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NHS

If you have coronavirus symptoms:

- a high temperature
- a new, continuous cough
- a loss of, or change to, your sense of smell or taste

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Nansledan Autumn Newsletter 9



PHOTO: Key Stage 2 pupils sharing music, memories and special messages this Christmas time.

Date of Issue:
13th December 2021

Spreading Joy & Peace in the Community

What a wonderful week! The staff and children pulled together to produce and perform 6 separate performances for Christmas across 4 days! These events were supported by so many parents and family members and the children were thrilled to have such a wonderful audience.

It really was lovely to see so many of you clearly enjoying the performances. Thank you for sharing these memory making moments with us!

Meanwhile, our Y2 pupils kindly made and shared Christmas cards with the local Nansledan community to be shared via the Nansledan Community Association. These cards were passed on to the team ahead of last Friday's community event. We hope that they bring joy and blessings to those who receive them.

Upcoming Festive Events & Diary Dates

This is an incredibly busy time of year for everyone and it's easy to lose track or get a little overwhelmed. I hope this mini calendar helps.

13 & 14.12.21	Lantern making Workshops for all pupils
15.12.21	Christmas Dinner & Christmas Jumper Day
15.12.21	Nansledan Christmas Lantern Parade 4:30pm
17.12.21	Non Uniform Day & Christmas Activities The Last Day of Term!



Nansledan School

Head of School: Mrs V Dilnot

www.nansledanschool.org/web
tel 01637 829298

Measures in Place in response to Covid-19

We don't want Covid to spoil yet another Christmas but sadly we do have a few positive cases in our school community at this time. We are sending messages of support and get well soon to those affected.

With the Christmas holidays being so close, it is important we all do our bit to keep ourselves and those around us safe. Over the holidays our school staff will continue to carry out regular LFD tests. In the run up to the holidays we will also continue to....

- Wear masks in communal areas, including at drop off/ collection times (adults not children or those exempt). Please do the same.
- Wash and sanitise our hands regularly
- Press ahead for our third vaccines if we can
- Follow any advice or direction from PHE
- Maintain high ventilation rates in school even if we sometimes feel a little cold because the windows are open.

If we do as many of these things as possible, we will all be safer and reduce the spread of infection in our community.

Permission to wear an EXTRA jumper!



As we are keeping the school ventilated and since the temperature has suddenly dropped, we invite you to send your child with an extra jumper to put on if they are feeling chilly. Obviously this should be in addition to their school jumper rather than instead of it! Feel free to make it festive if you like since it is the last week before the Christmas holidays!

Please note that newsletters will be uploaded to the website fortnightly on Mondays. The next newsletter will be on Monday 10th January.

Summer Term Residential Trips for KS2

In the last week you should have received information about our upcoming KS2 Residential trips for Y3 (Delaware) and Y4-Y6 (Porthpean). To reserve your child a space, please return the permission slip by Friday 17th December.



Looking Forward to Next Term

We have been busy putting plans in place for learning activities, extra-curricular clubs, local excursions, our outside classroom and individual class school trips for the Spring Term. We look forward to sharing details of these with you very soon.

We want to make you aware that Parent & Carer Consultation Evenings are provisionally planned to go ahead as face to face meetings on the 15th, 16th or 17th February. Please save these dates.

Let's finish the term with a celebration of some of the wonderful sporting activities and learning that has been taking place across school in this last term.

Please take the time to look at the photos I have taken of class floor books capturing some of the learning highlights from each class.

Peace and joy to you all this Christmas time!

Mrs Vicky Dilnot

Head of School



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Sporting Spotlight

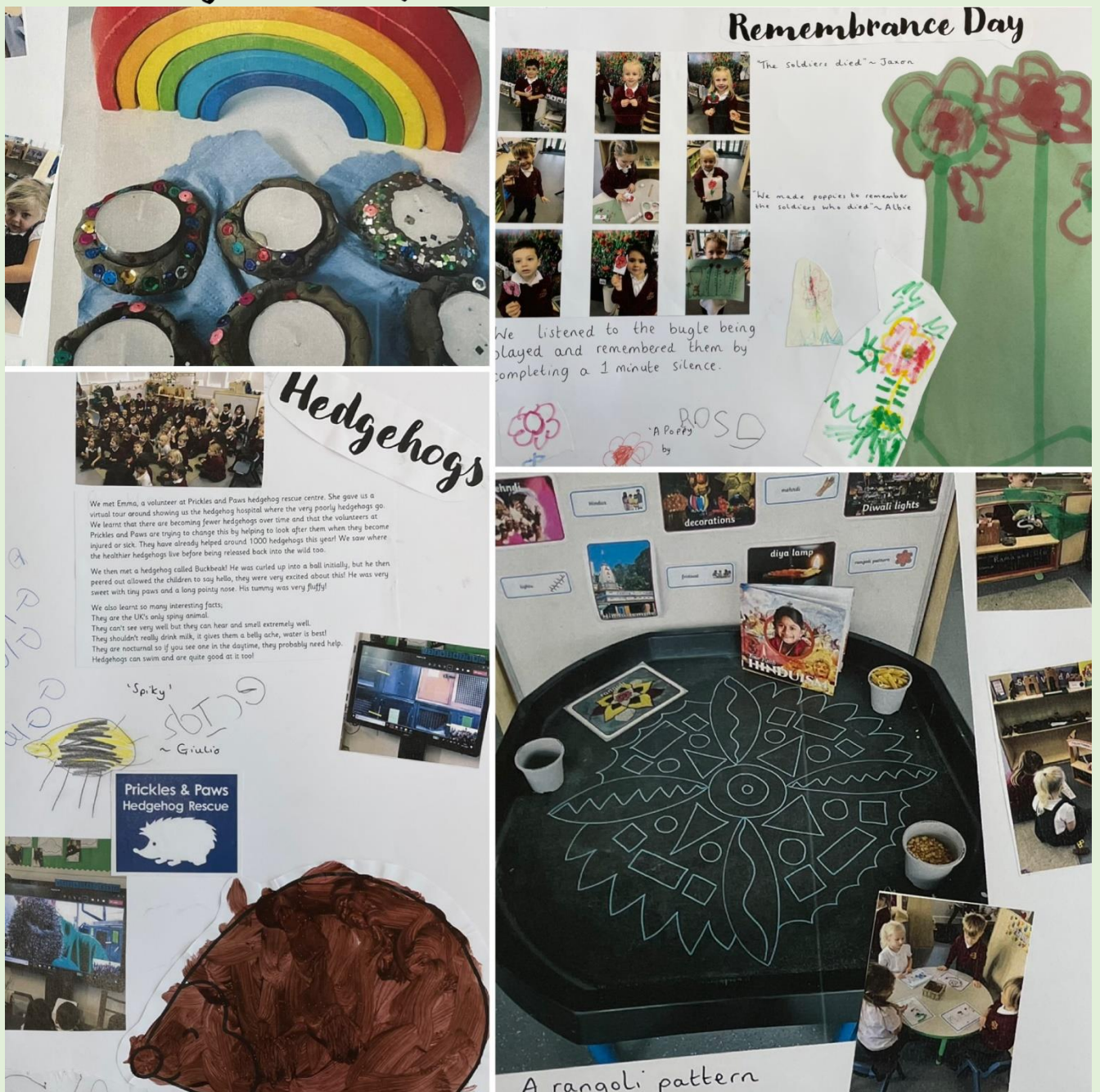
Our Nanners have been busy this term, showcasing their P.E skills both in school and at external events. From following beats in dance choreography, using their core strength to balance, to learning and developing strategy in team sports, children across school have impressed us with their determination and team spirit.

We've taken part in a number of superb sporting festivals this term, including Girls' Futsal, Cross Country, Swimming and Football. We've also made great use of our MUGA and delivered a KS2 Netball Club. We cannot wait to see our pupils continue to thrive through P.E in the Spring term.

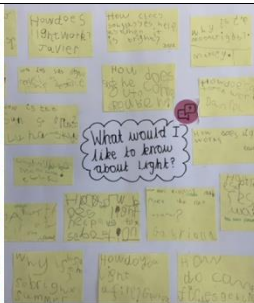
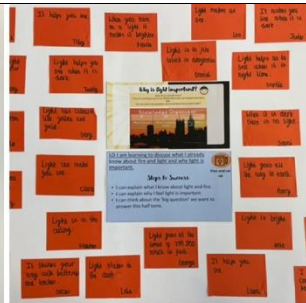
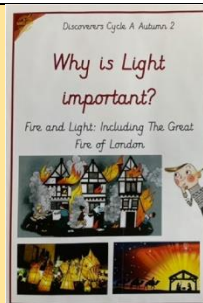


Much of our STEAM learning is inquiry based and practical in nature. As a result, we are using Floor Books to capture learning moments, children's thinking and the brilliant questions they ask. We also use these to display photographs of learning in action. Here are some snippets from the class STEAM floor books which you will be able to look at when you visit for next term's Parents & Carers Consultation Evenings.

Learning in Reception – Jemison & Shackleton



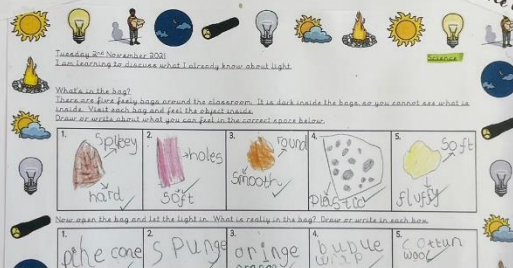
Learning in Year 1 - Fleming & Newton Classes



Light and Dark Activity



What's in the bag?



London's Burning!



Discuss: The Great Fire of London - Rhymes and Songs

London's Burning!

London's burning, London's burning

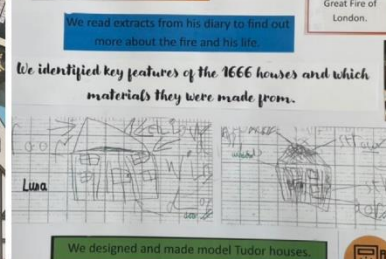
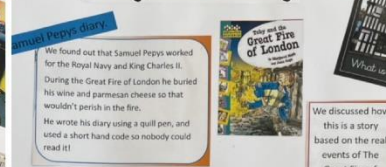
Fetch the engine, fetch the engine

Fire, fire! Fire, fire!

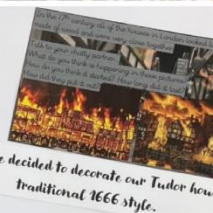
Pour on water, pour on water



Engineering



Replicating Pudding Lane



We are Architects and built our own 1666 houses

on cardboard boxes and looked at different ways we

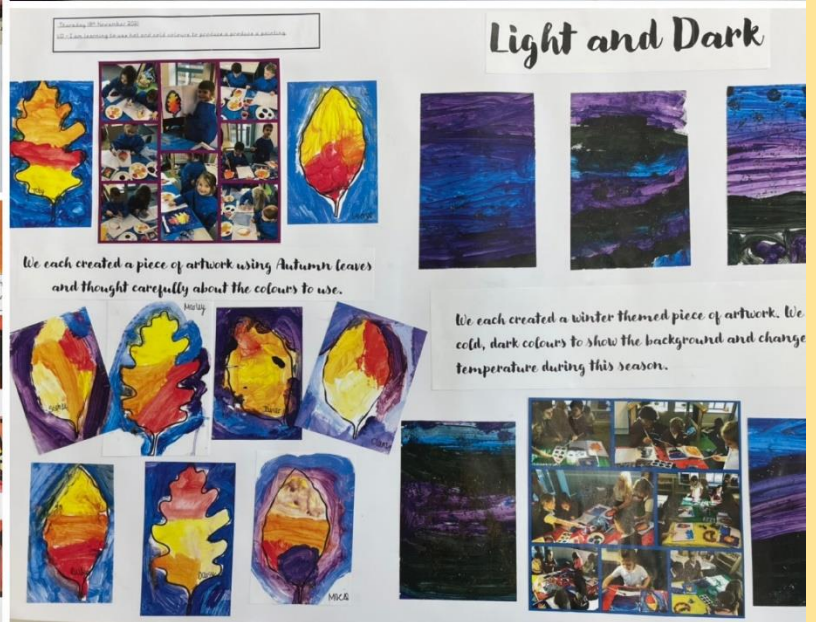
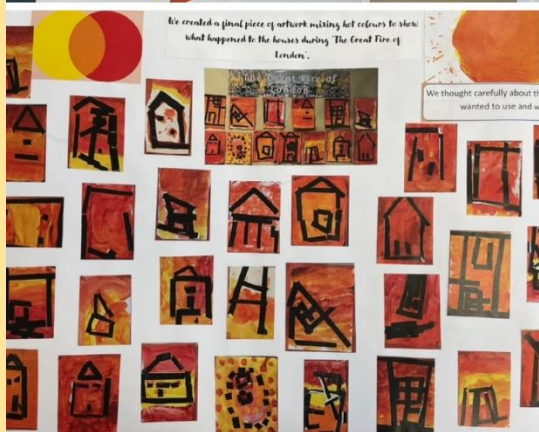
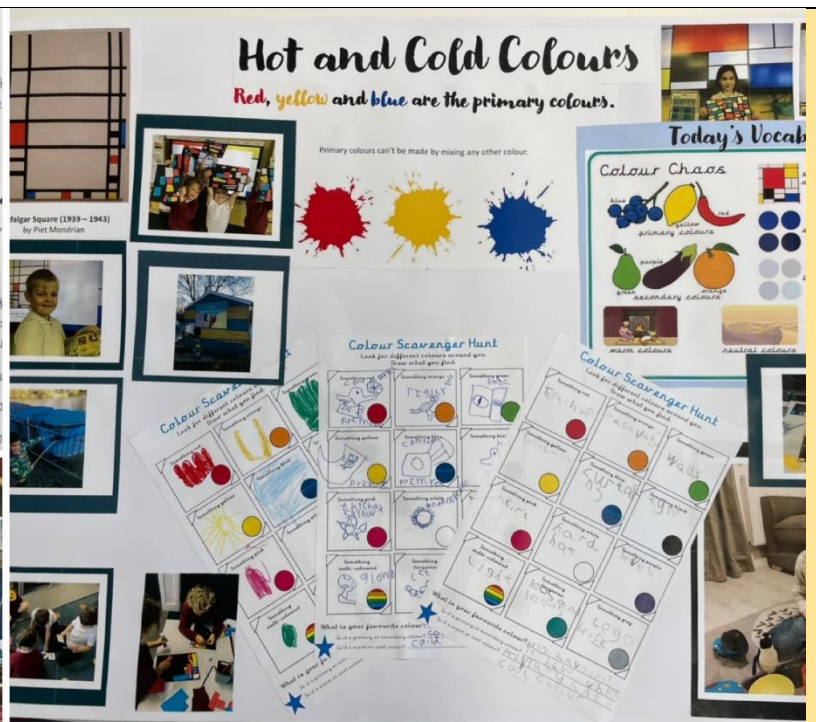
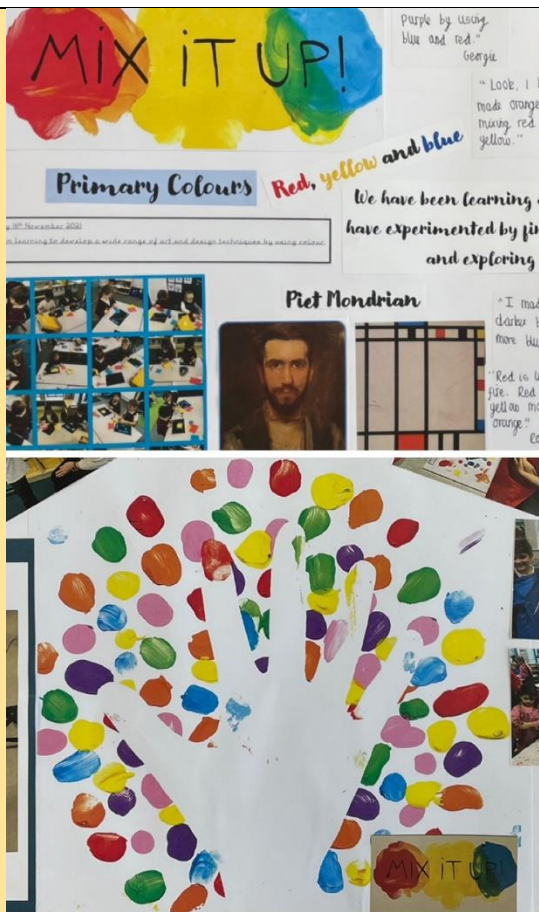
could make our structure secure and strong.



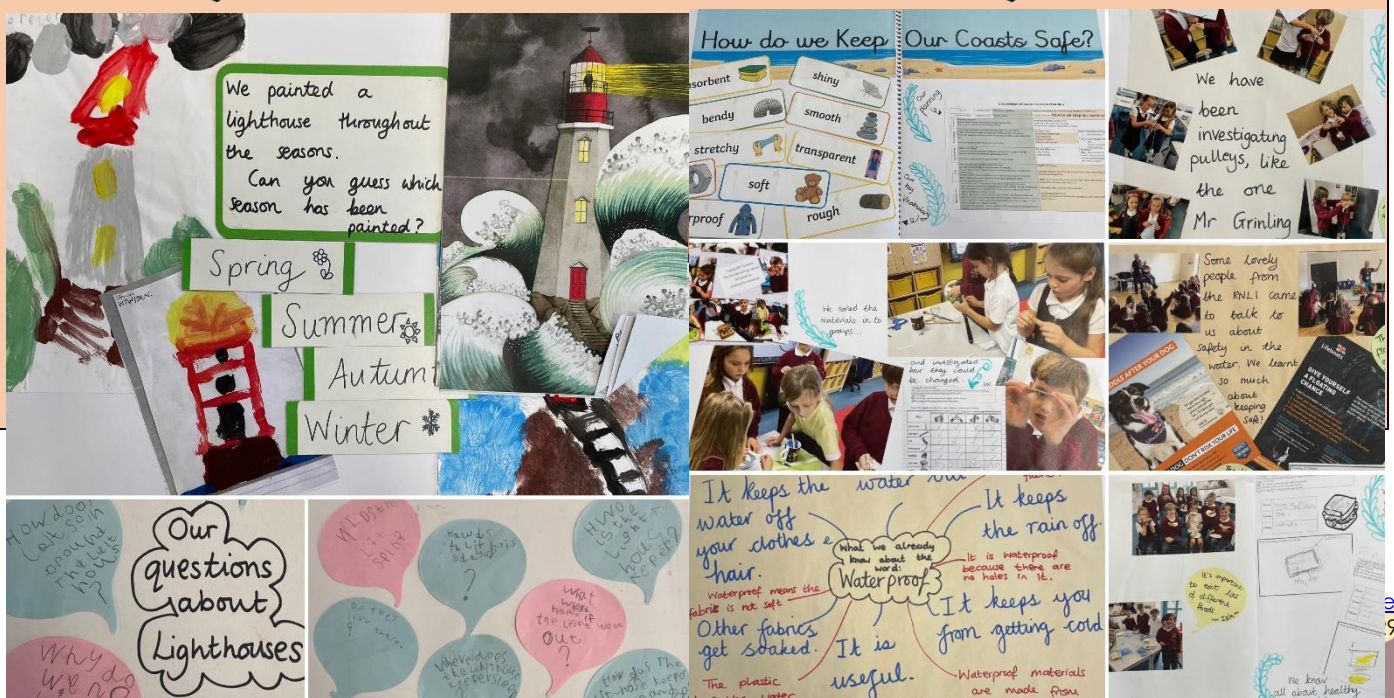
Nansledan School

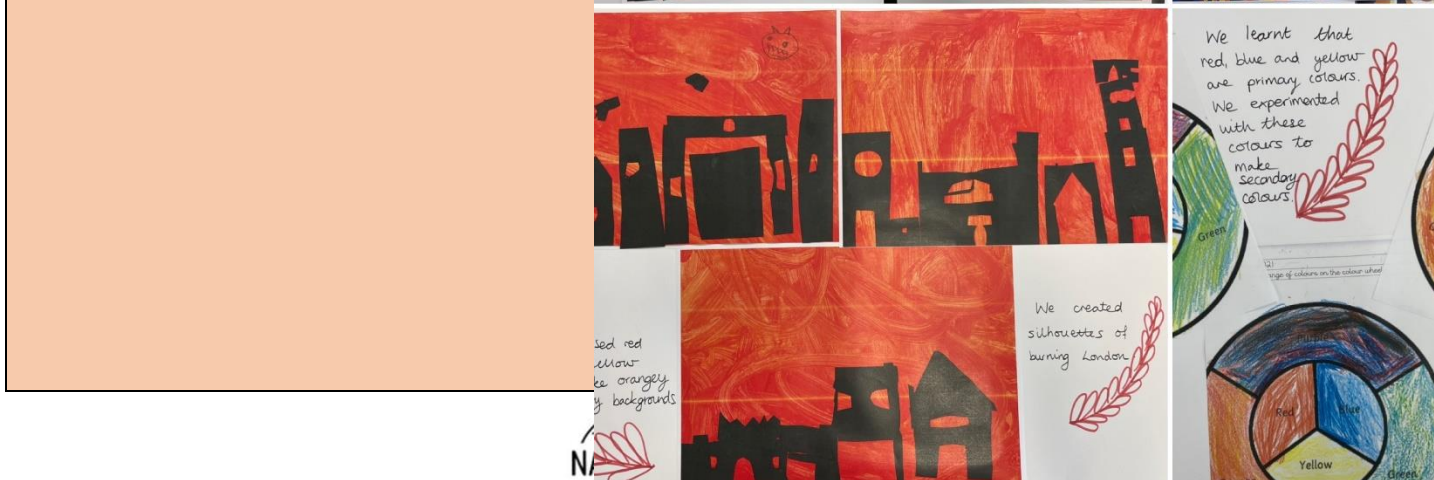
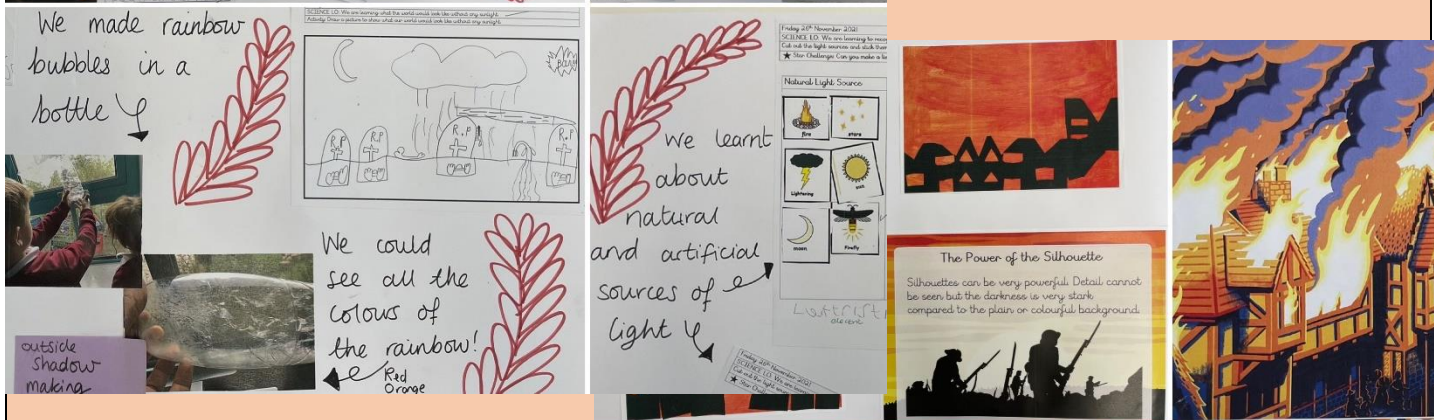
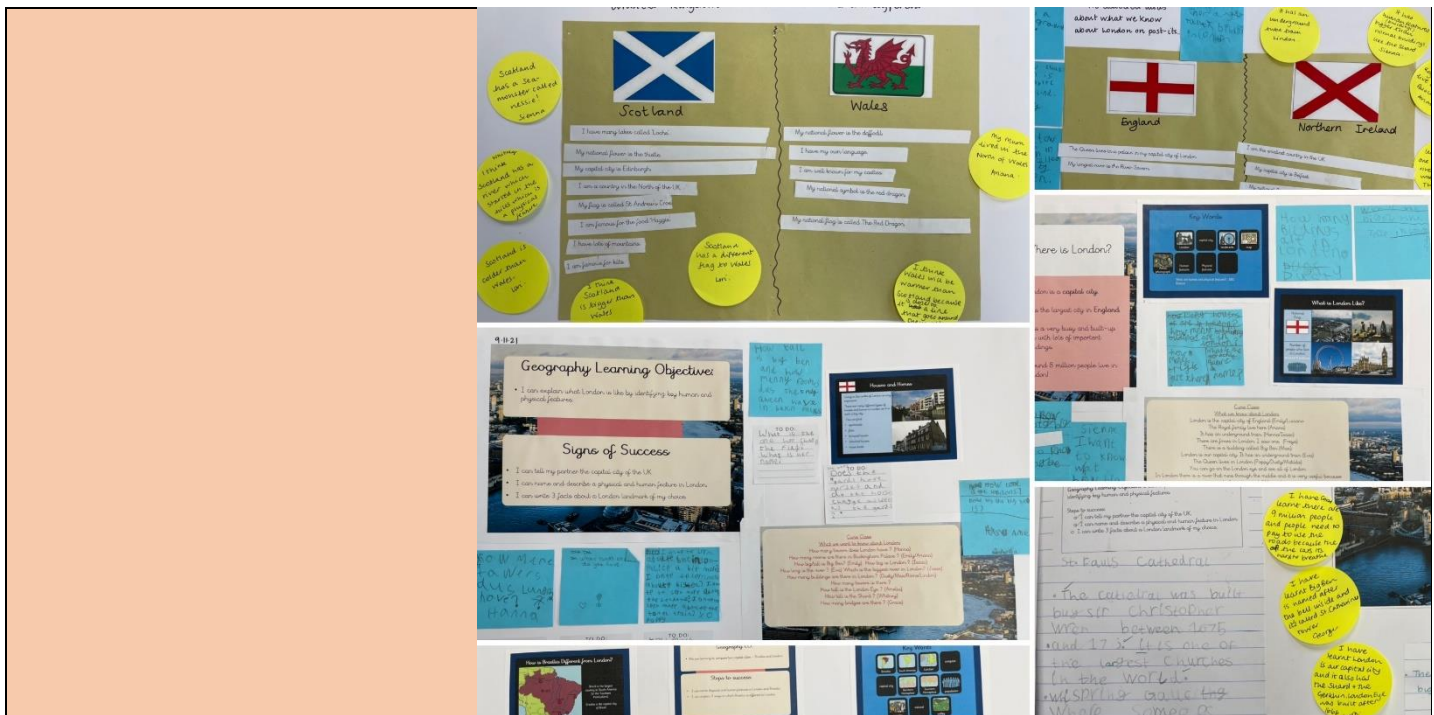
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Learning in Year 2 – Currie & Anning Classes





Learning in Year 3 - Berners-Lee Class

[illegible]

2-21 I am learning about Anglo-Saxon and Viking diet.

I wonder...

"Were the Anglo-Saxons vegetarians?" Holly

- Beetroot
- Apple
- Whole meal bread
- Carrot

"I think they fruit and veg because they in land with of natural res. like good crop trees" - Jake

"Beetroot is delicious!" -aden

"They might use their animals for dairy foods instead of meat." - Tigerlily

"I tried apple carrot and b I eat these = normally!" - M

What were Anglo-Saxon Settlements like?
What did their communities need?

HISTORY:

Establishing 17th November 2022


1.1.1 Learning intention is to draw pictures of an Anglo-Saxon settlement.

An Anglo-Saxon village



In an Anglo-Saxon settlement they live near stone and wood close to big forests where reindeer, goat and sheep live. In Anglo-Saxon as towns you are even surrounded by farms, animals (cattle) and they would be good there. They come from everywhere in the Anglo-Saxon time. They come, go to the hills, along the river and all of the things you would usually do the birds, deer, they are all around in the middle each. There was a big forest in the middle each the village and that was the village's house in there was a hall!!

[illegible]



Challenge

POST IT
NOTE

thoughts

Why do you think the Anglo-Saxons chose to create their own villages and not use the towns and facilities already established by the Romans?

the Anglo-Saxons didn't use the business incentives because the Romans

maybe that they wanted to be free and new people didn't want to know how the Romans ruled

because the Anglo-Saxons did not like how the Romans like there was out of their way

because the Romans didn't have the same incentives as the Romans

because the Romans didn't have the same incentives as the Romans

because the Romans didn't have the same incentives as the Romans

5.11.21

I am learning

5.11.21

I am learning

So people survive



“They had to be near Natural resources so they could survive and trade.” - Jake

5.11.21
I am learning
how communities
transported things before
modern technology.



How has transportation changed since CE/1066?

"We have invented machinery and vehicles"
- Darcy

"It was much harder for the Vikings and Anglo-Saxons" - Florence

The Vikings used log rollers to transport their longships over land.


Year 3 practised using 'log rollers' to move resources. The children also took part in a water relay!

Y3 learned about Anglo-Saxon Kings.

[illegible]


Y3 learned about Anglo-Saxon Kings.

Why was King Alfred so great?




King Alfred was great because he was the first king to write a book called the Domesday Book. He was also the first king to have a court of law. He was a very good king and he was loved by his people.

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
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What does evidence suggest about King Alfred III?




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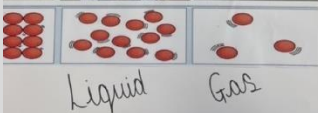


King Alfred III was a very good king and he was loved by his people. He was the first king to write a book called the Domesday Book. He was also the first king to have a court of law.

“Anglo-Saxons had lots of kingdoms and many kings” - Matilda

“How did they become King?” - Andy.

We enjoyed exploring states of matter!

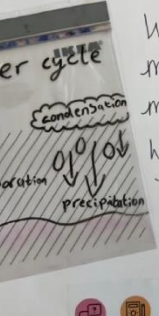



Liquid Gas

We loved exploring and observing the water cycle!



We spent time making our own mini-water cycles! We observed them over time and saw evaporation and condensation take place.



Outdoor learning at the SANG

We created photos inspired by Monet's waterlily series.

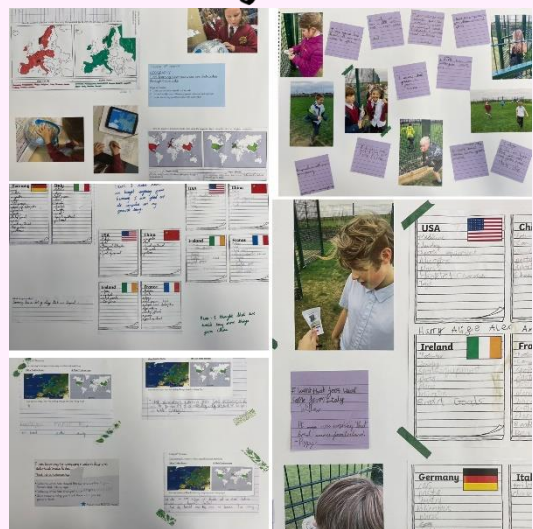


We used iPads to photograph them!



Placing our waterlilies in the stream.

Learning in Y4/5 - Johnson & Bouman Classes



Learning about Anglo-Saxon and Viking diet.

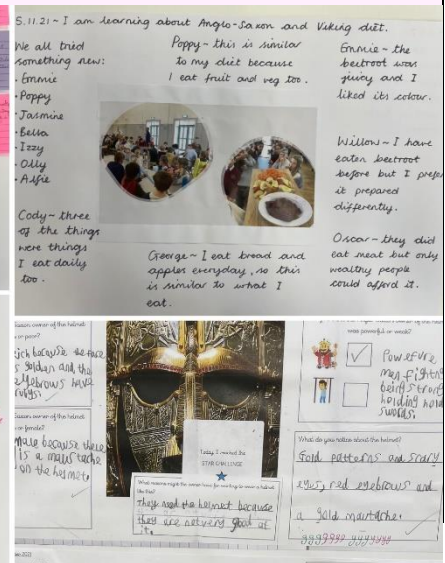


George - I eat bread and apples everyday, no this is similar to what I eat.

Willows - I have eaten beetroot before but I prepared differently.

Oscar - they did eat meat but only wealthy people could afford it.

Learning about the history of the helmet.



George - I eat bread and apples everyday, no this is similar to what I eat.


Willows - I have eaten beetroot before but I prepared differently.

Oscar - they did eat meat but only wealthy people could afford it.

What I have learnt...



Learning about the history of the helmet.



PLASTIC FREE TOOLS & POWER ASSEMBLY

SURFERS AGAINST SEWAGE

What does ocean mean to you?

Our advice to people visiting plastic free zone

Children warmed up with a 'person' masterclass with a British pop singer!

ShelterBox

ShelterBox is a charity that helps people in need of shelter and support.

ShelterBox support communities in emergency.

How do the world's poorest and poorest look to us?

What is a reasonable punishment?

justice

country, law, on them, o court, ble if law.

What is a reasonable punishment?

justice

country, law, on them, o court, ble if law.

Plastic Pollution Asks

Why is there sewage in the ocean? - Oscar

How will you reduce the amount of waste in the sea? - Amelia

Stop letting plastic reach the sea - Ayie

How does pollution affect our community?

Why did you not do anything about the pos? - Cody

Do you want to be swimming in sewage? - Daniel

Why are you OK with human waste in the ocean? - Poppy

Can you do something about the sewage in the sea? - Beau

19.11.21

Experience - visit from community leader, Steve Double MP.

*interesting

*helping to solve problems

how is a community run?

*caring about the environment

Bodmin MRF Visit

sue2

Alfie - There are people who separate the right plastic from the wrong plastic and a baler is used to make the plastic into a bale shape because it's easier to pick up and transport.

Emily - If the plastic pops when it's being moved, it flies up in the air.

Olly - I enjoyed it. It was really loud. I was learning lots of interesting facts.

Oliver - I'm surprised as to the way they treated the plastic to make new stuff.

George - It was really cool the way they made blocks from plastic and paper.

Willow - I learnt which bin to use at home to separate materials.

Ruan - Recycling is done in an unbelievable way.

Noah - This is an important part of community because it helps us reuse and look after the world for a long time.

What is 'law'?

Oscar - it is a rule.

Poppy - a rule for the country.

Cody - if you break the law, you go to prison.

Luna - you have to follow them.

Ethan - you might go to court.

Indigo - you get in trouble if you don't follow the law.

fined - Noah

jail - a judge decides - Amelia F-R

Learning in Year 6 - Darwin Class

Thursday 21st October

Thank you for attending Y6's NannersFest this afternoon! What did you learn about materials and their properties?

What is reasonable?

Year 2 and 3 came to visit us in the hall to learn about materials and their properties!

SCIENCE FAIR

Welcome to Y6 NannersFest!

Thursday 21st October

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Michael Faraday

Wednesday 3rd November

I am learning about the importance of major discoveries in electricity.

STAGE 6

Thursday 21st October

Thank you for attending Y6's NannersFest this afternoon! What did you learn about materials and their properties?



Results

Once you have built your circuit head outside and find objects to add into your circuit to see if they will get the bulb to light up in order to complete the table below. If they do, it means they conduct electricity, allowing it to flow through them. We call these items conductors.

Object	Prediction	Light or not?
Pearone	We don't think it will make the bulb light up	not light
Rubber tyre	We don't think it will make the bulb light up	not light
Gravel	We don't think it will make the bulb light up	not light
Clipboard	We predict it will light!	light!



Once you have built your circuit head outside and find objects to add into your circuit to see if they will get the bulb to light up in order to complete the table below. If they do, it means they conduct electricity, allowing it to flow through them. We call these items conductors.

Object	Prediction	Light or not?
Stick	We predict that it might light a little bit	Not
Block	We predict that it won't light	Not
Wood	We predict that it won't work	light not
Pinecone	We predict it will not work	Not
Rock	We predict it won't work	Not
Grass	We predict it might work	Not

Shower We predict it won't work Not



Outdoor Learning Investigating electrical conductors & insulators!



Results

Once you have built your circuit head outside and find objects to add into your circuit to see if they will get the bulb to light up in order to complete the table below. If they do, it means they conduct electricity, allowing it to flow through them. We call these items conductors.

Object	Prediction	Light or not?
Plastic lid	It's not going to light up	not no it didn't work
Grass	It's not going to light up	no it didn't work
Wood	It's not going to work	no it didn't work
Multigrain Hoops	It's not going to work	no it didn't work
Metal Clip	It won't work	it did work



Name: *Harry & Seth*

Once you have built your circuit head outside and find objects to add into your circuit to see if they will get the bulb to light up in order to complete the table below. If they do, it means they conduct electricity, allowing it to flow through them. We call these items conductors.

Object	Prediction	Light or not?
Card	We predict it won't	Not
Twig	We predict it will work	Not
Spider	We predict it won't work	Not
Tree	We predict it won't work	NO
Grass	yes	NO
Chiro	yes	NO



Outdoor Learning



Conduct and Observe

This is the stage of watching science in action; our focus remains on awe and wonderment but over time we will establish a systematic and scientific approach to observation. Children will recognise the crucial nature of working scientifically and its impact on the wider world. They will be encouraged to discuss and debate what they are observing.



Tuesday 16th November
I am learning about short circuits
I am learning to identify irreversible
changes (revisited linked to VIPERS!)



