



Dear Parents and Carers

This term has been short compared to the autumn term and it has absolutely flown by. Judging by the content in the year group pages of this newsletter, the children have been so busy despite what has felt like a year's worth of rain in the past few weeks. Hopefully, now that there are some daffodils on the way, spring is on its way.

This term has been full of opportunities for children to learn beyond the classroom. Reception enjoyed a visit from Feathers and Fur which brought their topic to life and Year 1 explored toys through history with a hands-on workshop from the Toy Museum. Our Year 4 team took part in an exciting speed stacking event at Altwood and some of our KS2 pupils attended the Panathlon sports festival where they demonstrated real determination and teamwork. Mrs Cox took three teams to the Maidenhead Lions Swimarathon at the beginning of the term which raised around £800 for the school.

Larch Class represented Wessex brilliantly at the Primary Schools' Dance Festival yesterday afternoon. Mrs Ashby and Miss Mahmood were incredibly proud of how the children behaved throughout the rehearsal and the performance while I felt more than proud watching them excel on stage. Seeing the teamwork, camaraderie and confidence of the children was a joy to behold. Thank you to parents for dropping off, collecting and supporting what is a fabulous event which has been running for 21 years.

This term also saw our second Share My Learning event where parents and carers met with pupils to look at books, see their classroom and come into school to support their children. We also had our first sharing assemblies of the year with Year 1 and Year 5 entertaining and engaging parents and carers with information about what they have been learning.

This week included both Online Safety Day and Children's Mental Health Week. As always at Wessex, we encourage children to recognise the importance of their mental health just as much as their physical health. This featured favourably in our pupil survey. There are resources available to parents and carers too, so please follow the link in the newsletter for more information.

We have some staffing changes to update you with. On Mondays Mrs Moal will be teaching in Beech class and Miss Kok will be teaching in Chestnut class. Mrs Conlon will teach in Lime class from Monday to Thursday and Mr O'Gorman will teach Lime class on Fridays.

END OF TERM NEWSLETTER FEBRUARY 2026

We say farewell to Mrs Powell after 18 months at Wessex, having taught in Year 6 and Year 4. We know how much her pupils and colleagues will miss her and we wish her enormous luck in her future adventures which are full of travelling and fun.

Attached to the newsletter is our official welcome letter to parents and carers regarding our OPAL journey. Each week we will include any relevant OPAL updates. We also have a dedicated OPAL section on our school website under Playtimes, so do take a look.

Wessex Primary School - Playtimes - OPAL

We look forward to introducing the Wessex OPAL working party team to you next term and sharing our school's Term 4 updates.

We have begun gathering parent feedback about playtime and are really grateful to everyone who has completed our survey so far. Early responses show that families see play as extremely important and want to help us develop richer, more creative and active outdoor experiences for our children, including more equipment, imaginative resources and opportunities for all-weather play. If you haven't yet had a chance to take part, we would really appreciate your views as your feedback will directly shape the improvements we make.

The term also saw us conduct a pupil survey of around two thirds of the school. You can find updates on this survey later in the newsletter.

We are always looking to share ways to keep children safe online and the Government has launched a new Kids Online Safety website to help families support children when they are using the internet. It gives parents trusted advice on how to talk to children about what they see online, how to spot things that might not be true and how to use parental controls on apps and devices. The site is designed to make online safety feel less overwhelming and to help you start simple, everyday conversations at home. It also includes quick tips, age-appropriate guidance and questions you can ask your child such as "Who posted this?" or "Why might this be online?"

Thank you to the PTA for the wonderful cake sale and to everyone who baked, donated or bought cakes. What a lovely way to end the term.

We all hope you have a great week and we look forward to seeing you on Monday 16th February.

Mr Beavan

Dates and reminders



Wessex Weekly



Diary dates coming up



Monday 23rd February

Start of Term 4 - 8.45am to 8.55am

Tuesday 24th February

Young Voices Concert at the O2

Tuesday 3rd March

Y3 Trip to Ufton Court

Good News Certificates

FS2: Arthur and Barney

Year 1: Celestin and Alexander

Year 2: George K and Faith

Year 3: Hughie and Derriyan

Year 4: Ava Y and Bethany

Year 5: Peter and Rubal

Year 6: Summer and Chester

Year 4 TT Rockstars Half-Term Competition!

Get ready to rock, Year 4! Over the half-term break, pupils are encouraged to log in to TT Rockstars, practise their times tables, and earn as many points as they can. Every correct answer helps your class climb the leaderboard!

Certificates will be awarded to our top rockstars at the end of the break. Let's see who will take the crown this half-term—good luck and happy rocking!

Attendance

Lower School: Birch
Winners with 98.9%

Upper School: Pine
Winners with 95.6%

School attendance this week

93.6%

Last week = 93.4%

Last year average = 94.9%

Aiming for 97%

Value of the week



This week's assembly focused on **Awareness**. We explored how being aware helps us stay safe, especially when we see things online. The children learned that **misinformation** (wrong information shared by accident), **disinformation** (false information shared on purpose) and **conspiracy theories** (stories claiming secret events with no real evidence) can all seem believable at first, which is why it's so important to pause and think. We talked about noticing when something doesn't look or sound right, checking where information comes from and speaking to a trusted adult. By building awareness, the children are learning how to make sensible choices and stay safe in a world where not everything is what it seems.

Housepoint updates

The new house captains' first job was to read out the final house points for this first term. Eager to please their house, Summer enjoyed announcing that STUART had the most house points for this first term back. Many congratulations to them.

Windsor - 2,959
Lancaster - 2,524
Stuart - 3,023
York - 2,473

As a reward, Stuart house may wear Mufti on the first Friday back, 27th February.

Character Curriculum

Throughout the week, pupils were being encouraged to think carefully online. This means taking their time before believing something, asking "Is this real?" and checking where information comes from. We've talked about how things can look convincing at first, so it's important to pause and ask questions. By practising simple phrases like "Can we check this together?" children are learning how to stay safe, make sensible choices and feel confident when something doesn't seem quite right.

Thinking carefully online



- Take your time before you believe something
- Ask yourself "Is this real?"
- Check where the information came from
- Talk to a trusted adult if you're unsure
- Remember that not everything online is true
- "I'm not sure — can we check together?"
- "Where did this come from?"
- "Let me think about that."





This term we gathered pupils' views through our annual survey and follow-up focus groups. Children across the school were thoughtful and honest and they shared a great deal that we are proud of.

They feel safe and cared for



Children spoke often about the trusted adults around them and how they know who to go to if something is worrying them. Many described feeling safe because of the teachers, the clear routines and the calm areas they can use when they need a quiet moment.

Strong friendships and a sense of belonging

Friendship came through as a major strength. Lots of pupils said their friends help them feel happy and confident and that being with people they trust makes school feel safe and enjoyable.

Focus groups also highlighted the importance of collaborative learning and chances to work with a partner which many children said they love.



Kind, supportive adults

Children consistently described teachers and support staff as kind, caring and helpful. They said adults listen to them, help them solve problems with friends and make lessons enjoyable. Many explained that knowing their teacher well helps them feel safe.

Enjoyable lessons and engaging curriculum moments

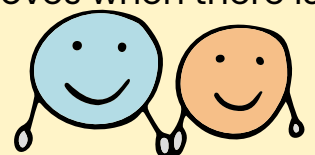
Across the school pupils talked positively about interesting lessons, class reading books and practical activities. Younger pupils spoke warmly about phonics and older ones about hands-on subjects like art, DT and cooking. Focus group pupils said that practical learning helps them feel more involved and enthusiastic.

Survey responses also showed strong enjoyment of learning especially when children feel supported by adults and friends.



Positive behaviour sits alongside positive relationships

Many pupils said behaviour is good when people want to learn and enjoy their lessons. They also said that having friends around supports positive behaviour in class and at playtimes. Several noted that behaviour improves when there is plenty of space and adults visible outside.





Although most feedback was very positive, children did identify some areas where school can continue to improve. These align well with our current priorities and ongoing work.

Practical lessons

Many pupils said they enjoy school more when lessons are hands-on and active. Children mentioned wanting more art, DT, cooking and practical tasks and several said they find learning easier when they can work with friends. This echoes our focus group feedback where pupils highlighted practical learning as a motivator.

We are already: continuing to build practical opportunities into curriculum units, such as our DT work and developing outdoor learning including our upcoming OPAL work.

Lesson environments

There were comments from children stating that learning can sometimes be disrupted when children shout out or behave in ways that distract others. This was mentioned in comments such as “not listening”, “shouting out”, “being silly”, or “trying to make others laugh”.

We are already: continuing to increase access to the curriculum for all pupils by breaking learning into smaller, more manageable steps in lessons. This work is part of our School Development Plan and supports pupils who said that work can feel too difficult or that they sometimes worry about asking for help when they are stuck. By making learning clearer and more scaffolded we help pupils stay focused and reduce the likelihood of low-level disruption. We are also ensuring that our values, classroom expectations and behaviour policy are being applied.

Playtimes and Lunchtimes

Many pupils said that they enjoy playtimes but they would like more to do. Children mentioned disagreements over equipment, some areas feeling crowded and busy and occasional disagreements or arguments when lots of pupils want to play the same games. This reflects both the survey responses, where pupils described issues such as, “people getting over excited”, and the focus group feedback where children highlighted conflicts over equipment and busy spaces during break.

We are already: preparing for OPAL which will improve the quality of play for all pupils by creating more space, clearer zones and a wider range of activities. This work will help reduce conflict, ease pressure on busy areas and support more positive and inclusive playtimes for everyone.

EYFS Term 3



Wessex Weekly

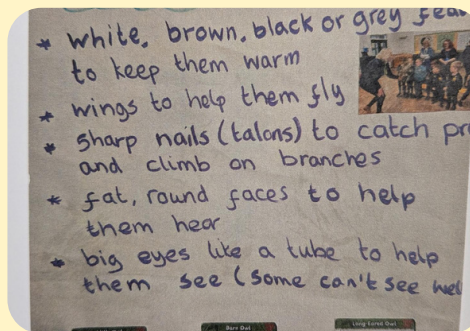
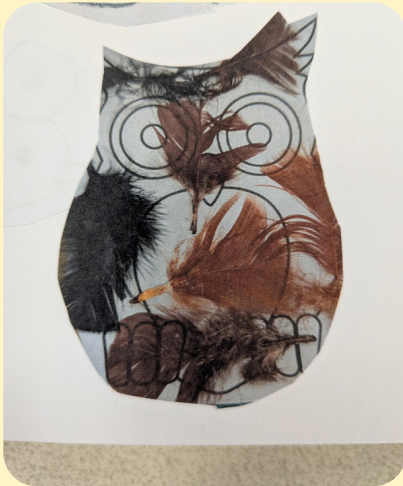


Learning about owls began with an exciting visit from Feathers and Fur, where we met four different owls, from a tiny Little Owl to a huge European Eagle Owl. We learned lots of fascinating facts, asked questions, and even had the chance to hold a Little Owl. You can visit the centre:

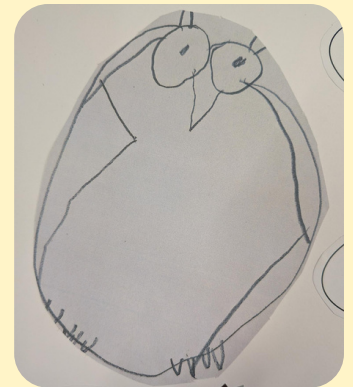
www.feathersandfur.co.uk



Using what we learned, we created a shared information poster, sketched owls to improve our fine motor skills, and used our phonics knowledge to write sentences about Plop, an owl who was afraid of the dark – with some children even writing short paragraphs!

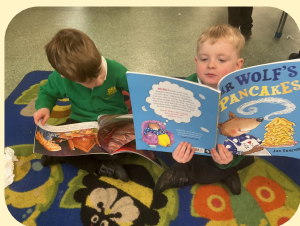
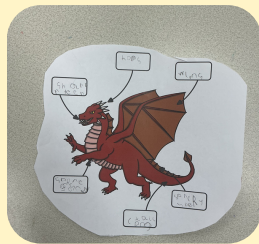
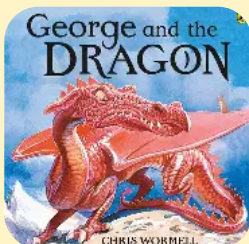


We enjoyed reading the stories 'Owl Babies' and 'The owl who was afraid of the dark' as well as non-fiction texts. We are all now owl experts 😊



We have had lots of fun discovering different dragons in stories! We met a dragon who was afraid of mice and a dragon that flew away with a cat dressed up as a dragon! These texts have helped us learn some great words which we have used in our play, for example: mighty, fierce and terrified! We had a lot of toy dragons to play with and the role play observed has been fantastic!

This learning has also inspired writing and children have labelled dragons. All of these experiences will lead wonderfully into our learning about Chinese New Year after half term.



Shrove Tuesday came a week early in Reception! The children learned about why it is celebrated and we talked about how people choose to give up treats for 40 days after Pancake Day – they did not seem keen about this! The children all helped to make their own pancakes. They measured, poured and whisked! Mrs Eves cooked the pancakes, and even managed to flip a few! There was a variety of choice for the toppings – chocolate being the favourite! The children made playdough pancakes and flipped them in frying pans!

Year 1 Term 3

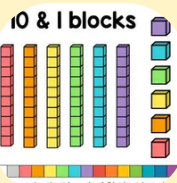


Wessex Weekly



We have had a fantastic term and really proud of what we have achieved.

We've had a wonderful time getting creative this term making 3D sculptures. We have created a tree of life inspired by Marco Balich. To make our sculptures we rolled, scrunched, folded and curled colourful paper. We also worked cooperatively with our peers.



Maths has seen us using base-10 apparatus to help understand numbers up to 50. We split numbers into tens and ones and have been practising counting on in 10s. In addition, we have looked at 2D and 3D shapes.



We arrived back at school after the Christmas holidays to find a spaceship had crash-landed! A cute, little alien called Beegu needed help to find her way home. Several weeks later, Leo made friends with an octopus and wanted to learn facts about them. So we did some research and created a fact file.



In Computing we have been making our own photon stories! We used iPads to take photos, then edited them to add special effects. Finally, we put them together and shared our stories. We had to hold the iPads very still to stop the photos being blurry!



Did you know there are five senses? We do now! This term, we have used all five of our senses to taste and smell a variety of foods. We were surprised when we tried dark chocolate and it was bitter and not sweet like we expected! We smelt garlic and vinegar which were disgusting! YUCK! We also investigated what happens to sound the further we move away from it. It has been interesting getting to know our senses.



In RE we have started to explore the religion Judaism. Rabbi Rene came to visit us and shared lots of objects that Jewish people use to celebrate and pray. We have learnt lots of hard words like 'Synagogue' and 'Torah' which is the prayer scroll or Holy Book. We recognised the Star of David but didn't know it was a Jewish symbol.

We were fortunate enough to have a toy museum come to our school. We had so much fun playing with toys from the past. Words like 'past' and 'present' and 'chronology' were used in our lessons.



We loved sharing our learning with our grown ups this term! While some of us were a little nervous we showed resilience to say our lines with pride and loved singing our senses song at the end. We hope you all enjoyed it as much as we did!

Year 2 Term 3



Wessex Weekly



Another term has whizzed by in Year 2 and we have been so proud of all the children's progress with their learning.

In reading, we have been studying our first chapter book 'Hotel Flamingo' and the children have enjoyed meeting the strange, yet wonderful characters within the hotel. The children have been looking for clues in the book to explain how a character thinks and behaves. Also, they read the non-fiction book 'The Book of Bears' and learnt about different subspecies. They have become bear experts!



Keeping to the bear theme, writing this term has focused on two stories: The Bear and the Piano and The Bear under the stairs. The children wrote their own versions of both stories and created some wonderful animal characters of their own. They then published their work which is displayed in the Year 2 corridor.

In Science, we have been learning about everyday materials and their suitability. The children have learnt about materials' properties and how their properties suit their purpose. The children conducted their own experiments to test how strong and stretchy different materials are. They found that the rubber balloons were the stretchiest and that bridges should not be made from paper.



In DT, we received a letter from the Mayor of Maidenhead asking the children to design a new ferris wheel to celebrate the local area. The children selected materials that would be suitable, and created some wonderful designs that included The River Thames, nature and the school logo.



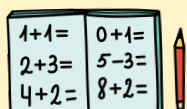
Music this term has been based on creating sound effects. The children listened to several fairy tales and were tasked to make a soundscape for them. They varied the dynamics and tempo to suit the plot.

In computing this term, we learnt all about how to use a word processor. The children learnt what the different inputs are on a keyboard and what each function's output is. Also, they learnt to copy and paste images and words when creating their own newspaper report about the story of The Gingerbread Man. They were fantastic journalists.



In PE this term, we have been focusing on balance. The children have been learning a dance to Disney's Under the Sea song. They have shown off their creative flair and have enjoyed performing the piece to others.

UNDER THE SEA



Our focus for RE this term was how do some people feel special to God. The children learnt about Guru Nanak and how he was born with the ability to teach others kindness and respect. In addition, they learnt how the birth of Jesus was special and how he was able to perform miracles. Following this they learnt how Daniel was saved from the lions and how Muhammed received a special message from an angel telling him to recite words. These words went on to be written in the Qur'an.

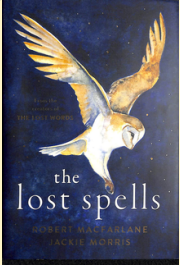
In maths the children learnt about money and the children created their own shop experience where they had to use their subtraction and adding skills to work out change. They also have learnt how to use a ruler or metre stick to measure different items. Furthermore, the children are still focusing on learning the 2, 5 and 10 timetables.



Year 3 Term 3

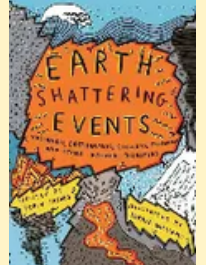


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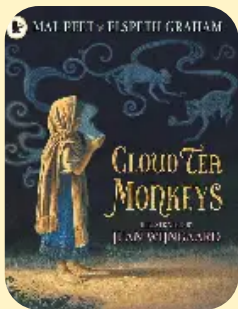
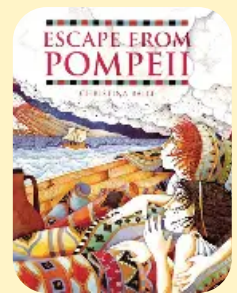
In Year 3, we have really enjoyed our Reading books this term.

Our first book was 'The lost spells' in which we read poems written from an animal's perspective. We learned about the features of poetry and practiced reading them aloud together. Our second book supported our Geography topic of volcanoes. We have learned lots of interesting facts about natural disasters such as tsunamis, earthquakes and volcanoes.

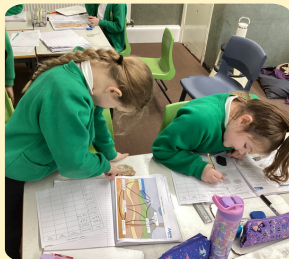
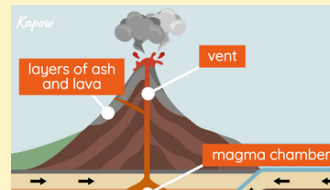


Our first historical fiction writing book immersed us into the eruption of Vesuvius. We learned how to use noun phrases and powerful verbs to create descriptions of the volcanic eruption. Our final piece was a newspaper article about the event in which you can see direct speech, noun phrases to describe and paragraphs to organise our writing.

We tasted different types of tea for our second book is 'Cloud Tea Monkeys' in which Tashi is helped by a group of monkeys to find the best tea leaves. We have written instructions on how to be a Royal Tea-taster, a persuasive poster and a discussion about whether children should work or not.



In Geography, we have been learning all about why people live near volcanoes. We understand the three different types of volcanoes, that they are formed by the movement tectonic plates and where they are likely to be found. We have also learned about the positives and negatives about living near a volcano.



In PE lessons we have been learning Kabaddi with Mr Baker. This high-paced game has taught us the skills of dodging and body position used with team-work and tactics to score points for our team. We have also been getting creative with dance! We have learned how to use circles and shapes individually and with a partner to create routines to perform.



In our Jigsaw topic this term we have focused on Dreams and Goals. We have discussed our own dreams and worked together as part of a team to create a garden.



We have been learning about rocks and soils in Science. We know about the three different types of rocks and have tested the properties of these rocks. We have learned about where fossils have come from and made a model ourselves. We have also learned about the different types of soil and what our soil at Wessex is made of.

In French, we have been learning numbers to 12. We have also learned how to say how old we are:
"Quel âge as-tu?"
"J'ai sept ans"

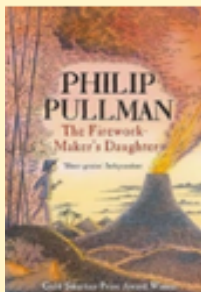
Holly and Hazel have really enjoyed our DT topic of seasonal tarts this term. We have learned about seasonal ingredients and honed our peeling and cutting skills!

This week we have learned about chatbots as part of Safer Internet Day, watching the BBC Live Lesson.

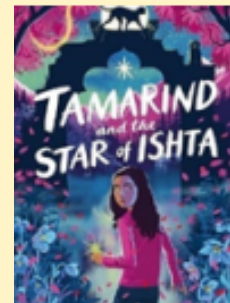
Year 4 Term 3



Wessex Weekly



This term, Year 4 have been whisked away to distant lands through our Reading and Writing lessons. We've followed Lila's courageous adventure in Philip Pullman's *The Firework Maker's Daughter* and joined Tamarind as she uncovers the secrets of her past in *Tamarind and the Star of Ishta*. Along the way, the children have explored new cultures, practised making predictions about upcoming events in the stories, and developed their skills in summarising key chapters.



In English writing this term, we have loved exploring the enchanting tale *Frindle*, which follows an icy trickster who lures a young girl into his world. Inspired by the story, the children created their own sequels, using a range of descriptive techniques such as similes, personification, and expanded noun phrases to bring their writing to life. We have also been focusing on punctuating speech accurately, making sure we place inverted commas correctly and use the appropriate punctuation around dialogue.



This term in Science, our focus has been on how materials change state. We began by grouping a variety of items to decide whether they were solids, liquids, or gases. The children then carried out several hands-on investigations, including exploring how water evaporates at different speeds depending on its temperature. We also used key scientific vocabulary—such as evaporation and condensation—to help us explain the stages of the water cycle with confidence.

This term in maths, we explored factors, practised multiplying and dividing by 10 and 100, and learned methods for multiplying and dividing 2- and 3-digit numbers by a 1-digit number. We also worked on perimeter, calculating the total distance around rectilinear shapes and regular polygons.



In P.E this term, Larch Class have been putting a huge amount of effort into refining their routine for this year's Dance Show. They have also enjoyed taking their learning outdoors with MMR Coaching, where they've taken part in a range of adventure activities.



As part of Internet Safety Week, we watched a BBC Bitesize live lesson about AI and created posters highlighting the importance of staying safe online.



We have been incredibly fortunate to have Miss Grey return to Wessex this term to teach Year 4 the PBone (plastic trombone). The children have thoroughly enjoyed learning this new instrument and are already looking forward to performing some of their tunes for you at next term's sharing assembly.



This term in Geography, we have been exploring the origins of our food and thinking carefully about how it reaches our plates.

This led to some thoughtful discussions about the choices we make when buying and eating different products, as well as the wider impact those choices can have. We also learned about Fairtrade—particularly in relation to chocolate—and followed the story of Theo the cocoa bean to understand the journey from bean to bar.



In Art this term, we have been exploring how artists use tints and shades to add depth and dimension to their work. By experimenting with lighter and darker tones, the children have learned how these techniques can make a painting appear more realistic. To inspire our own still-life pieces, we studied the artwork of Paul Cézanne, Clara Peeters, and Audrey Flack, looking closely at how each artist creates contrast and form within their compositions.

Year 5 Term 3



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We've returned from the Christmas break with a real sense of positivity and determination. The children have settled back into school brilliantly, showing focus, enthusiasm, and a genuine eagerness to learn. It's been wonderful to see how quickly they've picked up momentum again, and we're already noticing some fantastic progress across the classes.



This half term, Year 5 have been exploring *The Strange Case of Origami Yoda*. The story follows a group of children trying to decide whether a quirky paper Yoda can truly predict the future or if it's just a clever illusion. This sparked lively debates in class, with pupils explaining their thinking and challenging different viewpoints.

From these discussions, the children went on to write their own balanced texts exploring the question: Can a piece of folded paper really predict the future?

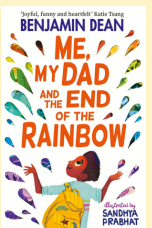


We have also been diving into *Curiosity* by Markus Motum, a beautifully illustrated account of NASA's real Mars rover and its journey to the Red Planet. The book has helped the children understand how scientists design, test, and adapt technology to explore places humans can't yet reach.

Inspired by this, the class moved on to write their own explanation texts. Each pupil designed a brand-new rover for future Mars missions and explained to NASA why their creation would be perfectly suited for exploring the Red Planet. The results showed brilliant imagination, clear scientific thinking, and some very persuasive engineering ideas.

In our reading lessons, we've been exploring *Me, My Dad and the End of the Rainbow*. Through Archie's eyes, the children have followed his journey as he tries to make sense of the big changes happening within his family. We've discussed his confusion, his hope, and the courage it takes to navigate something that feels unfamiliar or unexpected.

Our conversations led us to an important realisation: whatever changes life brings, love, understanding and acceptance remain the things that matter most.



We have also been exploring *When the Stars Come Out* by Nicola Edwards. This book has taken us on a journey into the night, uncovering the wonders that appear when darkness falls. Using lots of retrieval and inference skills, the children learned new facts about nocturnal life, the night sky, and the science behind what happens while we sleep. They also developed a deeper understanding of how humans respond to changes in light and darkness, helping them appreciate just how busy and fascinating the night-time world really is.



In Maths, Year 5 have been working incredibly hard. We've strengthened our confidence with short multiplication and the bus stop method, using these strategies to solve a wide range of problems. The children have also been tackling long multiplication with larger numbers—making sure not to forget our all-important placeholder 0, affectionately known as Owen.

We then moved into our fractions unit, where we learned the key rules for finding fractional amounts, working out the whole, and multiplying fractions by an integer. The children have been applying these skills confidently in worded problems, showing real progress in both their reasoning and accuracy.

In Art this term, we have been inspired by the contemporary artist Cai Guo-Qiang. The children explored installation art, learning how artists use space, scale and positioning to transform ordinary materials into powerful visual experiences. We discussed how an artwork can represent something far bigger than the objects themselves, and how meaning can be created through placement, size and atmosphere. We also looked at how artists use their work to highlight world issues. The class explored how installation art can draw attention to problems in society and inspire people to think differently or take action. This led to thoughtful conversations about the role of art in creating change and how creativity can be a voice for important messages.



Year 6

Term 3

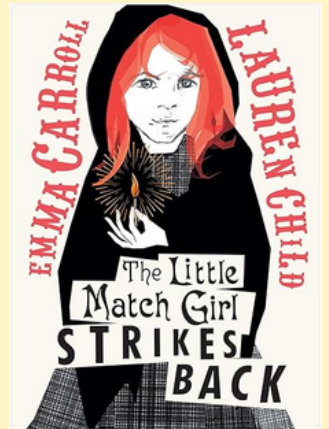


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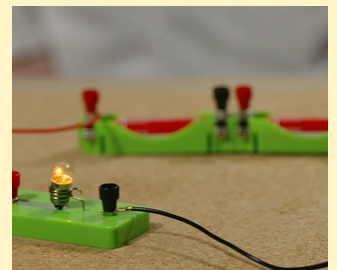
This term has flown by and the children have continued to work hard and produce some fantastic work. It's hard to believe we are half way through the academic year!

In literacy this term, Year 6 have been fully immersed in the powerful text *The Little Match Girl Strikes Back*, which has inspired both our reading and writing lessons. We have explored the story's themes, language and character motivations, using this understanding to produce some fantastic pieces of writing. They have written vivid character descriptions of Bridie, carefully capturing her personality and emotions, and created detailed factory setting descriptions to bring the story's world to life. The children also developed their use of dialogue by writing speech that explored how the match girls bravely went on strike. In addition, they produced an emotive letter written from Annie Besant to raise awareness of the harsh working conditions in the match factory, followed by an informative newspaper report about the strike. To complete the unit, the children applied a range of persuasive techniques to design an engaging brochure—showcasing just how confidently and creatively they can write for different purposes.



In maths this term, the children began by exploring ratio, using bar models and real-life contexts to compare quantities and scale amounts accurately. They then moved on to deepen their understanding of decimals, working on place value, ordering and rounding, before linking this learning to fractions and percentages. Through this unit, pupils learned how to convert between the three representations and applied their knowledge to a range of problem-solving tasks. To finish the term, the children worked on statistics, interpreting and presenting data using line graphs, pie charts and tables. Throughout each topic, they have demonstrated growing independence, reasoning skills, and a strong ability to explain their mathematical thinking.

In science this term, Year 6 have been investigating electricity and learning how different components affect a circuit. They explored how bulb brightness changes with the number of cells, developing their understanding of voltage. The children also learned about resistance, discovering that adding extra components reduces the current and makes bulbs dimmer. Through hands-on investigations, they made predictions, recorded results carefully and used evidence to explain their conclusions with growing confidence.



In geography this term, Year 6 have explored the importance of energy in our world, learning to identify a range of energy sources and understand their global trading routes. They developed a clear understanding of renewable and non-renewable energy, discussing the advantages and disadvantages of each, and considering which locations are most suitable for different types of energy production. The children also strengthened their map-reading skills by locating major UK cities, identifying human features on digital maps, and using six-figure grid references to pinpoint features on Ordnance Survey maps. This unit has deepened their geographical knowledge and encouraged them to think critically about how energy choices shape the environment and society.

In art this term, Year 6 have explored a range of creative photographic techniques. They experimented with photomontage to create imaginative new images, developed an understanding of photorealistic self-portraits, and used digital photography to enhance their own art designs. Throughout the unit, the children strengthened their skills in composition and editing, producing thoughtful and visually striking work.

