



## Dear Parents and Guardians,

Welcome to the December edition of the Froebel House Newsletter!

As I write, the children are getting extremely excited about their respective trips to the New Theatre and Hull Truck as well as reflecting on recent trips to nature reserves, The Jorvik Centre and an Archaeological Dig! As you can see from the pictures the children enjoyed the trips and had positive experiences throughout. We believe students learn best when they can see, hear, and experience things first-hand. Multi-sensory learning is an important part of school life, and school trips certainly call upon all the five senses. It is because of this sensory experience that we value and believe attending a variety of trips throughout the year is an integral part of their learning experience. It's been so good to get the children out and about and upon our return in January, COVID -19 permitting, we will continue to immerse the children in as many curriculum related trips as we can!

I have also included with the newsletter a separate attachment which includes important safeguarding information that I believe is crucial in helping inform our community about current safeguarding concerns and in doing so, helping us all to collectively play our part in keeping our children safe. When dealing with safeguarding content it's not always an easy read and because it isn't, is an indicator

of how important it is for us to be aware of what's going on, learning about the concerns and as a result, developing the understanding and awareness to help make good, informed decisions, and consequently, interventions when, and wherever necessary.

As we break for Christmas, the staff and I are extremely pleased with the academic year to date. The children continue to make progress in a happy, safe and caring environment and the children's regular daily attendance and the daily support from parents is an integral part of that. Thank you.

The staff and I would like to take this opportunity to wish you all a very Merry Christmas, a happy holiday period and prosperous New Year. We look forward to seeing everybody back in school on Wednesday, January 5th, for the start of the Spring Term.

Best Wishes,

Mr Roberts  
Headteacher

## Worthy of Praise

### WHAT IS WORTHY OF PRAISE?

Worthy of Praise is an opportunity for the school to recognise students who have made a noteworthy contribution to the school, each week, during our Monday morning assembly. Each teacher, when discussing the class and their merit cards, selects a student whom they believe deserves to be recognised school-wide for their efforts.

A 'Worthy of Praise' candidate has met one or more of the following criteria:

- Demonstrating a genuine caring and responsible attitude towards others
- Demonstrating and practising an improved positive attitude to learning throughout the week
- Working independently to improve their academic performance through effort and perseverance, having struggled to do so in the past
- Modelling the behavioural expectations of the school throughout the school
- Demonstrating good manners, polite behaviour and genuine acts of kindness towards other members of the class and school community

## I would like to congratulate the following students for being singled out for 'Worthy of Praise' during December:

**Reception:** Simeon Opare-Sakyi, Francesca Murphy, David Hart, Nehemiah Mathew, Francesca Murphy, Umini Richardson, Ryan Duffill, Demi Abiola, Tinashe Gumbo, Juanita Ofori, Iyioluwa Falana, Meka Onuchukwu

**Year 1:** Aten Morgan-Douthwaite, Simone Masamha, Asiya Akhtar, Grace Murphy, Isaac Michaels, Sabreen Solaiman, Xaoni Richardson

**Year 2:** Ali Elhomaidy, Abigail Nkomo, Annette Igbinovia, Thandiwe Dick, Verity Hatley, Asher Sibanda, Ava Andrews, Rex Ren, Rayan Swaray, Ellie Humphrey

**Year 3:** Miguel Musakanya, Margaret Hart, Ezekiel Cherian, Ruba Akoud, Eleen Bhamji, Fraser Osgerby, Aarav Ponmurugan, William Docker, Shravan Jeyaseelan, Zuriel Thompson, Terence Cheng, Damian Alabi, Jayden Ofori

**Year 4:** Zack Chi, Ameera Bhamji, Theodore Baxter, Myron Bortier, Dubem Onuchukwu, Amy Roberts, Nyasha Duri, Izabela Zawalich

**Year 5:** Boeima Swaray, Chloe Willis, Anashe Nenzou, Maya Hatfield, Harry Ede, Scarlett Lane, Ayyoob Bhamji, Henry Osgerby, Skye Farrow

**Year 6:** Hayley Cheng, Eva Roberts, Hannah Chazuka, Lotanna Ezeike, Annie Pang, Sophie Fitzsimons, Daisy Gadd, Lakshmi Sivaneswaran, Malaika Azana-Ball, Curtis Chen, Tristan Boakye

## School trip to the Jorvik Centre in York



# Curriculum Update....

The last few months have seen some excellent developments in the way we continue to develop and strengthen our school curriculum. Working with the staff, we have added resources where we felt it was required and in doing so, ensuring we are maximising the opportunities for the children to engage in their learning.

## **The Interactive Whiteboards:**

The interactive whiteboards have been an excellent addition to the classroom. They have enabled teachers to access a plethora of online teaching resources to supplement the curriculum content and help the delivery of content.

As we have developed elements of the curriculum, we have done so keeping the whiteboards in mind, ensuring that the resources we have replaced old and dated ones with, are available through the interactive whiteboards and support the delivery of content.

## **English Comprehension Scheme:**

We have replaced our weekly comprehension scheme with a much more rigorous whole-school program designed to support the children from their first steps in comprehension through to a secure ownership and confident application of comprehension skills. The scheme breaks down the complex process whilst matching the curriculum expectations of Key Stage 1 and 2. We chose the scheme for the following reasons:

- The scheme has really engaging extracts from a range of genres, including high-quality contemporary fiction.
- Each lesson plan is articulate and guided in its intent for each unit, featuring a language toolkit to support explicit vocabulary teaching, imperative for children to build on their word banks.
- Extensive discussion and enrichment activities to build a good background knowledge.
- An excellent range of online resources, including printable texts and modelling slides for each unit to assist with delivery.

Jigsaw is designed as a whole-school approach and provides a detailed and comprehensive scheme of learning for ages 3-11. Jigsaw makes the PSHE minefield of content easier to deliver by providing well-structured, progressive lesson plans with all teaching resources necessary. The scheme was recommended by a consultant that works with the school and is recommended by government agencies and huge number of schools. In many ways, Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. To date, the children across the school have expressed how much they like and value the lessons and the way they are delivered.

## **Target Your Maths and White Rose:**

We have been using 'Target Your Maths' as our primary Key Stage 2 resource and as teachers, we really like the way it complements our maths curriculum. It's been an excellent addition to our teaching resources, allowing children who struggle in some areas, to access differentiated tasks to build their confidence. Those who have mastered tasks can push on to more challenging material. It naturally differentiates and compliments our established resources extremely well. In Key Stage One, we now access the White Rose Hub and again, in doing so, access a variety of online resources to compliment the delivery of our established ways of teaching Maths.

## **PSHE and Religious Education:**

Due to the timetable changes made on the back of the Pandemic and the schools desire to offer a broad and engaging curriculum, we have been able apply more time to both RE and PSHCE, across the school. In doing so, we ensure we are educating our children in helping them understand faith, and the different beliefs and practices of different faiths. In addition to this we have dedicated assembly time, every Thursday across the school, to deliver our PSHCE whole school curriculum.

Our Personal, Social, Health and Citizenship Education (PSHCE) aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. Navigating our complex world can be challenging, and parents and teachers play an essential role in preparing children for the future. To help the school ensure we are consistent in our delivery and have a linear, progressive scheme of work from Reception onwards, we have introduced JIGSAW.

# Art

## Loose Part Collages

Reception



'Doodle' by Francesca



'Friends' by Francesca and Umini



'A home' by Umini



**'A Funny Clown'** by Nehemiah



**'A poor man who lives in the piggie's house that was made with straw, until a wolf came...'** by Nehemiah



**'Leaves and Stone'** by Ryan



**'The People'** by Demilayo



**'A rain forest fly trap. The flies are buzzing around'** by Ryan



**'Me and my Mum'** by Juanita



**'A man from leaves and pinecones'** by Tinashe

## Year 2

We have been exploring the colours and textures within fruit and vegetables using oil pastels. We then applied our new mark making skills to the creation of collages, inspired by the work of Paul Cezanne.



Abigail Nkomo



Ayobami Williams



Thandiwe Dick



Verity Hatley

## Year 3

We have been practising using a range of pencil grades and soft pastels to create a range of tones within our observational drawing. As part of this, we have drawn animal skulls to link with our science work on teeth.



Damian Alabi



William Docker



Millie Lewis

## Year 4

We culminated our drawing work by capturing the colours and movement of Hull Fair using soft pastels.



Dubem Onuchukwu



Ameera Bhamji

## Year 5 & 6

We have been investigating how to create a range of lines, textures and tones with our pencil mark making; we applied our experimentation to a sketch of a landscape.



Daisy Gadd- Year 6





Malaika Azana-Ball – Year 6

To further explore mark making, we have been investigating Greek Architecture whilst experimenting with a range of mediums. After a process of independent research and experimentation we planned and executed our final pieces.



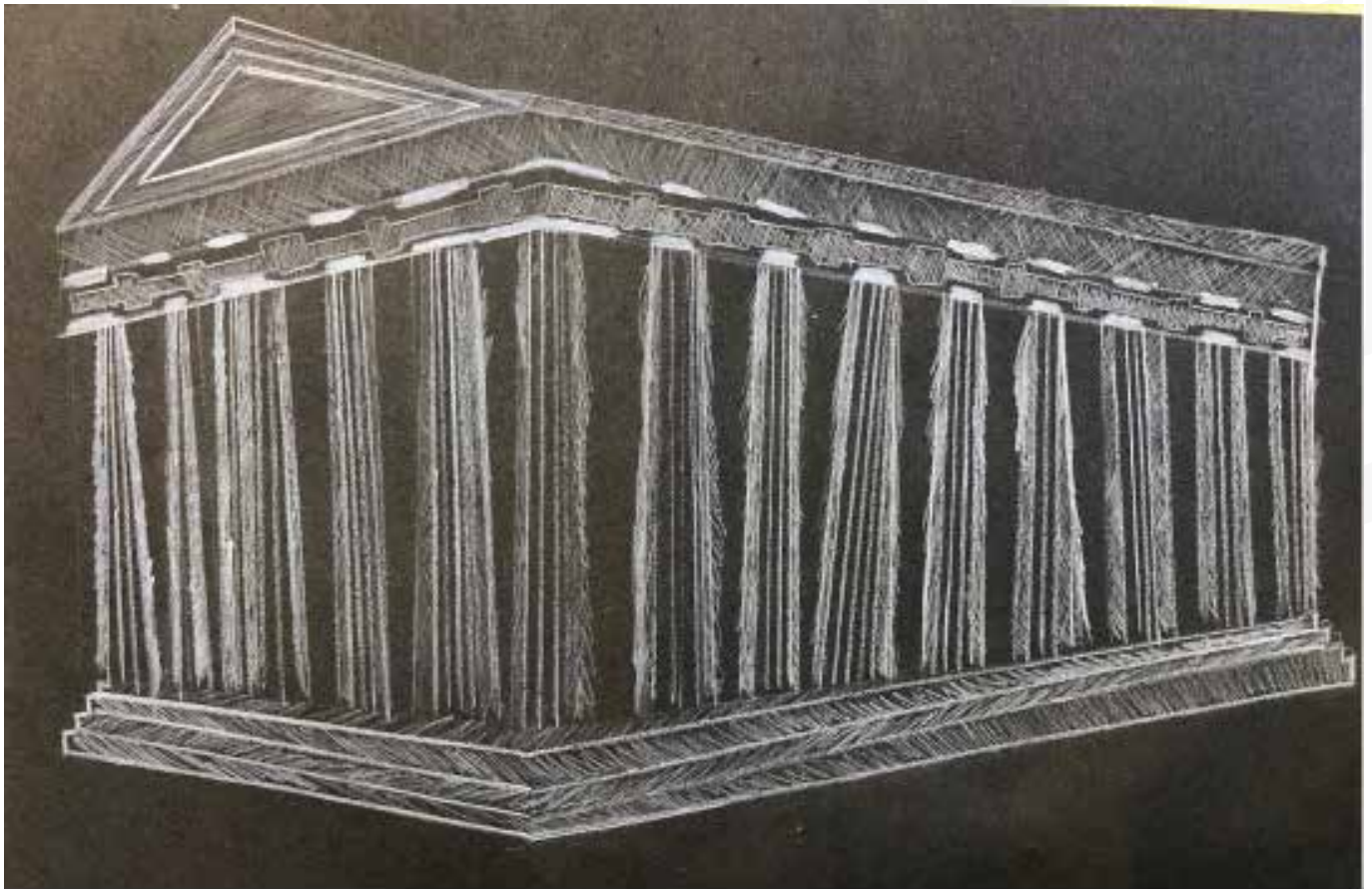
Scarlett Lane- Year 5



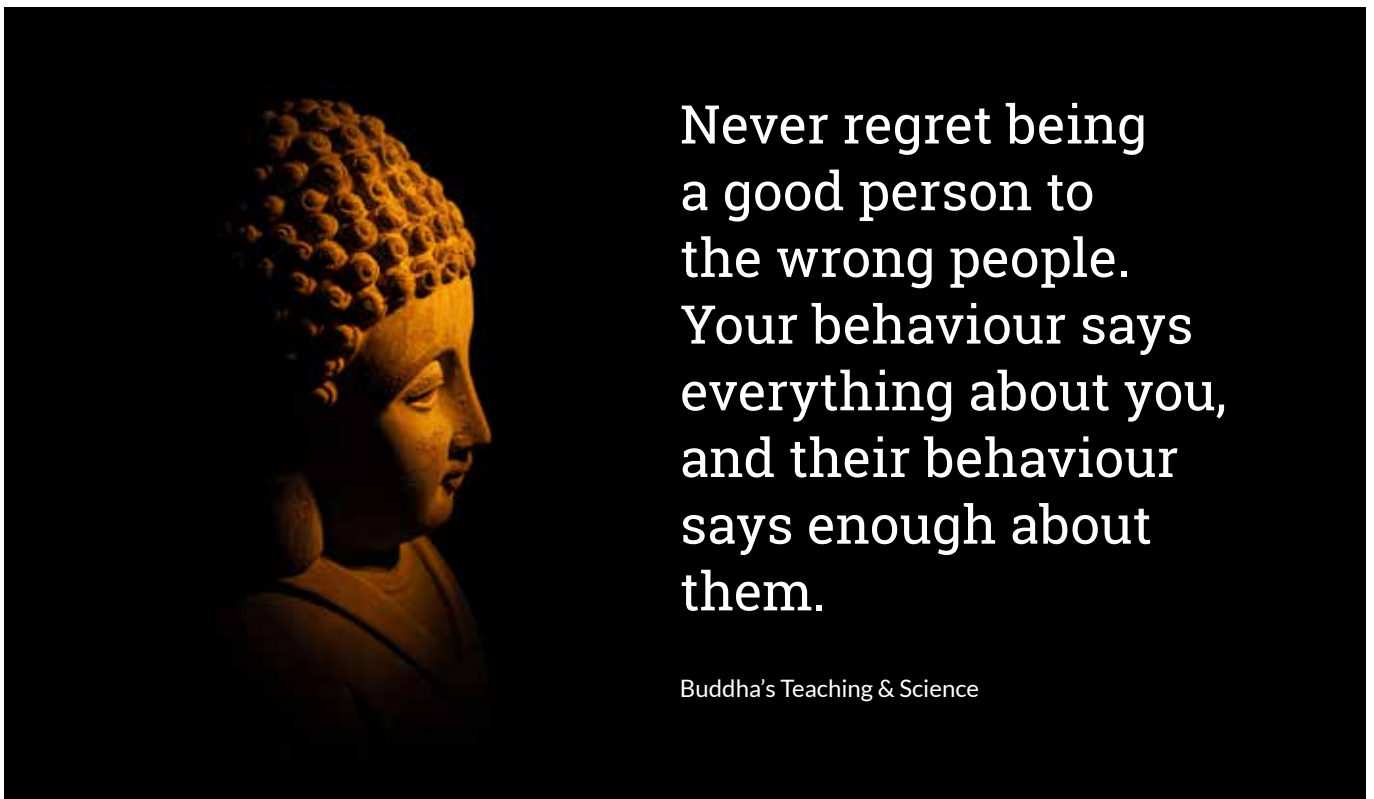
Hannah Chazuka- Year 6



Martin Jose - Year 5



Casper Gilbert- Year 6



# School trip to Hutton Cranswick






**Save the Children**  
**CHRISTMAS**  
**JUMPER DAY**

A massive thank you to the Froebel Community for your Christmas donations to both the Vulcan centre (food parcels) and for the Save the Children Christmas Jumper appeal. It was through Mrs Morris, a longstanding member of the Froebel Community, and her first-hand experience of the charity that persuaded Froebel to join the effort.

The food donations have helped hugely as the Vulcan Centre has seen a massive growth in their food parcel offerings since the outbreak of COVID-19. They are now playing a vital part in supplying residents across Hull food parcels during these very difficult times and have been struggling to get the support they require to meet the increase demand for their donations.

Hopefully, we have made their extremely valuable and difficult job a little easier. Thank you again to all our community members for making our collective donation such a generous one. Brilliant job team!

Again, the community were very generous in their donations and we raised over £400 to support the Save the Children Christmas Jumper Appeal, with the children really enjoying the non-uniform day. Thank you to all for your donations.



# Creative Writing

## A Ghost Story

by Malaika Azana-Ball

One evening .... A girl named Daniella had invited four friends over to tell a ghost story ... Every girl got a turn to say their story, and to try to scare every girl. Daniella was picked to go first.

So far, two girls had already told their story. They waited until the last three had told their story together (They were triplets.) Their story was getting rather interesting and scary ...

Twenty-one minutes after the story, some screaming was coming from the cellar. The thing was .... Daniella couldn't hear it. Then, the thunder struck, and the girls screamed. From then on, the screaming from the cellar was getting louder. So ..... the girls went down to the cellar but there was nothing there. Daniella thought the girls were crazy – until they went to sleep.

Daniella had disappeared ..... After the disappearance, the screaming was back. The four girls had run out of the house. They had reported the house to the police. It was sad to hear that Daniella had disappeared, she was only just new to the school, but it was strange to the girls that she had lived alone, with no family, just one old house from the 1600s. Back in the 1600s, a girl got set on fire from being suspected of witchcraft. The suspected girl lived in that house. Legend had it that she haunted the village she was burnt in and the house she lived in, which was up the hill in the village. Every time you heard a peculiar scream in the village, you

should run. The moment of realisation came to one of the girls – of the Legend.

It reminded her of the story Daniella had told. Nobody knew that much of the story, so Daniella's friend did some research on the girl's name in the Legend. Her name was Daniella ..... the four girls were petrified. They knew something was up with Daniella and why she lived on her own with no family, a house from a scary Legend and had beaded dark blue and light tinted red eyes and a soft white face, whiter than a piece of paper. All Daniella talked about was fire and, one more thing, she had skulls of people who were killed by Daniella in the Legend! They were rotted. They smelt really bad. Daniella had a very scary scream when she was scared. Daniella could do 'cool' magic tricks that nobody else could do, but her friends were too blind to see through majestic Daniella. They came to the conclusion that Daniella could have been the girl who was killed, and the girls had found out that Daniella's scream represented her sore arms while being lit up!

Since then ..... Daniella has not returned. The police even looked for her description .... It wasn't there .... Her friends now live in shock.

# The Deep

by Daisy Gadd

The deep is a place that not many people have discovered yet. Cast oceans go down so deep that mankind is unable to stand the pressure. It could crush your brain; kill you. Although these things are preventing us, we have been able to find out a small bit about those few species which can live down there. We still don't know much, but we could learn a lot more in the future. We could do this by inventions. Possibly, if you wore extremely strong armour, it would prevent you from being squashed by the pressure. The only downside to that is that you would most likely sink, or the marine life would be scared of you.

Anyway, I'm going to be telling you about some amazing creatures that live in the deep, dark oceans and how they survive.

There are many ways how those few creatures can live down there in the deep, dark, oceans. Some of them have lights attached to their body. Others have extremely good eyesight. Even some don't use their eyes, but they use their other senses instead: like smell, hearing etc. But those that live there look quite strange compared to normal fish. This is all to do with their habitat. Lots of people say that they could just live higher towards the surface. This is not possible. By doing this, it can put them in danger, as predators live up there and it is safer where they are. Also, their food supply would be different, as the food they eat would not be living where they are. They live in the deep for a reason – not because they want to, because they just do.

A common species of fish that live in the deep is the angler-fish. It has one small light attached to a cord on its body. This way, it can see where it is going. Angler-fish have very sharp, pointy teeth: like those of a whale. Most species of them are about the size of your hand. There is only one downside to having a light on your body, predators! The light attracts their predators and makes it easier to find them. But they have a very good defence mechanism. Their teeth scare away most animals, making it easier for them to live without being preyed on, but it makes it harder to catch prey. These creatures are amazing, although they are a bit dangerous. This just shows you how animals can evolve to live anywhere.

In this paragraph, I'm going to be talking about the vampire squid. The vampire squid was discovered during the Valdivia Expedition and is twelve inches long. The funny thing is, it's not actually a squid, it's an octopus but, when the man who discovered it saw it, he thought it looked like a vampire because of the cape-like tentacles on its back, and thought it looked more like a squid. But he was right. This amazing creature finds its way around using sight. It doesn't have a light. No, it is colour-blind, meaning that it can see everything better than if it could see in colour. Also, its nine eyes help with its vision, meaning that its vision is extremely good and its predators – the Great-White-Shark, the Sea Lion and other larger fish have to work harder to catch it. Vampire squids are disgusting; they eat 'marine snow' which is detritus that consists of bits of dead planktonic creatures and fecal pellets. Another weird thing is that they're related to molluscs; they have no backbone and is an invertebrate. Squids normally have red blood, but this species has blue blood, due to a higher level of a specific chemical. But, when the blood (that's blue) goes to one of the three hearts it turns red again. They have three hearts instead of the different chambers that a human heart has. They live for eight years and can lay up to three thousand eggs. They do this during the night (they're nocturnal) so their predators can't eat the eggs. Their young are called paralarvae when they are hatched. They can also hide from predators by changing from a red-orange to jet-black. I think vampire squids are very interesting and I hope you'll feel the same too.

I think sea creatures of the deep are very interesting. I also like finding out about what they do, eat, where they sleep, how they survive, etc. I wish we knew more about them, but sadly, we don't. I could tell you about loads more, but I don't have enough time. I hope you enjoyed this!

# My Garden

by Sophie Fitzsimons

Elsie was bored. She put down her controller and lifted her head up to the sun. The cool air streamed down on her face and relaxed her nerves. Her eyes were also starting to hurt so she slid down the bannister to sit in her living room – but her mum stopped Elsie from entering.

“Look at you! You’re paler than snow and your eyes are bright red! Go outside for once and get a bit of colour in your cheeks!”

“But mum,” moaned Elsie. Her mother’s idea didn’t change. So, Elsie went outside – grumpy and even more bored – and sat under the great oak tree, sulking. Elsie didn’t like the outdoors and, understandably so, because she was allergic to almost everything. The day wasn’t awfully sunny and the air was fresh and still. She tucked her curly, black hair behind her ears and stood up after only being outside for five minutes, (what to her felt like hours) to head back to her room and have a sleep for the rest of the day. As you can imagine, her mother wasn’t very happy and, much to Elsie’s displeasure, she got told to stay outside for a bit longer. Elsie grumpily stomped back outside.

Elsie decided that if she was out, she may as well do something. Although this was a hard truth for her to face – she was bored and annoyed anyway. She stepped into her greenhouse and took out some old rose seeds from a box. She took out a planter from the side and grabbed a handful of soil from various other plants. Elsie pushed in the little seeds and covered them with compost and spread a bit over the soil. Since it was a hot day, her mother had packed her some chilled water. Elsie sprinkled it over and then screwed the lid back on. Elsie was proud of her work and cheered up a bit. But soon, she turned back into her moody teenager-self. (Although her moody teenager-self was not as moody now.) She decided she could go back inside, so off trudged Elsie back to the door. As she stepped inside, her mother appeared looking very annoyed “Elsie!! Never mind.” She signed, “I got a message from your school saying there is a planting competition for who can grow the most amazing rose!” Excitement grew in Elsie. She had grown one already!

“Enter me Mum!” She ran up the stairs shouting. Elsie wanted to win. Her mother was confused, (I mean you would be too!)

Elsie jumped onto her bed and quickly searched how to grow roses well. She concurred all of the information and rushed outside. Her mother was shocked but decided not to say anything in case her always – moody daughter got annoyed and stamped back into her room for the rest of the day. Elsie kicked open the grimy shed door to try not to ‘muck’ herself up. She made her way past all her old, never used bikes, scooters and toy cars until she made it to the fertilizer. There was also plant food next to it. Elsie picked both up and walked over to her rose in the greenhouse. She unscrewed the lid on the plant food and poured

some into the lid. Elsie then poured in some fertilizer. The mixture gave off an amazing pleasing aroma, which filled her with joy.

Elsie poured her mixture and then headed to bed, dreaming about winning the prize next week, with all the admiring faces looking at her plant in awe as she got awarded her place. She signed, as she awoke from the wonderful dream. Elsie put on her shoes and headed outside. Her mum wasn’t awake so no-one could tell her off for being in her pyjamas. She gasped as she looked at the plant pot. The most beautiful pink rose with the most astonishing scent stood in the pot! She cried out in excitement and took it inside to decorate the pot. Her mother was shocked, but pleased – and helped paint the pot. A week later, the flower smelled better than ever. Since the bloom it was like an everlasting effect of joy struck her like a fierce lightning bolt in a storm. After school, all contestants queued to put their plant on the table. Many were beautiful and amazing but hers outdid them all. Elsie got loads of compliments throughout the day about how talented she was. Elsie soaked them all in like a sponge and thanked them all. As she put her plant on the table, the Judges’ eyes lit up at the beauty of the flower. Elsie sat down with all the other eager faces, yearning for the results. Soon, the judges came to face them, after a long talk.

“Well done to you all! All the flowers are great – but one has to win” said one.

“And that one is ...” said another. “Elsie Rosetta Williams’ beautiful plant!” said the last one. Her eyes lit up as she hopped over to claim her prize – a beautiful medal with flowers on and a plant carved in the gold. The light gave it a shine. Elsie placed it over her head and beamed with joy. She picked up her flower and sat down, waiting for her mum to pick her up. Soon her mum came – who had never had a wider smile. As they got into the car and plugged in their seatbelts, the car started and her mother began driving. Elsie stroked the soft petals and smelled the sweet aroma of her flower. “I love my garden.”

# Years 3, 4, 5, and 6 enjoying the Railway Children at Hull Truck



Reception, Year 1 and Year 2 at the New Theatre to watch Snow White and the Seven Dwarfs...



## Some General Reminders...

I have listed some general reminders below for your perusal. The reminders are designed to reduce the incidents of us having to call parents to bring in swimming bags when forgotten and to help repatriate clothing items quickly because they have been clearly labelled!

## The Second Hand Uniform Shop

If you have any second-hand school uniform items surplus to requirements, then please let Ms Dalton know immediately, as we are very short of stock. Any uniform item is gratefully received. Ms Dalton's contact number is 07964 466191. This information is also placed on the notice board in the corridor.

Due to the legend called Dolly graduating at the end of this year, I am looking for somebody to fill her very large shoes to commence September 2022. If you are interested in helping, then please don't hesitate to contact me at school.

## Swimming

**Please check your child's swimming and P.E. days to reduce the incidents of children forgetting their swimming bags or not coming into school in the correct attire.**

Please send swimming bags and P.E. bags into school on the day they are needed.

The children swim on the following days:

- Monday – Year 3
- Tuesday – Year 2
- Wednesday – Reception
- Thursday – Years 4, 5 & 6 on alternate weeks
- Friday – Year 1

### P.E.

- Monday – Reception, Year 2 & Year 3
- Tuesday – Years 4, 5 & 6
- Wednesday – Year 3, Year 2 & Year 1



## Stationery

The following items are essential so please ensure that your child has them in his/her pencil case:-

### Years 4, 5 and 6

Scissors, large glue stick, coloured pencils, pen, compass, 30 cm ruler, white rubber and canister pencil sharpener.

### Years 2 and 3

Scissors, glue stick, felt tips, coloured pencils, 30 cm ruler, white rubber and canister pencil sharpener.

### Year 1

Coloured pencils, glue stick, white rubber and canister pencil sharpener.

### Reception

Pencil crayons, pencil case, large glue stick and a rubber.

**NB. Tippex is not allowed in school**

## Uniform

Please **name all clothing**, as we have no other way of identifying lost clothing. If we find unnamed clothing, we donate it to the school uniform shop. Iron on name labels are very easy to purchase and use. Swimming bags need to be labelled on the outside.

Children need **two** pairs of **named** plimsolls. One pair is for P.E. and one pair for indoor shoes.

Please label the P.E. shoes and always keep them in the P.E. bag.

Children wear white socks for P.E. without exception.

### Waterproof Jackets:

The green waterproof jacket should be in school at all times. If children wear the jacket home, please return it the next day.

Please ensure that wellingtons are black or green.

# Term dates 2022-2023

## Spring Term 2022

<b>Starts</b>	Wednesday, 5 January 2022
<b>Ends</b>	Friday, 8 April 2022 @ 12.00 noon

Half term is inclusive of the dates above. Return to school on Monday, 28 February.

**Note:** Bank holiday: Friday 15 April and Monday 18 April 2022

## Summer Term 2022

<b>Starts</b>	Monday, 25 April 2022
<b>Ends</b>	Friday, 8 July 2022 @ 12.00 noon

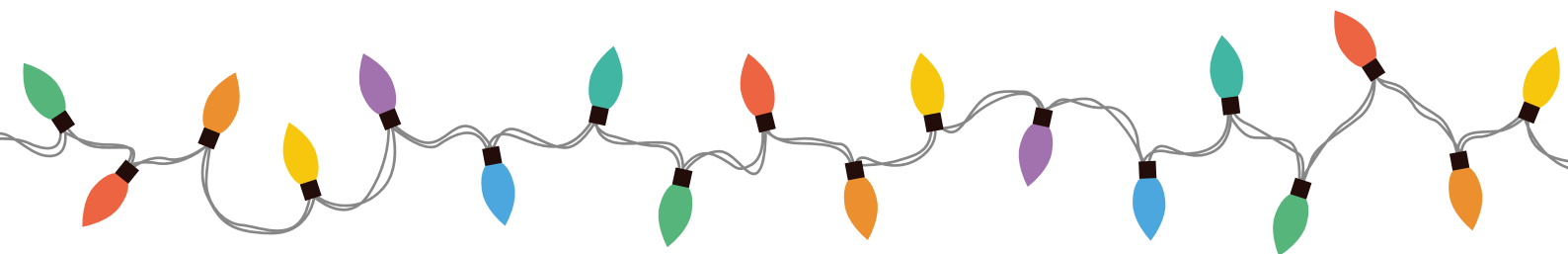
Half term is inclusive of the dates above. Return to school on Monday, 6 June.

**Note:** Bank holiday: Monday, 2 May 2022.

## Autumn Term 2022

<b>Starts</b>	Wednesday, 7th September 2022
<b>Ends</b>	Thursday, 15th December 2022 @ 12 noon

Half term is inclusive of the dates above. Return to school on Tuesday, 1 November 2022.



## Half Term

<b>Starts</b>	Monday, 21 February 2022
<b>Ends</b>	Friday, 25 February 2022

## Half Term

<b>Starts</b>	Monday, 30 May 2022
<b>Ends</b>	Friday, 3 June 2022

## Half Term

<b>Starts</b>	Friday, 21st October 2022
<b>Ends</b>	Monday, 31st October 2022

## Spring Term 2023

<b>Starts</b>	Wednesday, 5 January 2023
<b>Ends</b>	Friday, 31 March 2023 @ 12.00 noon

Half term is inclusive of the dates above. Return to school on Monday, 28 February.

## Summer Term 2023

<b>Starts</b>	Monday, 17 April 2023
<b>Ends</b>	Friday, 7 July 2023 @ 12.00 noon

Half term is inclusive of the dates above. Return to school on Monday, 6 June.

**Note:** Bank holiday: Monday, 5 May 2022.

## Half Term

<b>Starts</b>	Monday, 13 February 2023
<b>Ends</b>	Friday, 17 February 2023

## Half Term

<b>Starts</b>	Monday, 29 May 2023
<b>Ends</b>	Friday, 2 June 2023

## Words of Wisdom

