

# MAGAZINE

By Erin, Year 3



# JYS

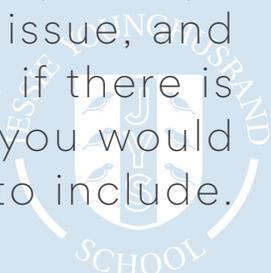
## FEBRUARY 2024 ISSUE

Welcome to the third edition of the JYS Magazine for the academic year 2023 - 24.

It is hard to believe that we are halfway through the academic year! Our thanks to everyone who read our weekly newsletter as we do try and keep you informed of important things that are going on in the week and what is coming up.

These magazines are a chance for the teachers and pupils to share in more detail what they have been doing in their classes this half term.

Remember to keep an eye out for our next issue, and contact us if there is something that you would like us to include.



# YEAR R



Joe- "We were doing The Gingerbread Man story. Ollie and Matilda were the little old lady and the little old man and they were trying to chase Cora the Gingerbread Man because they all wanted to eat him."

Oskar- "The little old man and lady say 'stop right there!'"

Otto- "The fox is the villain. He was cunning and mean."

Mabel WR- "The Gingerbread Man says 'you can't catch me I'm the Gingerbread Man.' He was mocking them."

Lowan- "In PE we were pretending to be frogs and we were hiding from Mrs Cockman and Mrs Orde because they were trying to eat us. We were quiet and only used our bodies. We get better for when we are in the bigger classes in PE."



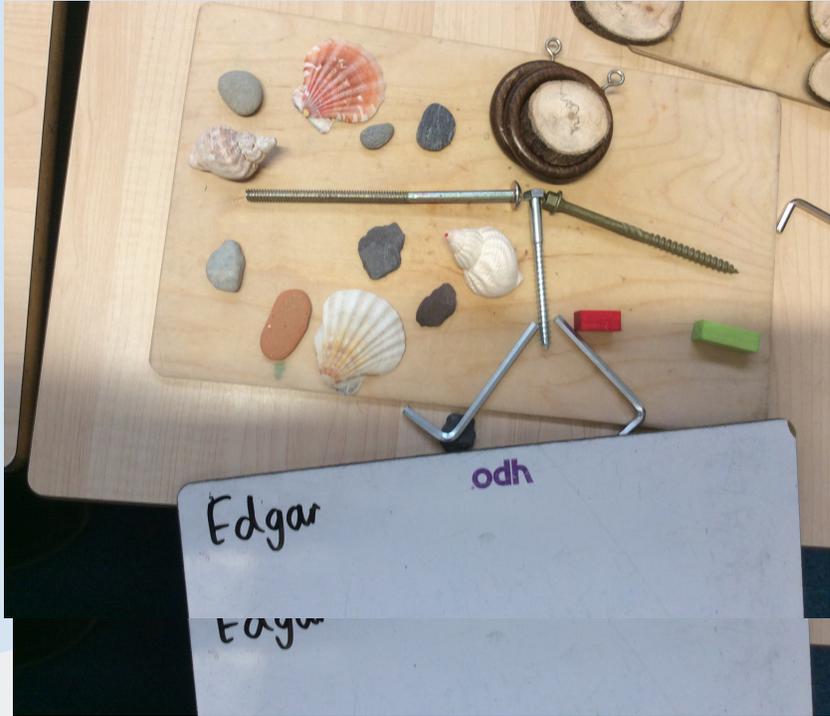
Sofia.N- "We're making a boat for The Gingerbread Man so that he can cross the river. Plastic was the best material because it didn't make The Gingerbread Man sink. The fabric wasn't good; it 'sunked.'"

Edgar- "I did two mice chasing after The Gingerbread Man; they were trying to eat him. Then he ran to the beach and throws the shells and the stones at the mice." Edgar created his own Gingerbread Man story ending using loose parts.



# YEAR R

Maisy- "We did transient art (art that is not fixed/can be moved)"

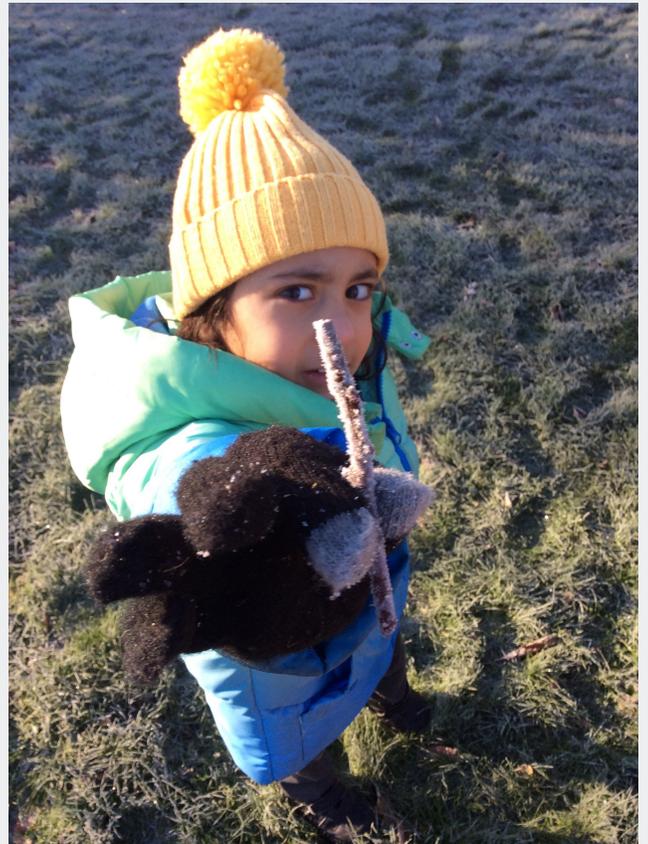


Isla.F- "We're making bread because we were learning about The Little Red Hen. She says, 'who will help me cut the wheat?' You put the wheat in a 'grunder' and it will turn it in to flour and then you make the flour in the bread. It was yummy."

Ayrton- "We were finding some icy things. The sun melted the ice."



Indy- "I was making a bridge for the bears to cross the river. Mine and Joe's were the best because we folded the paper. When the paper wasn't folded, we put a bear on the bridge and it fell down. It wasn't strong."



Alma- "It didn't melt quickly in the shade."

# YEAR 1

WRITTEN BY MRS NEVILLE AND THE CHILDREN IN YEAR 1.

We have really enjoyed learning about the Great Fire of London this half term and we now know lots of facts about this important historical event! A special highlight of our learning theme was meeting the author Jill Atkins when she led a workshop for us. Jill has written two books about the Great Fire of London and she told us about her writing process and how she found out what happened in 1666, so she could make her stories as realistic as possible. Jill gave us a Great Fire of London quiz and we were able to impress her with all the facts we knew!

*"The fire started in Thomas Farriner's bakery on Pudding Lane. Did you know, his maid was too scared to jump out of the window when she saw the fire so she was the first person to die?"* Martha

*"Samuel Pepys wrote about the fire in his diary. Did you know, he wore a wig?"* Bella



We have continued to learn lots more new digraphs in Phonics this half term. Here are some of our favourites!

*"It's fun learning the new sounds and actions."* Rosie and Bella

*"It was good learning about the 'ph' saying the /f/ sound, like in 'dolphin' and in my name! I also liked learning the 'y' saying /ee/, like in my brother Henry's name!"* Joseph

*"I liked learning about the 'c' saying the /s/ sound because it's in my name!"* Gracie

*"I like looking at our Phonics display and seeing all of the sounds we already know."* Alex

We have also added to the list of 'tricky' words that we can now read.

*"I liked learning the 'Oh U Lucky Duck' words 'could', 'should' and 'would'."*

Lily

*"I liked learning the days of the week."* Henry

Many of us have been working hard on our reading and we're very proud of the progress we're making.

*"I have practised my reading a lot and I am getting much better at it now."*

Taitusi

In Art, we have been using different objects (including sponges, corks and potatoes) to create block printing patterns. We enjoyed using cut potatoes to make a 'Great Fire of London' print for our final piece. We printed the flames in red, orange and yellow and we used black for the silhouettes of the buildings.

*"It was fun using the potatoes in the paint. Our 'fire' pictures looked really good!"* Alex

*"The paint made our hands really messy! It was fun!"* Lenny



# YEAR 1

In Literacy, we've been learning about the key features of information texts and we've had a go at writing labels, captions, question sentences and fact sentences ourselves. All of our writing has been linked to our learning in History.

"I liked writing captions to go with the photos of objects from the time of the Great Fire of London." Edie

Earlier in the half term, we had a go at writing a story completely independently. First, we shared the book 'Lost and Found' by Oliver Jeffers and then we planned and wrote our own version of the story. "I really liked it when we got to write our own stories. It was fun!" Evie

As part of our 'Places of Worship' unit in R.E., we visited St Paul's Church and learned about its key features.

"We liked the stained glass windows the best. They were really nice and colourful. They tell stories from the Bible and show special people for Christians to remember, like Jesus." Eli, Ellis and Louie

"I liked seeing all the crosses in the church and also looking at the candles. I got to use the 'candle snuffer' and pretended to snuff out the candles on the altar." Bella

"It was fun when we could do sketching in the church with our friends." Alex

In Maths, we have been focusing on reading, writing, ordering and comparing numbers within 20. We have been practising learning our number bonds to 20, adding and subtracting using a number line and doubling too.

"I like adding numbers up to 20 in my head." Jude

"I like saying my number bonds to 20." Bella

"I like using ten frames to help me add and take away." Charlie



In Computing, we have been learning about programming a robot through using the Bee-Bots. We have been exploring what the different buttons do and practising giving the Bee-Bots instructions to make them move in a particular way. It has been fun making predictions and then testing them out!

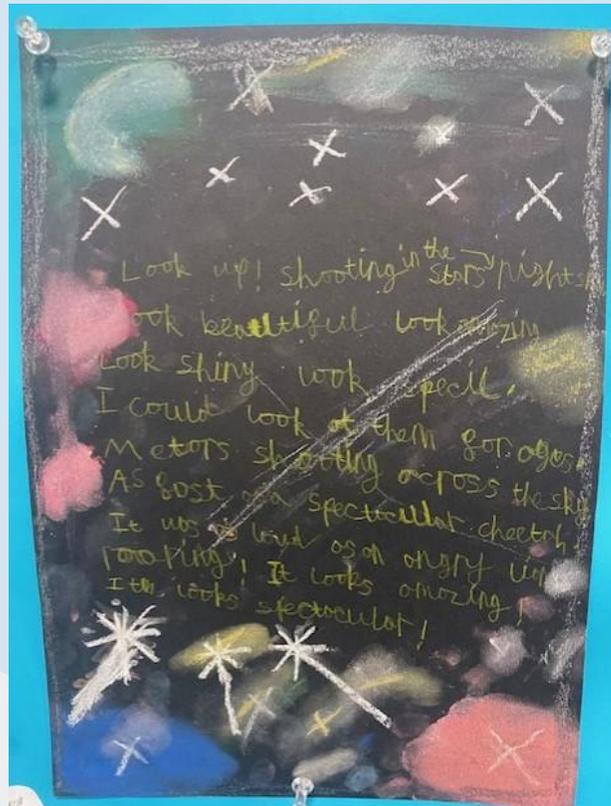
"It was good when we went into the library and got to move the Bee-Bots forwards and backwards around the mat by pressing the different buttons." Deangelon



# YEAR 2

We've had another terrific half-term in Year 2, with lots of happy learning taking place.

We began the term's Maths work by looking at money. We particularly enjoyed getting to use the coins and using these to 'buy' things in the classroom with the correct money! We moved on to finding the correct change for items as well. After working on money, we began our learning on Multiplication and Division - just in time for TT Rockstars day!



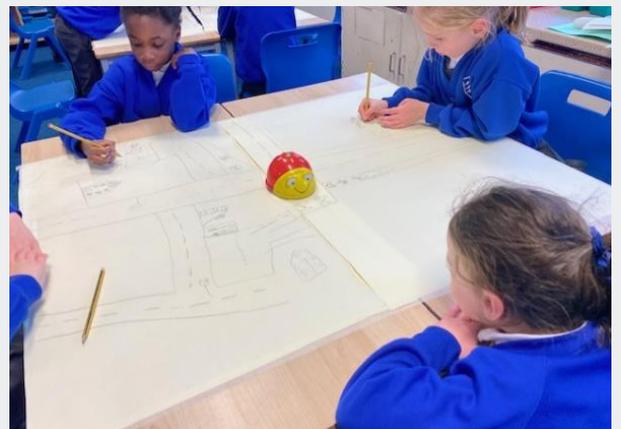
In Literacy, we loved reading the book 'Look Up!' by Nathan Bryon. It's a story all about a young girl who dreams of being an astronaut up in space. This book inspired us to watch videos of meteor showers and create some artwork based on what we'd seen. We also wrote some poems about the stars up in space.

**Like a cat toy moving speedily  
How fast it's flying!**

**Quick asteroids, there's no  
denying.**

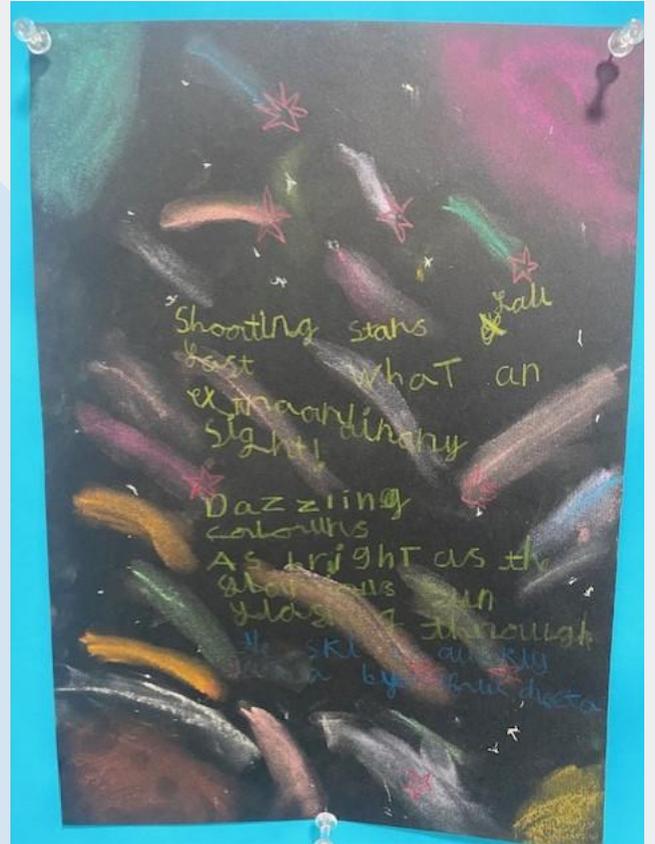
**Lay on your back, watch the sky  
crying. - By Thomas**

In Computing, we've been learning how to 'debug' simple computer code, by using the BeeBots. We predicted what instructions we would need to input into the computer, tested this out, then spotted where the problems were if needed and corrected them. We really enjoyed making our own maps for the BeeBots to move around in!



# YEAR 2

We enjoyed a visit from local history expert Paul Ulson, who taught us about how people's homes have changed over time. We made different models, ranging from simple tents made in the Stone Age, through to Saxon huts made from wood, wattle and daub, right up to the modern brick homes we live in now.



This tied into our Science work on materials, where we've been learning why the properties of different materials make them more suitable for the task they've been designed for. We enjoyed investigating which materials were most absorbent, and thinking about why objects in the school were made from particular materials.



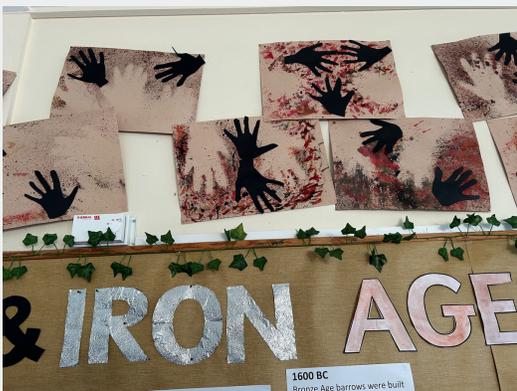
# YEAR 3

Written by Year 3

This term, in Year 3, I enjoyed drawing stone age pictures because it was hard -- Stanley.

I enjoyed programming in Scratch, dance with Rachel and Japanese lessons because they're fun! -- Jack

I loved football, learning about the stone age, dance with Rachael, Scratch and writing a story about the stone age because it's all fun! - Jesse



In Japanese, I have enjoyed saying our ages -- Delilah.

I liked it when Paul Ullson came in and we learned stone age facts and drawing stone age people because I love History -- Jasper.

In computing we made Scratch animations. Scratch is so fun and it encourages me to add sounds and movement to my animations that I make with Scratch. It is so joyful to make things with Scratch. -- Amy.

I liked doing the stone age because we learned facts. I also liked doing football in PE because I scored a goal. And I really liked doing computing, English, art and Japanese -- Ellie.

# YEAR 4

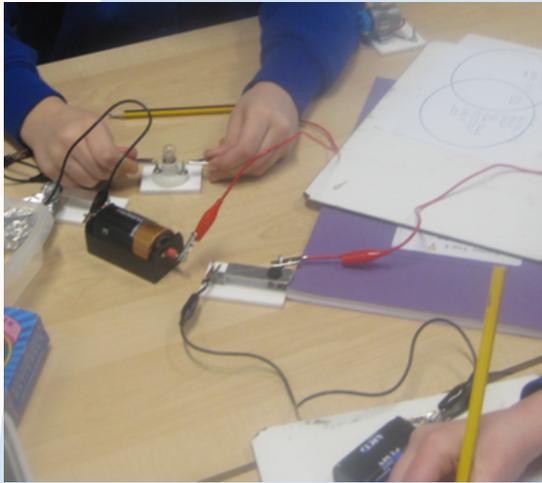
Written by Year 4

In Year 4, we have been learning about mountains and I really enjoyed the art that we made with chalk pastels and oil pastels.

Science is also quite fun. We have been learning about electricity and we have used wires, a switch and a battery to try and light the bulb.

“Shackleton’s Incredible Expedition” is a fantastic book we have been reading and writing about.

The TTRockstars competition between Year 4 and Year 6 has been very fun. -- Nephele



We used oil pastels to create mountains with beautiful backgrounds.

TTRockstars Day we were allowed to wear what we want and we had so much f-u-n!

We have also learned about Shackleton. It was a sad story - so exciting and adventurous too.

We are also reading “The Last Bear”. -- Florence R

We used chalk and oil pastels to create colourful pictures of types of mountains and a nice evening sky in the background.

We have made circuits with wires, bulbs, switches and buzzers. It was very fun. -- Axel

This half term we are learning about mountains. We made posters of them out of chalk and oil pastels. I liked doing this because I love being creative.

Later, we did electricity and we made a human circuit and all held hands to light the thing up.

Also, we heard the results of the 100 word stories. -- Pippa



Our topic is Mountain Explorers and for homework we made posters. Mine was about Mount Snowdon. -  
- William

I enjoyed doing art because we were making mountain pictures out of pastels. First, we made big pieces of card and put pastels on them, After that, we put mountain-shaoed black card on top - and it was so fun! -- Flo

# YEAR 4

Written by Year 4



It was a glorious afternoon to go out in the school grounds to make a collage, using natural resources, inspired by Andy Goldsworthy. We are looking forward to printing, using some of these natural materials to explore texture and pattern.

We had fun reading and sharing all the mountain posters from a home learning task. We had a quiz full of questions to answer that were hidden in the posters.



# YEAR 5

Written by Year 5

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Year 5 have had a very busy half term! We have been studying space as our topic and had lots of fun learning all about our solar system. We made a large display of the solar system, which shows the planets in order from the sun. In Science, each child made their own sundial to measure times of the day using shadows. History man, Paul Ullson, came in to do a workshop on space with us, and we went to visit the Chichester Planetarium, where we had a fascinating lecture from world-famous astrologer and physicist, Dr John Mason.

*"When we were in the dome, looking up at the night sky, it looked really real and 3D"*  
Sofia

*"I liked doing the quiz, because it wasn't just a set of questions, you had to go around and find the answers"*  
Ameerah

The whole school dressed up as rock stars last week, to promote the learning of times tables using our fantastic online platform, TT Rock Stars. We had such fun and Year 5 came 2nd in the times tables competition!



*"Everyone loved dressing up as rock stars on TT Rock Star Day. We celebrated our Maths knowledge and individuality all at the same time!"* Mrs Cooke

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# YEAR 5

Written by Year 5

In Art, we have been studying the paintings of artist, Peter Thorpe. We are currently in the process of putting the finishing touches to our own multi-media 'Rocket' artworks, which were inspired by his work. They will be up in Year 5 soon, so do come to have a look!

*"I like how colourful and bright his (Peter Thorpe) pictures are. I like getting the acrylic paints out because we don't use them much, and it's really fun". Koa*



*"When Paul came in, I liked drawing the aliens," Kit*



# YEAR 6 - WRITTEN BY THE CLASS

## English

This half-term we have been creating tension and suspense in our writing. We looked at a variety of texts to create a description of a character with a menacing presence. We created our own narratives that included lots of 'show not tell clues' to help build tension. In our last unit we have been writing balanced arguments and discussing whether we need privilege time at the end of the week? What do you think?!

*Marlie, Peci and Alice*

## Reading

'Tick, tock, tick, tock. Once you've wound something up, nothing can stop them...' This is the beginning of blurb from our class reader this term: Clockwork by Philip Pullman. The story is about a troubled clockmaker apprentice, Karl, who needs to create a new figure for the clock of Glockenheim. But with time against him, will he be able to make one in time?

*By Harry P, Dexter and Austin*

## Science

In science this half term we have been learning about light. Did you know that light travels in straight lines? We are able to see when light travels from a light source and reflects off a surface. Some objects absorb light whereas others are super reflective, like a mirror. In addition we have been learning about periscopes, a tube which contains mirrors positioned at a 45 degree angle that allow you to see around corners. We got to make our own periscopes last week and in summary, we have really enjoyed this unit.

*Leo and Harry*



## TT Rockstars.

This term, Key Stage Two have been competing in a variety of TT Rockstar battles, online at school, and at home. As a result, everyone is improving in their times table and division knowledge. Last week, we took part in a Rockstar day; everyone dressed up as a rockstar and we all had fun! Currently, the Year Sixes are in the lead as rockstar champions, but the other year groups are hot on our heels!

*By Mylana and Neha*

# YEAR 6 - WRITTEN BY THE CLASS



## History

This half-term we have been learning about the changing power of monarchy beginning with the Battle of Hastings. The Battle of Hastings was in 1066 and is traceable all the way through to modern day kings and queens, including King Charles III. We learnt that the Bayeux Tapestry is a 70 metre piece of cloth depicting the battle itself. The Norman invasion changed the course of history for England, both politically, religiously and socially. We also have studied other monarchs such as King John, Henry VIII and Queen Victoria who play a significant role in our history.

## Japanese

This half-term we have been learning about different countries and nationalities and how to ask about this in Japanese. Before this we have been revising our understanding of the Japanese alphabet focusing on pronunciation. We really like Japanese because it is really fun and we get to learn about geography too!

Nationality - Jin County - Kuni

*By Louise and Gracie*



## Art

In this unit we have looked closely at the works of artist and sculptor Henry Moore. We explored his work through sketching and scrapbooking. We focused on how to sketch figures in different positions and used watercolors, ink and wax resist to create our own interpretation of Henry Moore's work. In our final lesson, we created our own clay sculptures using rocks and shells to help with different forms and expressions. In conclusion it was very useful, fun and messy!

*By Nestor, Espen, and Yamen*



# YEAR 6 - WRITTEN BY THE CLASS

## PE

This half term we have been participating in ultimate frisbee, frisbee golf and dodgeball lessons. Frisbee golf is like golf itself, but instead of a golf ball, we used a frisbee! We were challenged to throw a frisbee to hit a cone and we turned our school field into a mini course. The aim was to throw a frisbee in as few of the throws as possible before moving onto the next obstacle. We learnt how to throw a frisbee efficiently and this was really useful in ultimate frisbee (like netball but with a frisbee instead!)

In dodgeball, we have worked on our throwing techniques as well as competing in many games not just in PE, but in dodgeball clubs and competitions.

*By Rosie and Poppy*



## Dodgeball

This year, Year 6 assembled an outstanding dodgeball team and participated in a dodgeball tournament. Everyone had fun and it was amazing to see them do so well. We finished 4th and as a result, we qualified for the next round. A big thank you to our manager (Mrs Dutton) and captain (Dexter). We are so glad we had you.

*By Jonah*



## Cross Country

Last week, a whopping 43 students ventured down to Bishop Luffa to participate in a cross country event. Firstly, I would like to say a big well done to everyone who completed the race; luckily no-one lost a shoe this time! The top 15 runners qualified for the West Sussex West county finals and we are proud to announce that 7 Jessie runners have qualified. Thank you for reading!

*By Dylan*



**We are so happy with our new hoodies! Year 6**

# SCHOOL COUNCIL

One of the many things that we pride ourselves on is our beautiful school grounds and that the children have access to the fields and playgrounds at break and lunch times (weather permitting!) as well as for doing PE, forest schools, science and any outdoor learning.

At break times, including lunch, the children are welcome to play with the outdoor playtime games equipment. This ranges from basketballs and footballs to skipping ropes, large chess pieces, tennis racquets, wooden “Jenga” blocks, balance boards and even over-sized foam feet! Obviously, for us to continue to use the equipment it needs to be used appropriately, treated with respect and returned to the outdoor play equipment boxes when the whistle goes. Sadly, this is not always what happens. The school field is not available for children to play on before or after school (unless they are part of a club using it) but children have been hiding play equipment around the edges of it to play with out of school hours, or just can’t be bothered to put it away. As a result, the amount of equipment that we have available reduces.

After half term, the School Council will be modelling to the children how to tidy away when the equipment whistle goes and also awarding house points to children they “catch” being helpful.

They would also like to plead with anyone who has access to “spare” tennis balls that we can have for the school. We know that some parents live within range of the local tennis clubs and end up with tennis balls in their gardens - and we are always very grateful when these are donated to the school.

Leo: Sometimes children hide footballs to play with before school.

Dylan: I think we need to really emphasise that school equipment may get taken away if it isn't looked after.

Bea: We need to make sure that the footballs and basketballs are regularly pumped up.

Jennifer: We need everybody's help to put the equipment away!



# STAYING SAFE ONLINE

For this issue of the magazine, I would like to delve into the world of secure browsing. In today's digital landscape, safeguarding your online information is paramount. I am here to share a handful of uncomplicated, yet highly effective tips, to help you browse the web securely:

1. **Stay Up-to-Date:** Make sure your web browser is always up-to-date. Updates frequently include vital security enhancements that shield your data.
2. **Clear Your Digital Trail:** Regularly clear your browsing history and cookies. This not only declutters your online footprint but also reduces the chances of your activities being tracked.
3. **Exercise Caution:** Be vigilant when clicking on links or downloading files, especially from unfamiliar sources. Staying informed and maintaining a healthy dose of skepticism can go a long way in dodging scams and phishing attempts.
4. **Beware of Tech Support Scams:** If you encounter a sudden pop-up or receive an unexpected call claiming to be from tech support, proceed with caution. Legitimate tech companies typically don't reach out in such a manner. Disregard these messages or hang up.
5. **Secure Public Wi-Fi:** Whenever you use public Wi-Fi, consider employing a VPN (Virtual Private Network). It provides an additional layer of security by encrypting your internet connection. NordVPN is a reputable choice, and there are free alternatives available too.

By incorporating these uncomplicated measures into your online routine, you will be better equipped to enjoy a secure browsing experience. Remember, it's all about staying informed, being cautious, and safeguarding your personal data.

Should you ever have inquiries or require further assistance, please don't hesitate to get in touch with us at DeviceDoctors. Our mission is to ensure your digital journey remains as secure as possible.

Wishing you all the best,

**Tom Orchard (Director at DeviceDoctors)**



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# E-SAFETY

## WHEN?

Safer Internet Day takes place every February



**6th February was Safer Internet Day, and this year the theme was: "Inspiring change? Making a difference, managing influence and navigating change online."**

Safer Internet Day is a great opportunity to focus on online safety with your child, whatever their age. This year's theme is all about change and influence online and there are a range of pages to help you talk about these issues and ideas with your child, no matter how much time you have and in an age-appropriate way.

(<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carer>)

Safer Internet Day 2024 is celebrated on 6th February 2024, with thousands of people across the UK working together to champion youth voice and engage in conversations about how we can all work together to make the internet a great and safe place.

For parents, there is also this video to use as a guide:

(<https://www.youtube.com/watch?v=SD5KW6dqnV0>)

## Help and advice for you as a parent or carer

*Things change so fast online, it's hard to keep up with what my child is doing.*

Staying up to date with what children are doing online can feel like a challenge sometimes. However, you don't have to be an expert in every new app or service. Simply having conversations with your children about their lives online, and what to do if they need help or something goes wrong, is what's most important. Here are a few simple steps you can take to help bridge the gap.

### Talk little and often

Having a regular open dialogue with your children about their favourite apps, the games they enjoy, and their online friends, will help create an environment where chatting about online experiences becomes a normal part of family life.

### Stay proactive

As a result of discussions with your children about their online activities, take time to research the apps they're using, the accounts or channels they're following, and the games they're playing, to get a better idea of what they're experiencing and what your thoughts are towards it.

### Seek support

Knowing where to get help is essential. Each app or platform will have its own safety guidelines and reporting features, and having knowledge of how to use these will ensure you can make a report, seek help, and support your child to get the best out of the services they're using.



Safer Internet Day 2024 | Tuesday 6 February

Coordinated by the UK Safer Internet Centre

# E-SAFETY (PART 2)

*My child is asking for a new device and I'm not sure they're ready for one*

It's important to think carefully before getting any kind of device for your child. Not only can it be an expensive decision, it's also necessary to consider the 5 'Ws'.

## What kind of device is it and what level of connectivity does it offer?

Does the device allow you to connect with friends, online friends, and other people you might not know?

## Who will be using it?

Will it be a family owned device, or just for your child? If it's a personal device then it's important that you're aware of the in-built settings that are available, such as the content and privacy restrictions that can help to control things like age ratings, location sharing, downloading, and screentime etc.

## When and where will the device be used?

Is it portable, or will it stay in one place in the home? Will it go into your child's bedroom, or will they take it out and about with them?

## Why does your child want one?

Is this an upgrade to an existing device that might be past its best, or are they asking because, 'all their friends have one!?' As a parent or carer, it can be difficult to explain the cost of new devices and relay your concerns in a child-friendly way. If your child is asking for their first phone, then Childnet's ['First Phone Checklist'](#) has all the advice you need to make an informed decision.

Remember, even if your child is putting pressure on you, as their parent or carer only you know if they're ready to use the device they're asking for, and if they can demonstrate the responsibility and maturity needed to enjoy it safely.

*What does an influencer do and how can they affect children's behaviour?*

Influencers are people who use their internet presence, celebrity status, or relationship with their audience to affect the behaviour of their followers. Influencers can range in popularity, with some having 1,000 followers right up to those with millions of fans.

Influencers use their platforms in a variety of ways, including encouraging people to:

- buy specific brands, products, or services, that the influencer is advertising
- spend money on other things, for example wanting to replicate the activities or lifestyle that the influencer enjoys
- change people's ideas and opinions about topics, to match the influencer's own values

Influencers often have a large following of people who pay close attention to their views. The content they share can affect a young person's mood and mental health in both positive and negative ways.

Many influencers use their platforms for worthy causes, for example:

- to raise awareness about issues that are hard to talk about
- to fundraise for charity
- to celebrate difference
- to promote social change

However, if you think that the content your child is seeing is affecting them in a negative way, it's important that you talk to your child about it and seek the appropriate [help](#) if necessary.



# JYS SPORTS

## Spring 1st Half Term



### **Boys Indoor Cricket –Westgate Leisure (17/01/24)**

We started the year by attending an indoor cricket competition at the Westgate Leisure Centre.

Our team was made up of children from Years 4, 5 and 6, who all train and play cricket outside of school.

Speaking to the children who took part, they said it was set up that they had a batting partner and that each pair would be in bat for 10 balls. If you were “out” in that time, the runs would be affected but you would remain playing. Everyone got to bat and everyone had to take a turn bowling. George said that he really enjoyed it and “it was active and very exciting”.

### **Football v Parklands School - JYS (22/01/24)**

We hosted Parklands again for a friendly game of football between our two schools.

Our team was made up of children from Years 3, 4, 5 and 6, and they all pulled together to convincingly beat Parklands 5-0. It is great that we can provide opportunities such as this for our children to compete in competitive events. When asked, some of the boys commented that the opposition had some tall boys!

### **Dodgeball Tournament – The Arena, Bognor (23/01/24)**

The children were driven to The Arena in Bognor to participate in an inter-school dodgeball tournament.

Mrs Dutton reported: “They were awesome! We came second in our group so played the winners of the other group in the semi-finals. We lost to them 2:1 then we played for 3rd/4th place. It was Neha v another girl for ages. I knew I needed to get Neha off and she was going down. As I was trying to swap her legally, she got hit. Sean (O’Connor) watched it and wants to get us in the county’s at Chi College!!! The one we went to last year!!!!”

The children said that it was good and fun. They also reported that it didn’t hurt when they got hit, and that the balls weren’t very good.



### **Cross Country – Bishop Luffa School (24/01/24)**

We took 41 children from Years 5 & 6 to compete in a huge inter-school cross country competition, where the children had to run a 2.1 km course. We won the Y5 boys’ race, and then four of our Y5 girls finished in the top 20 in their race!

Leo, in Year 6, said that the course felt really far! It was 2.1 kilometres. Whilst running, it felt like his legs were dead. He had to force himself to keep going!

7 of the JYS children who competed have been invited to compete in the county finals at the end of March.



## Spring 1st Half Term

### **Future Flyers 1 - Westgate Centre (25/01/24)**

Our children were dropped off for Future Flyers and the first session had a cricket theme.

This programme is for children who have been identified by their teachers as being gifted in the areas of physical activity and sport.

They are invited to participate in the "Future Flyers" Gifted and Talented Programme to be run by West Sussex West School Sport Partnership (WSWSSP) in collaboration with Everyone Active.

The programme has 4 sessions during the school day throughout the academic year starting after Christmas. The programme is designed to expand their awareness of sports, improve their fitness and agility, and increase their knowledge in essentials such as teamwork and leadership.

As well as using the spinning bikes and gym equipment to work on chest and arms, the children were doing sprints between wickets and practicing their aim through bowling.

They are all looking forward to the second session.

Harry said that his favourite thing was using the FORTIS system. He said, "it is like HIIT without the hurt!"



### **Netball - Parklands (29/01/24)**



Making a change from football, we were invited to take a netball team to Parklands School for a friendly netball match.

We got a team together and headed down the road to play against our sporting rivals. The children said that knowing the positions that they were playing in really helped them. They worked very well as a team. They also commented that the opposition had one very tall boy and a very tall girl too – "but we beat them anyway".

### **Tag Rugby Festival - Bishop Luffa School (07/02/24)**

We were delighted to send so many of our Year 3s (8) with 4 Year 4s to the tag rugby festival at Bishop Luffa.

The children played some mini practices with other schools and they then played two matches. Mrs Dutton reported again how proud she was of the children and that it was a pleasure to have parents there supporting the children too. Ella, our captain, said that she enjoyed the experience and the best it was the two matches! Mrs Dutton said that Ella was "fearless" and "brave" when she had the ball.



# Reading recommendations

The books in the list below have been released recently.

All of the titles can be found in our library or borrowed from the library in Chichester. If you have any suggestion for next terms list, please let us know.

## For ages 4-5 and up

### Fish And Crab

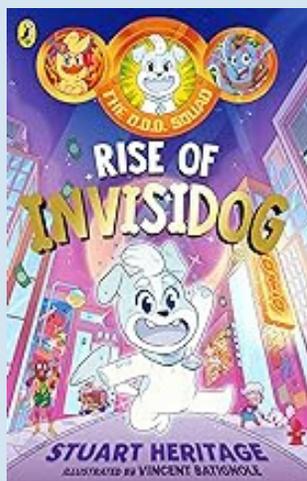
Fish and Crab are best friends and live in an aquarium with their other watery chums. When it is time to turn off the light and go to sleep, Fish keeps them both awake with his thoughts and questions, until Crab finally caves in and tells him to share everything that is worrying him, so that they can both finally get some rest.



## For ages 6-8 and up

### The O.D.D. Squad: Rise of Invisidog

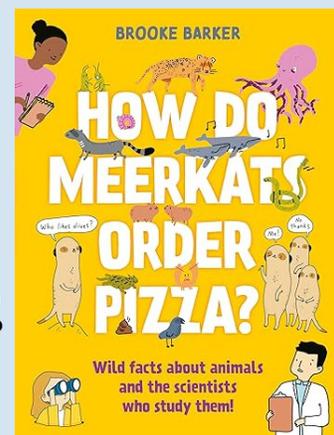
Set in Justice City, this book introduces us to three unlikely superheroes, veterans Quack Attack (a duckling) and Detective Octopus (an octopus – you probably guessed that – she struggles rather with crimes that take place on dry land), plus eager newbie, Invisidog. Young Invisidog's superpower is invisibility, but he's yet to find a way to use it effectively to right wrongs.



## For ages 8 and up

### How Do Meerkats Order Pizza?

In this uproariously funny and charmingly illustrated book, readers are introduced to incredible animals and the bizarre things human scientists do to understand them.



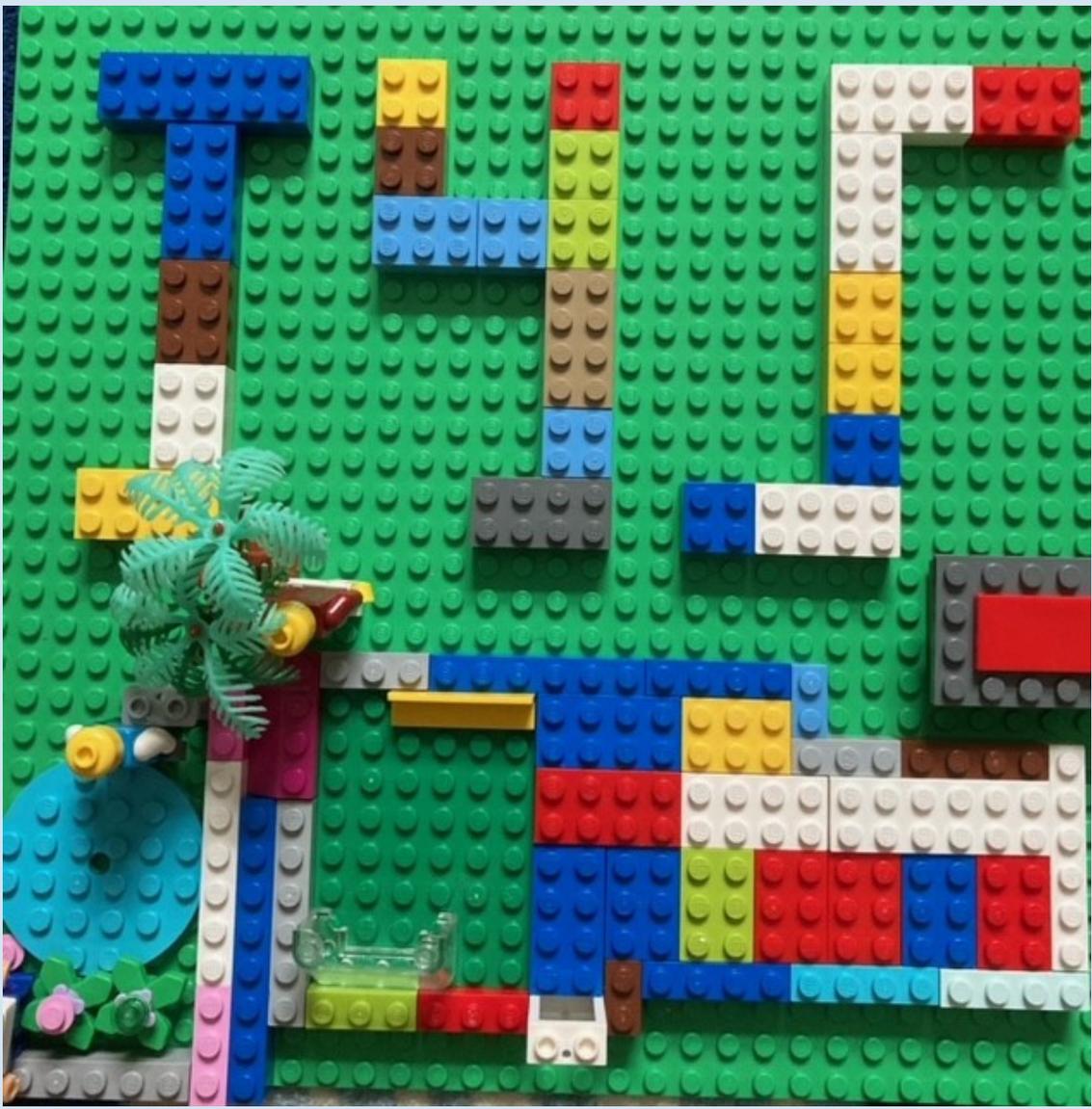
Did you know that crows never forget a face? Or that jaguars have a favourite perfume? Have you ever wondered how to pet a yeti crab? Or whether dogs can tell if you're smiling? And just what is a burrowing bettong?

## For ages 9 – 11 and up

### The Clockwork Conspiracy

Young aspiring inventor Isaac Turner lives with his dad, Diggory, the chief horologist in charge of maintaining Big Ben and the clock within the tower. The night the clocks are due to go back across the country, Isaac's Dad has taken him with him to help with the special operation needed to do this, but things suddenly go awry when Diggory vanishes leaving behind only a smashed pocket watch and a cryptic message. Along with his new friend Hattie, daughter of the Speaker of the House, Isaac must follow a series of clues across London, uncovering a sinister plot deep within the UK government, which threatens his own and many other lives and even time itself.





By Imogen, Year 3

**Aspire ~ Respect ~ Enjoy**

