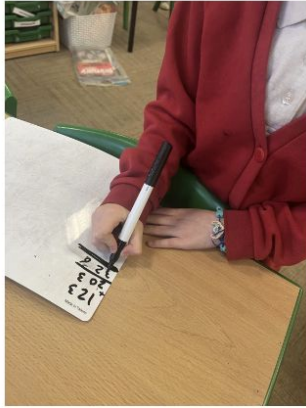
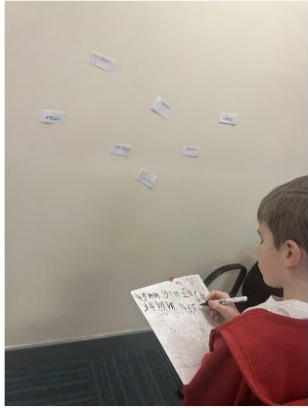
EYFS crew



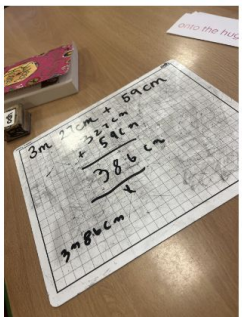
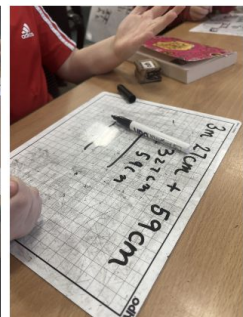
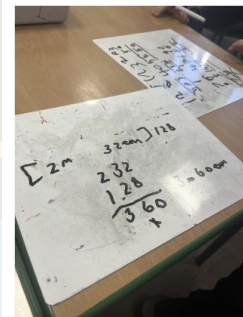
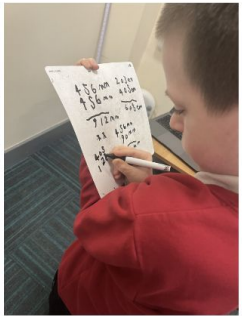
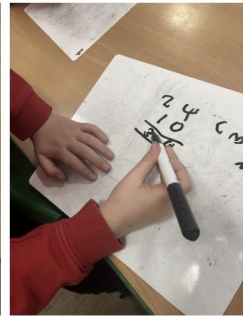
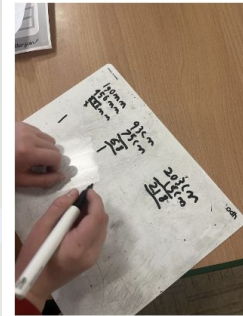
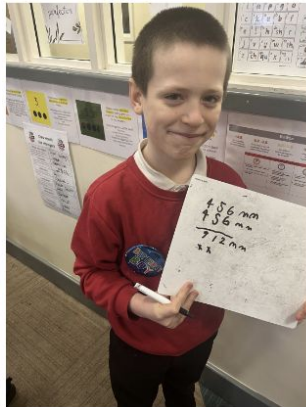
Academic Success- Maths



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We worked really hard on ensuring our columns lined up and that we could add the measurements accurately, starting with our ones. Some of us even challenged ourselves to add metres and centimetres, converting between the two!



Fractions of shapes

📅 8th February 2024 👤 Eleanor Pashley

This week, in magic maths, we have been looking at halving and quartering shapes. We talked about each part must be equal. We talked about how 2 parts or 4 parts make a whole shape.



Wider Curriculum EYFS

As part of our expedition, we have been looking at Chinese New Year and the traditions associated with it. We looked at the tradition of giving red envelopes containing money to children to bring them good fortune, good luck and blessings. This tradition now extends to giving envelopes to extended family, friends and colleagues.



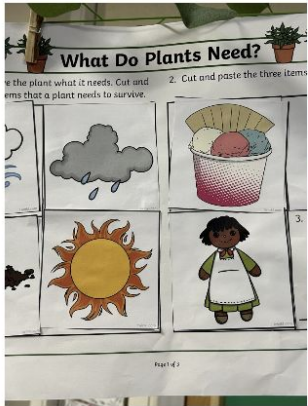
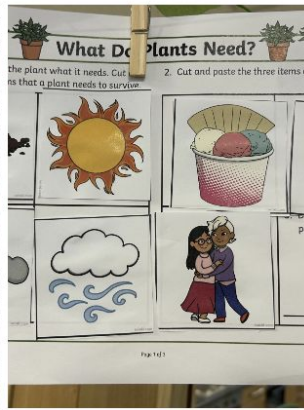
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Wider Curriculum Science

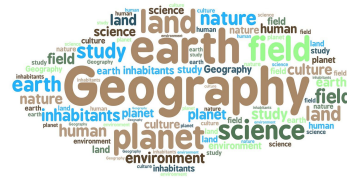
Last week, in Crew Pashley, we have been looking at the habitats of animals and plants to continue with our Expedition work looking into the planet. We looked at what plants need and different diets of animals too!

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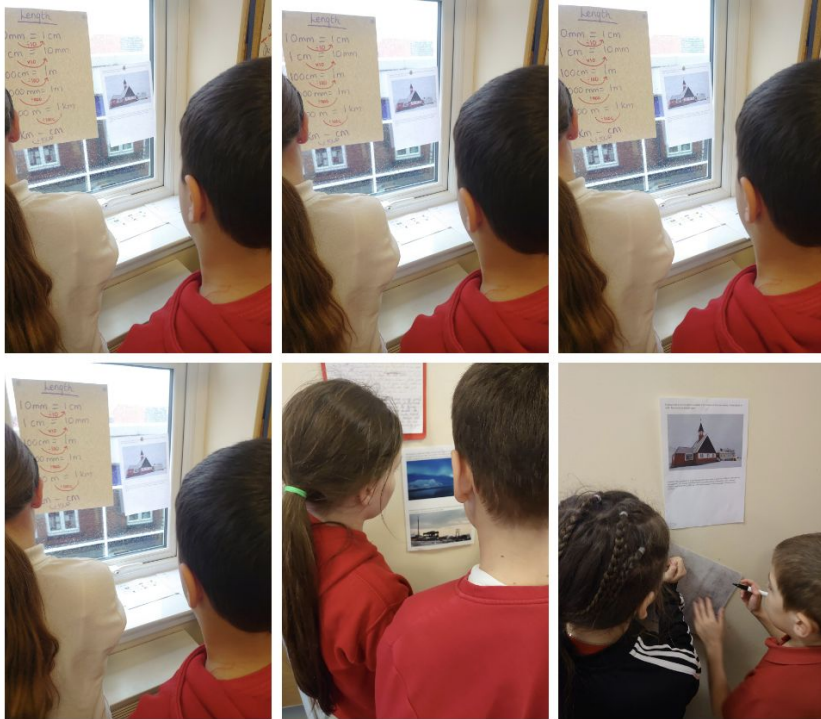


Wider Curriculum

LKS2



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This afternoon we completed our last geography lesson for this case study. We were using our reading skills to skim and scan information about Svalbard to find some key information.



Yesterday afternoon, we looked in more detail at the physical and human features of the UK. It was lovely seeing all the natural beauties we have in the UK. Once children has sorted them, we did a gallery walk to see if we agreed with the grouping of others.



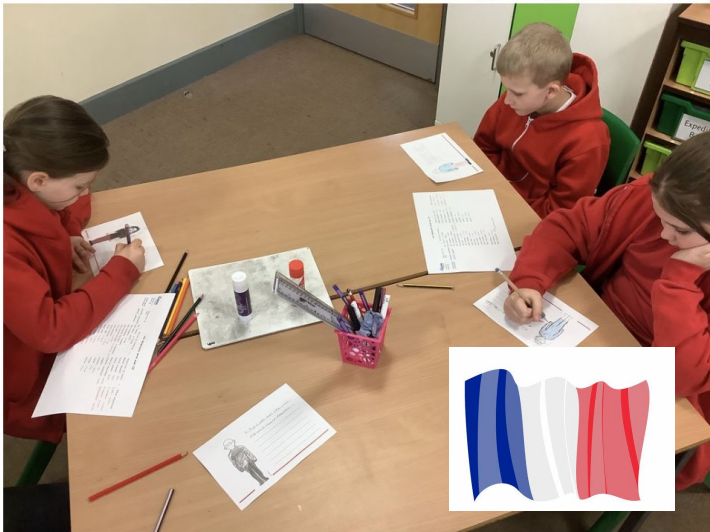
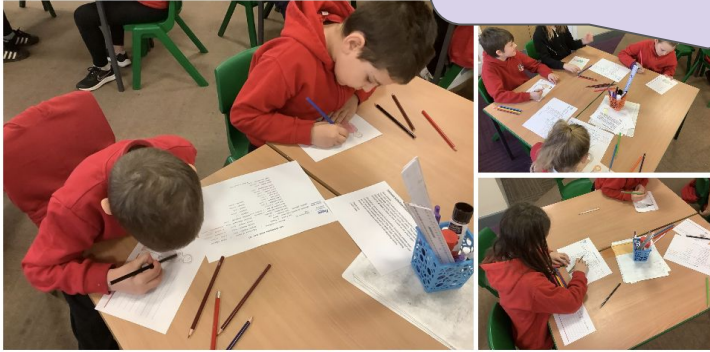
Wider Curriculum

MFL

KS2: Across school, pupils are studying French in their MFL sessions. They are currently learning about numbers and ages!



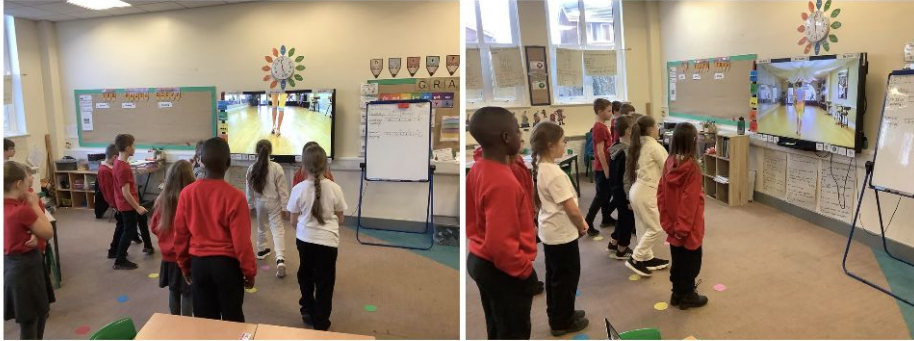
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Crew Hamill and Crew Thompson – Music 🎵 ✨

📅 12th February 2024 👤 Sarah Mcglone

We have started a new unit of music called 'Latin Dance'. We started by learning the basic steps of salsa dancing, making sure that we kept the rhythm so that we all did the correct steps at the same time.

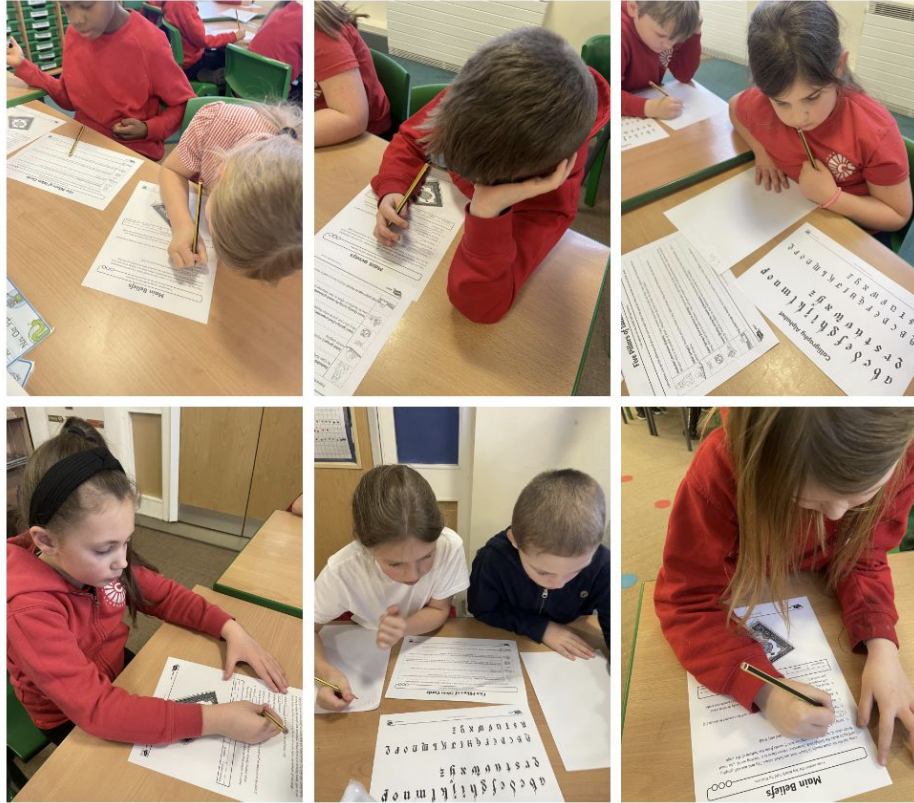


We then discussed that different songs are structured in different ways. We listened to our song 'Latin Dance' and identified how the song is structured. Once we had recognised the structure, we began finding the beat of the bar, adding some basic footwork from the basic steps we looked at at the beginning of the lesson. We then added in a further action on beat 1 to represent a two quavers (jogging duration).



KS1: During this lesson, we warmed up by recapping walk (crotchet) and 'jog' (quaver) durations before looking at 4-beat rhythms. We discussed rhythm grids and looked at the symbol for 'rest'.





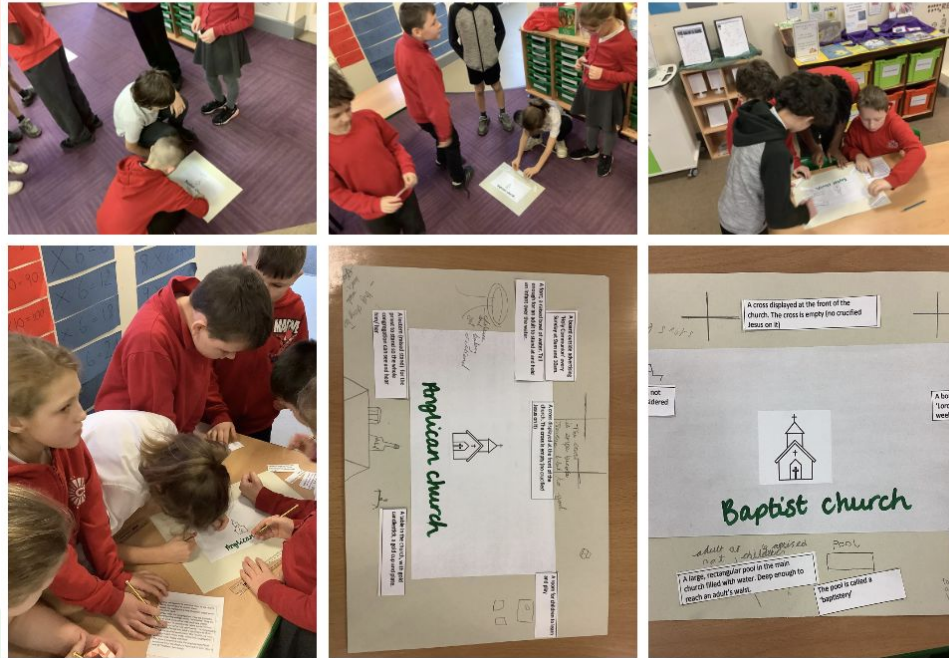
In RE, we looked at who Muslims are and why they pray. We first discussed the difference between Christians and Muslims and found out that Muslims do not pray to God but do pray to Allah. We learnt the 6 main beliefs that Muslims have: belief in Allah, belief in angels, belief in holy books (the Qur'an), belief in the prophets, belief in the day of judgement and the afterlife and belief in predestination. We then found out lots of information about the 5 pillars of Islam. We then completed the main beliefs of Muslims and had a go at using calligraphy to write these out.

Y5 continue to explore Christianity in their RE sessions.



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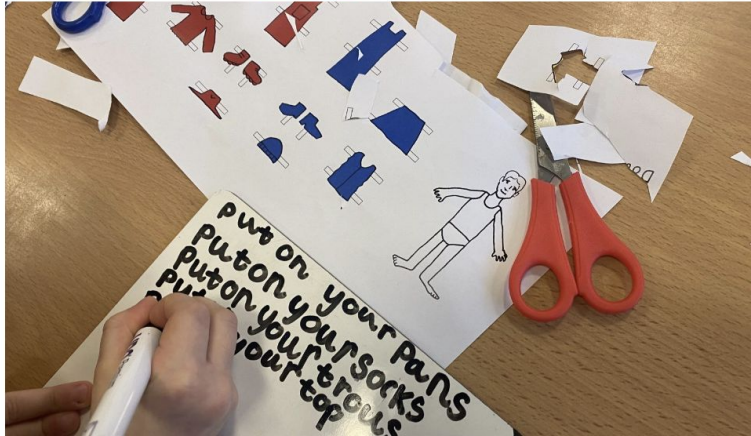
In today's lesson, we learnt more about worship but focussed on the differences between Anglican and Baptist churches. We watched a couple of videos and then sorted features to match the churches. We then drew pictures to represent what we had learnt.



Wider Curriculum

ICT

KS1: In our computing lesson, we explored what an algorithm is.



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LKS2: In our computing lesson, we explored what computer inputs are.



Wider Curriculum

ICT

UKS2: Tinkering with music elements in scratch.

Programming music with Scratch

Basic commands	The simplest instructions that can be used.
Bug	A mistake or error in the code, stopping the program from working as intended.
Computer code	A set of instructions written in programming language, to tell a computer what to do.
Code (verbs)	To write in programming language (code).
Code block	A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.
Debug	To remove and repair the error or mistake in computer code.
Error	A mistake or a fault in software.
Live loop	Like loops, but instead of repeating a number of times, they go on forever. You can also have multiple running at the same time.
Loop	A repeated sequence of instruction.
Pitch (music)	A musical term which refers to how high or low a note is.
Program language	The particular library of code which a piece of software is written in, for example Java and C++.
Rhythm	A musical term that refers to the 'pattern' of long and short notes.
Scratch (®)	A coding program, in which you can develop interactive games and animations.
Sprite	Visual objects that can be manipulated through code, for example to move, respond, appear or disappear.
Soundtrack	A music recording that accompanies a film or TV show.
Tempo (music)	A musical term which refers to the speed of the music.
Timbre (music)	A musical term which refers to the characteristic trait of a sound.

Key facts

Scratch 'create' interface

- Block Palette**
This is where you choose the blocks to use.
- Scripts Area**
This is where you create your program.
- Stage**
This is where you see your program in action.



Sprites
This is what characters or objects are called in Scratch.

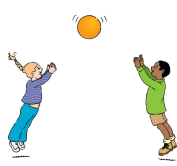
Backdrop
Backgrounds for your project.

Scratch code blocks colour key

Motion	Events	Operations
Looks	Control	Variables
Sound	Sensing	My Blocks



Wider Curriculum PE



Crew Hamill practicing boxing skills.



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Crew MW practicing ball skills.



Attendance for this week...

Current School Attendance is

W/E 09/02/24	Attendance Figure %
Crew Robson (Y2)	98.67
Crew MI (Y5)	96.92
Crew Thompson (Y3)	96.11
Crew Shields (Y4)	96.09
Crew McLoughlin (Y6)	95.81
Crew Boswell (Y5)	95.52
Crew Dorman (FS1)	92.42
Crew Marsh (Y1)	92.00
Crew Godley (Y2)	91.82
Crew Hamill (Y3/4)	90.00
Crew MW* (FS2)	88.75
Crew Haddock* (Y3/4/5)	88.00
Crew Pashey (Y1/2)	86.67
Crew Haigh (FS2)	85.00

Just a reminder of our School Attendance Target- 96%

Autumn 1 Attendance came out as 95% which is great for the first half term.

Just a reminder that to achieve 96% for the year that children must not be absent for more than 6 or 7 days in a year.