

The Sportsman

You will probably have heard rave reviews of Premier Sports' Luke who is now at the school every Monday morning working with classes 2 and 3 and some of the older children in class 1.

Do remember that Luke is here every Tuesday for multisports after school.

Unleavened delights

On Tuesday 24th [that's the first Tuesday after the break] we are going to amalgamate our pancake extravaganza with a half term tea - somehow this got missed before the break.... So, to keep with the spirit of the event, how about other pancake-like edibles - blinis, drop scones, pikelets etc - get thinking!

Remember you can freeze pancakes - flipping fun for all the family over half term.....

The Rag Trade

Time for a new wardrobe, ladies! Don't throw away your unwanted (decent) clothes - bring them along (plus a bottle of wine and a friend) and swap them. All we ask is a small donation for each item of clothing successfully re-homed.

Where? Louise's (Freya and Holly) house

When? Thursday 26th February at: 7.30pm.

For more details ring **Charlotte** (Molly, Isla and Madeline) on 472738 or **Louise** (475448).

Jack & Archie

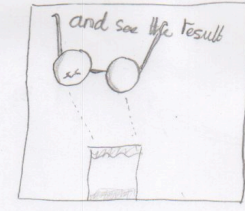
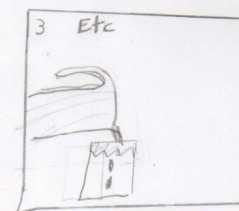
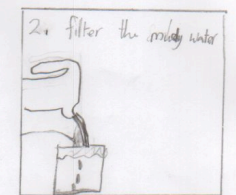
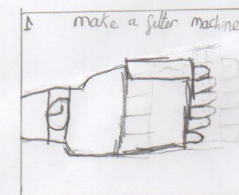
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Our Hypothesis

We think some water is coloured by particles as we know (when we mixed soil and water together in a jam jar we could see them) But we think that some water uses something else to colour it maybe chemicals like when you put food colouring in water. We think that soily water won't go completely clear if you filter it with filter paper.

Our Experiment

To find out if all coloured water has particles in or not, we will filter the soily water through filter paper to see if it will go clear.



This week we are really pleased to have the space to be able to show you some of the work that is being done by **class 3**.

This is an experiment that **Jack and Archie** designed.

Lunch Menu

- Mon** Greek mezze – falafel/ Hummus/vine leaves/salads Baklava
- Wed** ***Class 1's 'You Choose' meal***
- Fri** Lasagne and salad Apple strudel and custard

As so many of us will be at the Tate tomorrow this week's Friday Letter has been brought forward [hence the radical name change] – have a great half term!

DATES FOR YOUR DIARY

Tues 24	3.15-4.15pm Premier Sports multi-sports club 2.30 PANCAKES + TEA AND CAKES!
Wed 25	Drama club 3.15-4.45 [bring that snack...]

- Mon 23** **Back to school**
Mandi away all week (Cath covering PMs)
- Tues 24** **PANCAKES & TEA [plan your flat edibles NOW]**

MARCH

- Weds 4th** **Governors' Meeting**

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12 Feb 2009

As you may know, I spent the past week on a 'Forest School Leader' course. Days of snow, woodland wonderland, and a cosy wooden hut evoked warm childhood memories of residential trips. But what was most important to me about this particular course was the way I was encouraged to focus on my own behaviour as a learner and whether or not my environment supported my own learning styles. According to the course leader I was predominantly a kinaesthetic learner (I was caught looking out of the window on several occasions with the words 'let's make snowmen' written across my forehead!).

Understanding children's 'schematic learning' (or their *patterns* of behaviour) was also a strong emphasis of the course: If you think about whether your child prefers to use a large cardboard box to play in rather than the expensive toy inside then you might conclude that they enjoy the experience of 'enclosure'. If they enjoy carrying objects around in bags, or themselves around in trucks you might conclude that they are a 'transporter' (this certainly explains *my* need for so many bags!).

My TET skills were put to great use when role-playing how I might encourage an unhappy child to come down from a tree. But it wasn't until I made myself a woodland shelter, and built a fire fit to boil myself a cup of well-deserved tea that I truly understood how connected the Forest Schools work is with a school like ours. With a sophisticated knowledge of how children learn and careful observations of what interests and engages them, teachers are able to facilitate learning that makes sense in environments that naturally meet our different needs.

Jessie (Class 2 teacher)