

Ladybridge Learning Conversations

Do you ever ask your child, 'What have you been learning at school today?', and they respond, 'Nothing'? Well, ask them these questions instead, and see what they say! We'll be sending home two weekly questions per year group to support your learning conversations at home. Look out for these on Class Dojo and here on the newsletter!

Reception	<ul style="list-style-type: none"> Can you explain what a 'habitat' is? Who is not being honest in the story The Gruffalo? Why?
Year 1	<ul style="list-style-type: none"> Can you name the four seasons? What happens during autumn?
Year 2	<ul style="list-style-type: none"> Can you find some materials in your home and describe their properties? How many number bonds can you find for 20, 30 and 100?
Year 3	<ul style="list-style-type: none"> When using an atlas, why would you use a grid reference? How do you say 'How are you?' in French?
Year 4	<ul style="list-style-type: none"> What is a map and why is the key important? What is a factor and what is a product?
Year 5	<ul style="list-style-type: none"> Can you explain how pulleys, levers and gears work? What is the meaning of a 'multiple' and how do you remember this?
Year 6	<ul style="list-style-type: none"> What are the prime factors of 42? What is 3D modelling used for?

Class Focus

Each week, we focus on work undertaken by a different class. This week, it was the turn of the Jellyfish class (RB), who say ... Our book focus has been 'The Gruffalo'. The children have been learning about the setting and the different characters in the story, and yesterday the children were surprised to find some footprints on our carpet. We then discovered that the different animals from the story had left the footprints behind! We also found a letter from the Gruffalo, explaining that a challenge had been set for us. Our challenge, was to measure how many cubes long each footprint was. The children then had to decide whose footprint was the longest and whose was the shortest. We even found objects from around our classroom that were longer and shorter than the character's footprints. We hope to hear from the Gruffalo again soon!



Q&A Time

Each week, we will have a small 'Question & Answer' section on the school newsletter.

Q: How do we know that the halal food on the school menu is genuinely halal?

A: The Local Authority runs the school kitchen, and they ensure that they only source halal meat from providers that are HMC registered. This has been approved by BcOM.

SMSC @ Ladybridge

Spiritual, Moral, Social and Cultural development is an essential and everyday part of what we do at Ladybridge. Below are some of the examples that have taken place, since September:

- The Macmillan Coffee morning was well supported by parents and pupils.
- Laura Bagley from Urban Outreach led our virtual Harvest Assembly. This was an opportunity for pupils to support the Winter Watch project, that helps provide food for homeless people in Bolton. Thank you to everyone for their very kind donations.
- Our 'Dress for Diwali' day, drumming and dance workshops were opportunities for pupils to learn about and celebrate the Hindu new year.
- Once again, poppies were extremely well supported in school. This always sits alongside the work we do in ensuring that pupils understand and know why it's important to remember Armistice Day.
- On Monday, this week, as part of Anti-Bullying week, pupils showed their support by wearing odd socks and also writing 'one kind word' on each other's t-shirts. This was a fun opportunity for children to appreciate and celebrate the individuality and uniqueness of all. Thank you to all those children who took part in our anti-bullying art competition - the winner will be revealed on Class Dojo this afternoon!
- This week, our Wellbeing Champions have been running a 'guess the number of sweets in the jar' competition to raise money for Children in Need - thank you for all your generous support. The amount raised will be announced on Monday.
- Many of the pupils took part in the Halloween non-uniform day organised by the PTFA - once again, thank you to families for their support with costumes and cash!
- Supporting pupils who want to raise money for local charities: This term, we had a Y5 pupil group that organised a bake sale which raised money for The Afghanistan Crisis.
- We have recently established the 'Proud Cloud' in school - this will be a place where pupils' talents and achievements will be celebrated and displayed for the whole school to see (more information to follow).

The Big Question - this is a weekly opportunity for pupils to discuss a range of current issues (which also include links to British Values and UN Rights). Most recently, these have included...

- How do lorry drivers keep our country moving?
- What would encourage you to use public transport?
- What are the best ways to tackle climate change?
- Can remembering the past help us to make a better future?
- Do we need to experience danger to learn how to be safe?

Our HELP (PSHE) Lessons* have focussed on: ● Online Safety ● Family and Relationships ● Health & Wellbeing
* our PSHE policy is due to be sent to parents within the next couple of weeks, in order that you can be fully informed about the questions and content that your child will be learning/covering in their HELP lessons during the year ahead.



Thur 25 November
Y6 Heights & Weights

Thur 2 December
Y1 Audiology Tests

EVERY day
counts
attendance matters

Attendance Matters

Be in school all day, every day.

Our attendance target is 96.5%



<p><u>This Week's Attendance</u></p> <p>☹️ 95.0% * ☹️</p>	<p><u>Class with the Best Attendance</u></p> <p>😊 4L - 97.2% 😊</p>	<p><u>Most Punctual Class</u></p> <p>😊 RL, 1B & 3B 😊</p>
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* Currently, national attendance figures are reported as 91.5% due to Covid-related absences so, although this week's attendance falls short of our overall target, we are pleased that our families are making great efforts to get to school. Thank you!

Are you 'assembly' ready?

Next week's theme is 'What do you see?'

Here are some clues about what we'll be talking about next week...

- How would you describe your best friend?
- When you look in the mirror, what do you see?
- If we compared you to your best friend, what similarities and differences would there be?

