

Woodford Green Primary School Summer Magazine 2025

Summer Magazine

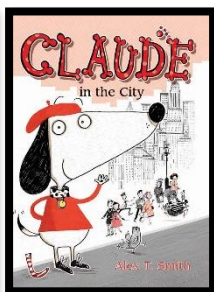
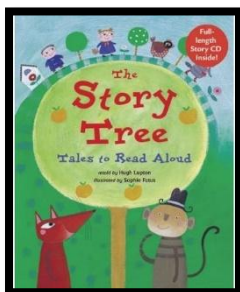
Welcome to the Woodford Green Primary School Summer Magazine. As always, we are excited to tell you about not only the incredible work that the children have been doing but also the exciting visits, trips, club and wider opportunities that our children have the chance to be involved in.

We have again increased the number of After-school clubs this term with Badminton, 3D Printing and Computing animation club just a sample of our wider offer.

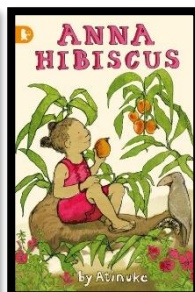
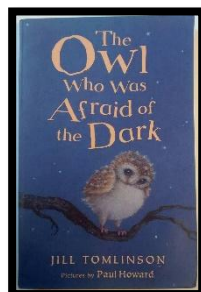
Shared Reading

Shared Reading continues to play a central role in the way that we aim to inspire a love of reading in children across the school. In the Summer term, children read a range of authors in a variety of contexts both national and international. The children are also given the opportunity to better understand the rich cultural heritage of British and English literature. The children discuss authorial intent and character and plot development using our Power of Words strategy. This builds depth of vocabulary and understanding.

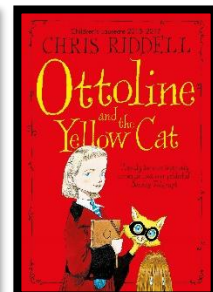
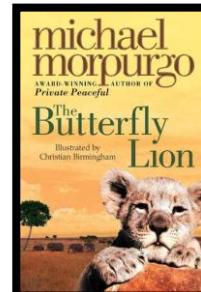
Year 1



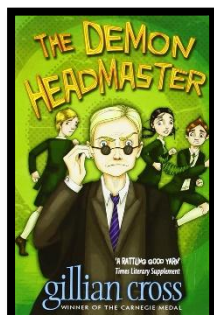
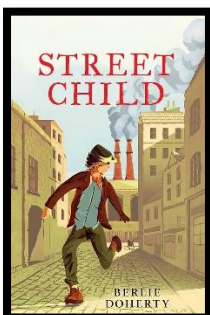
Year 2



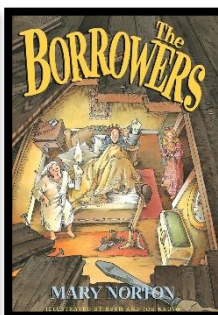
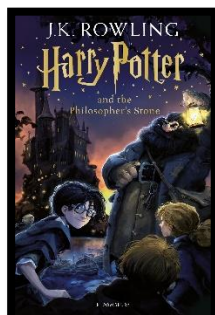
Year 3



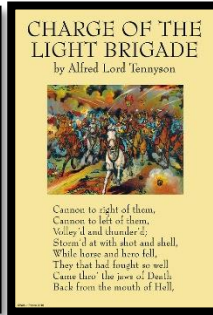
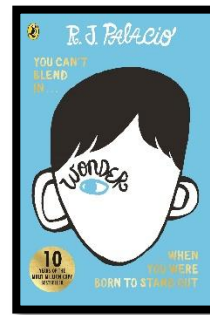
Year 4



Year 5



Year 6



Shared Reading is also just one of the opportunities for teachers to listen to children read and comment in their reading diaries. They may comment on new or mispronounced words or areas of development and progress.

Writing

At Woodford Green Primary, we are committed to developing articulate and confident writers by following a curriculum that integrates writing across all subjects.

The cyclical nature of our curriculum ensures that pupils continuously revisit, refine and improve their writing skills. Exposure to a variety of writing purposes across all subjects equips our pupils with the confidence and expertise to express themselves effectively. Remarkable progress has been visible in the children's work this term.

All year groups have covered a range of genres - creative narratives, historical accounts, persuasive texts (speeches, adverts), informative texts (letters, biographies, newspaper articles), balanced arguments, setting descriptions, recounting events (fiction and non-fiction), evaluations (critiquing and analysing artistic styles and artwork) and poetry.

This term, Woodford Green used their linguistic skills in the debating competitions held across the academy. This provided pupils with opportunities to showcase their skills in formulating arguments to justify an opinion.

Year 2

Recount real events

Vasco da Gama the explorer
breaking news!

In 1497, Vasco da Gama, the traveller, set sail in Portugal. He had 4 ships and 170 crew. He sailed around Africa in the Indian sea. Not long after, he landed in modern day Kenya. There he hired a man and a young man to go to India. Vasco da Gama finally reached India in 1498. In India, Vasco da Gama traded spices that he stole with him and forced him to get mad and angry behind. He refused and also managed to escape by taking hostages. The journey back to Portugal, where he lived, he became very famous and rich. As the cargo he brought back was valuable, the people of Portugal treated him like a hero and the king made him an admiral.

Year 4

Information texts

How we Hear

The human ear is essential to a person's life, as it is key to hearing sound. It works by sound waves that travel from the source, come to them reach the outer ear, where they are channelled to the auditory canal and down towards the ear drum. And the sound waves hit the ear drum it vibrates. The ear drum is it vibrates from the incoming sound waves and sends these vibrations to three tiny bones in the middle ear. These bones are called the malleus, incus and stapes. The brain interprets sound by the cochlea, which is a hollow spiral tube. The cochlea turns the vibrations

Sequence sentences to form a narrative

The little girl gave some of her blackberries to the old woman, and because she had lots of them, the woman was grateful. In return, the old woman gave an iron pot to the little girl. The woman said that if you want the pot to boil you say, boil pot boil and the pot will boil delicious porridge and if you want it to stop say, stop pot stop and it will stop boiling porridge. Then, the girl went skipping home and told her mum about the pot and she was delighted. From then on, for weeks and months, they had the delicious porridge for breakfast, lunch and dinner mixed with blackberries to make it even healthier and sweeter. But one day, they ran out of blackberries and mum said what should we do? So the little girl went to get more blackberries.

Year 1

Informative Essay

Living a healthy life can be a big misconception to the public with things, such as having muscles and having no diseases/disabilities. But they are mistaken (by a lot) as being healthy is all based on how you eat yourself like a body image. Begin by eating healthy and no junk. If you want to have a better life, read on.

Nutrition

A large part of remaining fit and healthy is what type of substances you put your body. Another common mistake of a diet is that you don't eat for days. This in fact is doing the opposite and adding exercise is just trying yourself out even more. The correct amount of food is, a bit of fruit and veg, carbohydrates, protein, dairy, grains and lots of the slightest bit of fat. By beginning with these tiny steps you can progress to the big ones. Lastly, make sure to stay hydrated with 8-9 cups a day. You might be wondering why all of these things are important, and how they are important, and to give you energy but protein helps your muscles so keep up with a healthy diet.

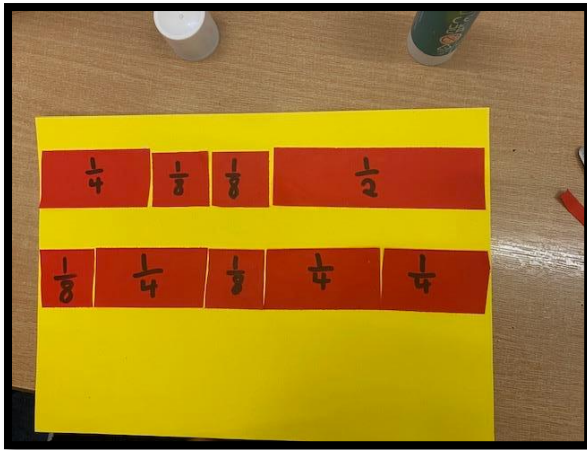
Year 5

Maths

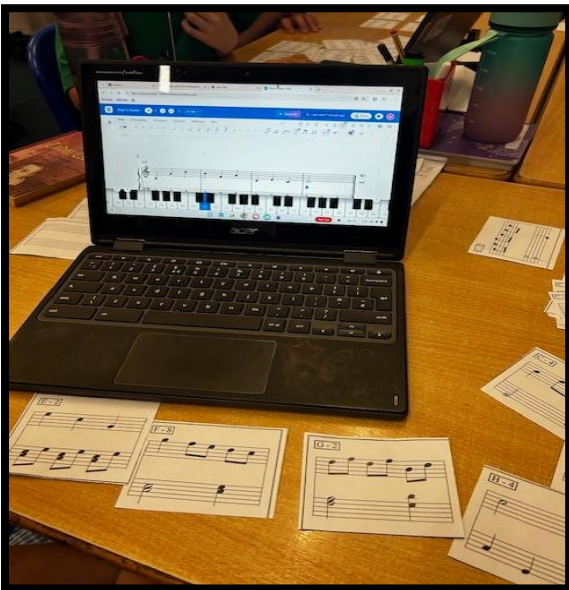
At Woodford Green Primary, we want children to meet and exceed the aims of the National Curriculum. As with all our subjects, children build on their learning year on year, with a strong understanding of number and the ability to apply and recall knowledge. Children apply this knowledge rapidly and accurately to reason and solve complex problems, breaking them down into simpler steps and persevering in seeking solutions.

Value of Number: Children make use of a variety of concrete resources both in morning maths sessions and across the maths curriculum both to deepen understanding and provide different strategies to solve problems. From year 1 through to year 6, children spend 5 minutes daily doing Quick Maths in order to further build fluency.

After their hard work in the SATS, Year 6 children have the opportunity to study the use of maths in Art, Music and Architecture with a range of practical lessons including composing music with a mathematical twist as well as designing a London Skyline to scale.



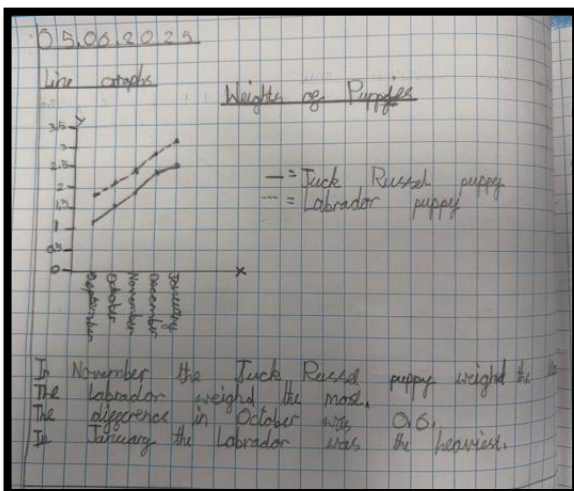
Year 6 Music and Maths: Composing bars of music using fractions



Year 6: Mozart's Dice Game: Composing music using the roll of a dice



Year 1 – 2D Shapes



Year 2 - Statistics



Year 2 - Fractions

Science

Our Science in Action stations have lots to observe this term! Classes have focused on animals in many classes around the school which gives children an excellent opportunity to study life cycles, habitats and dietary needs of a range of animals.

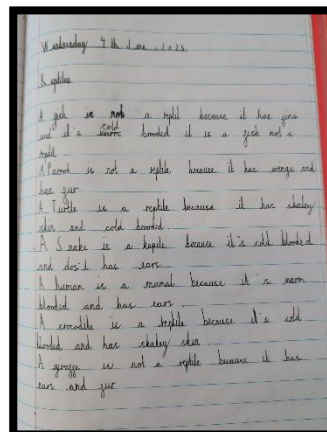
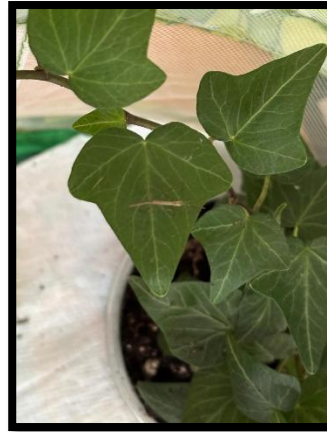
Year 1 have been observing stick insects and butterflies with Year 2 also having great success in releasing butterflies earlier in the term.

Nursery children have been observing and caring for their new fish while Reception have become very fond of their new tortoise which they are taking fantastic care of.

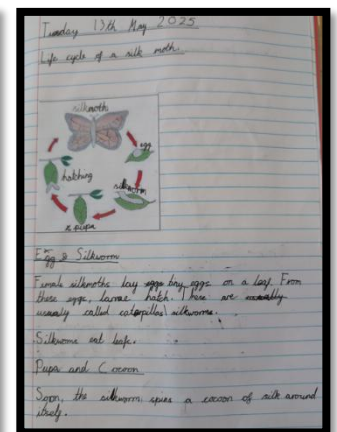
Throughout the rest of curriculum, the children have been making observations and making predictions and thinking scientifically in a range of areas. Year 1 have been looking at classifying and grouping different animals. They have also been observing how food decays in the Science in Action Corner. Year 2 have been looking at nutrition and they thoroughly enjoyed their work on the life cycles of butterflies.

Year 3 have been looking at rocks and the properties, while Year 4 have been enjoying the experiments on sound. Year 5 have been developing and carrying out experiments that allow them to better understand the properties of materials and whether changes are reversible. They recently built a bonfire to see what changes take place to objects after being cooked.

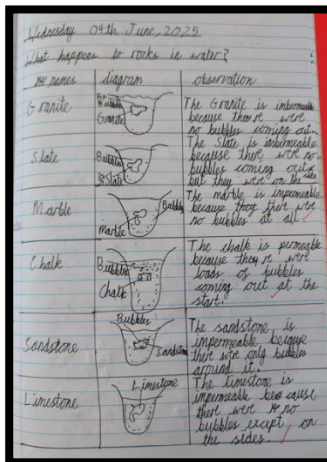
Year 6 have been enjoying their work on circuits, building simple and series circuits. Most recently, they built a function traffic light building their understanding of switches in circuits



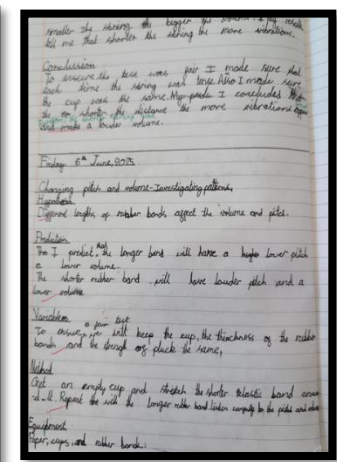
Year 1 - Reptiles



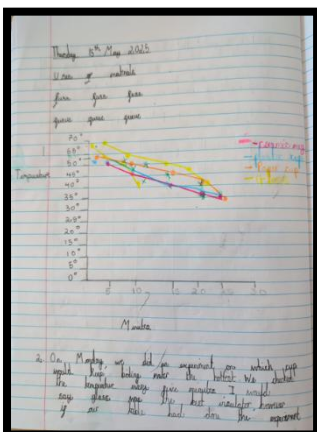
Year 2 – life cycles



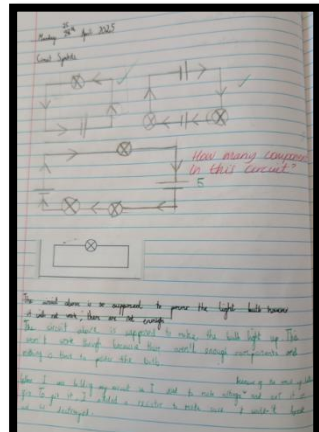
Year 3 - Rocks



Year 4 Rocks



Year 5 – Properties of materials



Year 6 - Circuits

EYFS

In Understanding the World children in Nursery and Reception have been exploring the seven continents of the world. In Nursery, the focus has been on wildlife and habitats. Reception children have built on this foundation by learning facts about the continents, including famous landmarks such as Niagara Falls and the Amazon Rainforest.

In Expressive Art and Design, the summer term began with children learning about fruit art and using real fruits and vegetables to create their own unique artwork. Children have gone on to explore colour. The 2-year olds have been exploring colour mixing, which has been built upon in Nursery and Reception, where children have explored shades, tints, and how to create them by adding white and black paint.

Within English teaching, children across Nursery and Reception have continued to build on their understanding of nouns, verbs, and adjectives. Nursery children have been applying these orally by saying simple sentences out loud linked to their class book, and even having a go at writing adjectives to describe the dragons in Zog. As part of their reading curriculum, Reception children enjoyed a school trip to the Discover Story Centre, where they took part in an engaging storytelling session involving robots and aliens. This experience helped spark their imaginations and supported their literacy development.

In Maths, children have continued to develop their counting skills. In Nursery, they are now confidently counting beyond 10 and matching quantities to numerals. In Reception, children have been focusing on counting in fives and tens, building strong foundations for their future number work.

The children in nursery and reception are excited to welcome a new class pet. Reception have a tortoise and nursery have 2 goldfish.

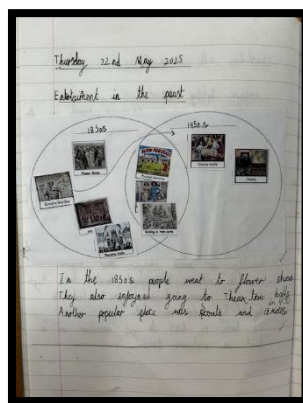


History

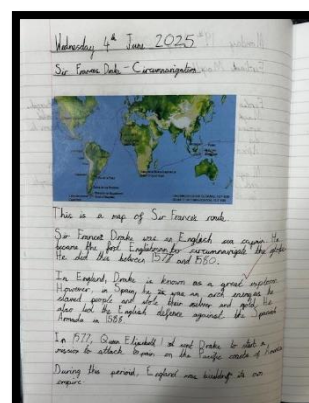
In History, we want children to know and understand significant aspects of the history of the world; we study the nature of ancient civilisations and the expansion and dissolution of these empires. Throughout the curriculum, children develop a chronologically secure knowledge of British and world history, addressing change and cause, and similarities and differences between these empires.

Year 1 build a secure understanding of the past through comparing travel and holidays, technology and family life in the past and present. Year 2 study famous explorers such as Marco Polo and James Cook.

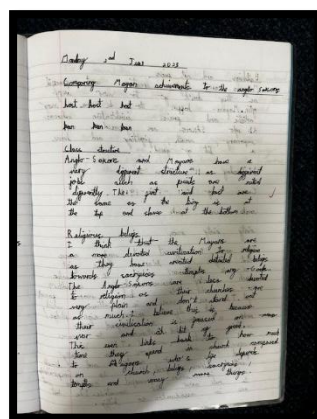
Year 3 study the Roman Empire and the lasting impact of the Roman invasion of Britain. Also, this term, Year 5 build on their previous knowledge from Year 4 by comparing the Anglo Saxon and Mayan civilisations and their respective achievements. Year 6 focus on non-European societies and their characteristic features, including the Kingdom of Benin.



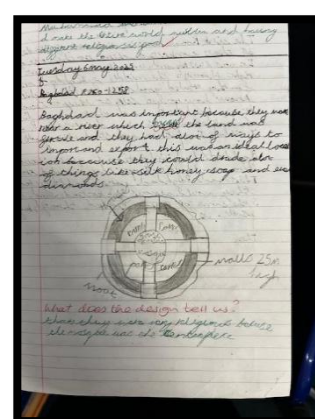
Year 1 – Entertainment in the past



Year 1 – Entertainment in the past



Year 5 – Anglo-Saxons vs Mayans

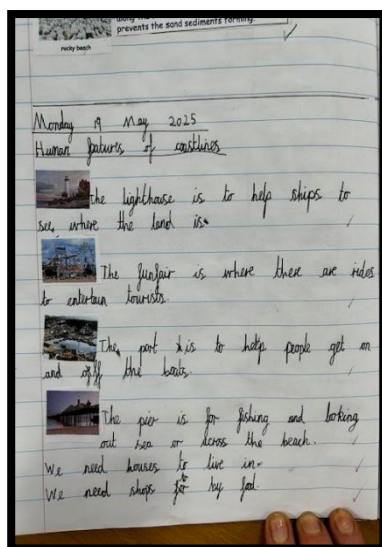


Year 6 – Baghdad in 900AD

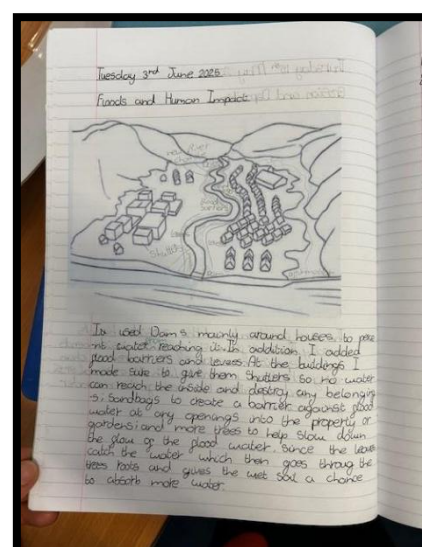
Geography

The Arbor curriculum ensures that children build on their learning year after year, consolidating and deepening their knowledge as they progress through the school. In Summer term, we see fantastic examples of this progression in learning from Year 1 to Year 6; children across both key stages focus on physical geography - the key features of coastlines and rivers. Each year, children apply knowledge acquired from previous years. Year 1 looked at the human features of coastlines and coastal living and consolidated their learning with a trip to Walton on the Naze; they also learned about temporary and permanent measures to prevent flooding.

Year 6 build on this prior learning with an in- depth look at the features and formation of rivers and how flooding in coastal areas can impact us, ending with a lesson on how to effectively design a flood protection plan for villages and towns at risk of flood damage in the future. They also consolidate their learning with a workshop on the Thames foreshore towards the end of term. Year 5 have spent time focussing on sustainability and topical issues such as food security, global supply and demand, and environmental activism.



Year 1 have been looking at coastlines and the features of coastal areas and Year 6 have been looking at the impact of flooding



Is used Dom's mainly around houses to prevent water seeping through the floor, barriers and leaves. In addition, I added more to the list. I put them there so no water can reach the inside and destroy any belongings. I made a barrier against flood water at any openings into the property or garden; and more trees to help slow down the plan of the flood water. Since the levee catch the water when it goes through the trees and gives the water a chance to absorb more water.

Art/DT

Art and Design technology continues to be a central aspect of the curriculum at Woodford Green. We work hard to give children the opportunity to learn about a variety of artists and styles and give students the opportunity to create work in that particular style. Year 1 have done some absolutely fantastic work on Cubism, studying the work of Pablo Picasso. By first understanding what makes Cubism unique, they go on to create and evaluate their cubist art.

Year 2 have been looking at the pointillism of Van Gogh and Anna Bosch. They start by understanding the style and then look to create their own pointillist art, eventually evaluating and critiquing their work. They are also preparing to create their very own healthy salad. Year 3 have been designed and creating their own mosaics in the 'Trencar' style, made famous Antoni Gaudi. Children design and create their mosaics using 'broken' materials to create something new

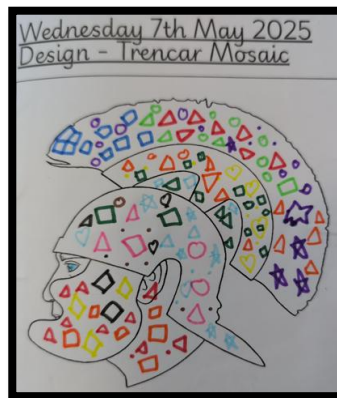
Year 4 have been learning about the work of Henry Rousseau. By studying his jungle paintings children are preparing to create their own jungle scenes. Year 5 have been looking at landscape painting using watercolours. Year 6 have been having an absolutely wonderful time creating foodscapes in the style of Carl Warner



Year 1 -Cubism



Year 2 -Pointillism



Year 3 – Trencar Mosaic



Year 4 – painting in layers



Year 6 - Foodscapes



Year 5 – landscapes using watercolours



Year 6 - Foodscapes



RE

Year 1 have been looking at the different beliefs in Christianity, Judaism and Islam

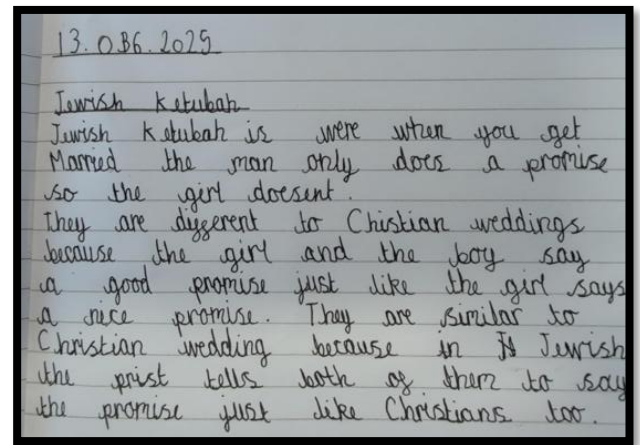
In year 2, children have been looking at common and shared themes within Judaism and Christianity

Year 3 have been learning about the various types of worship in Christian denominations, specifically the Church of England and Baptist churches.

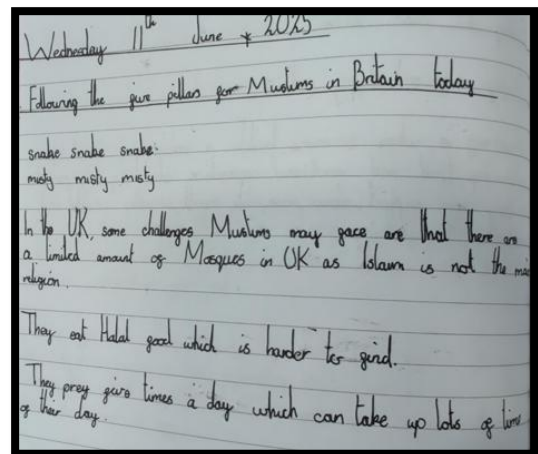
In Year 4, children have been looking at the aspects that beliefs of Hinduism.

In year 5, children have been learning about the core tenets of Islam and how that is applied to modern life in Britain

In year 6, children have been exploring the ways that Christian beliefs can be applied to every day life.



Year 1- Judaism



Year 5 – Modern Islam

PSHE

Year 1 have been looking at the special people in their lives whilst also understanding the importance of good self-esteem

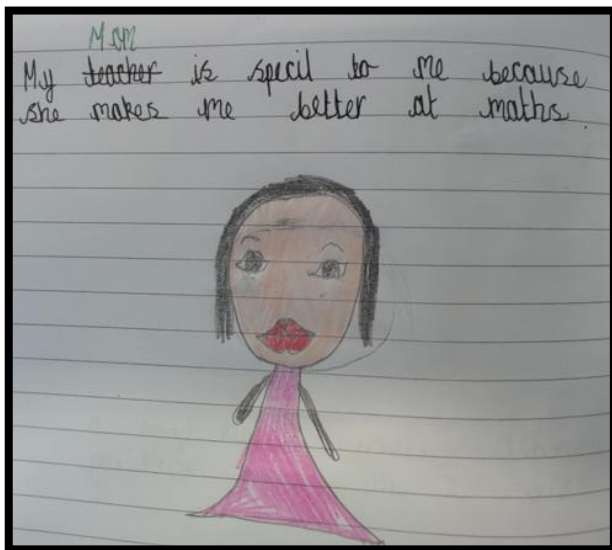
Year 2 have been discussing what it means to be a good friend and how support caring relationships

Year 3 are looking at the rights and responsibilities that we share and owe to ourselves and others, whether that be through staying safe online to showing appreciation.

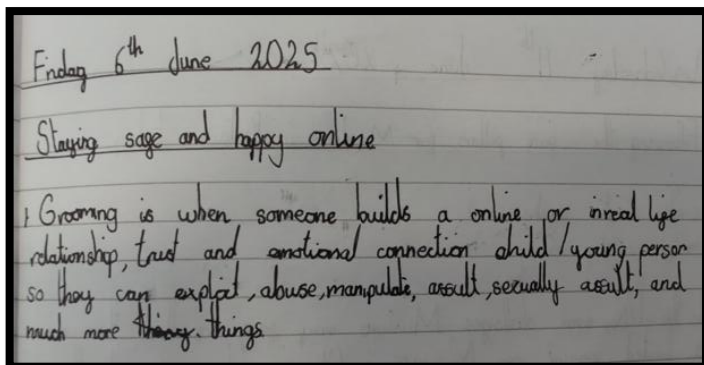
Year 4 are looking at the different dynamics that take place in relationships and how to solve them in a healthy fashion.

Year 5 have been learning about the effects of social media and being online. They have discussed the different ways that children can stay safe on the internet

Year 6 have been looking at the different aspects of positive mental health and strategies to deal with their emotions



Year 1 – People who help me



Year 5- Staying safe online

French

MFL at Woodford Green Primary School

In Year 3, the children learned a story about four friends, “Les Quatre Amis”. They listened attentively, read words and sentences, and solved a puzzle with pictures and sentences from the story. They enjoyed performing the story for their class and recording it for Google Classroom.

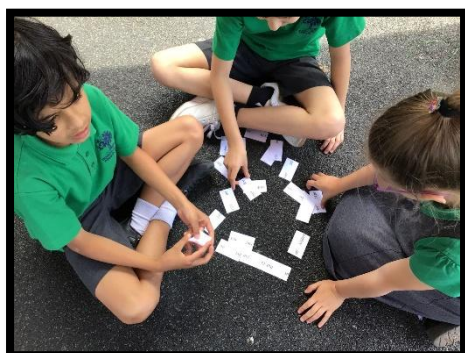
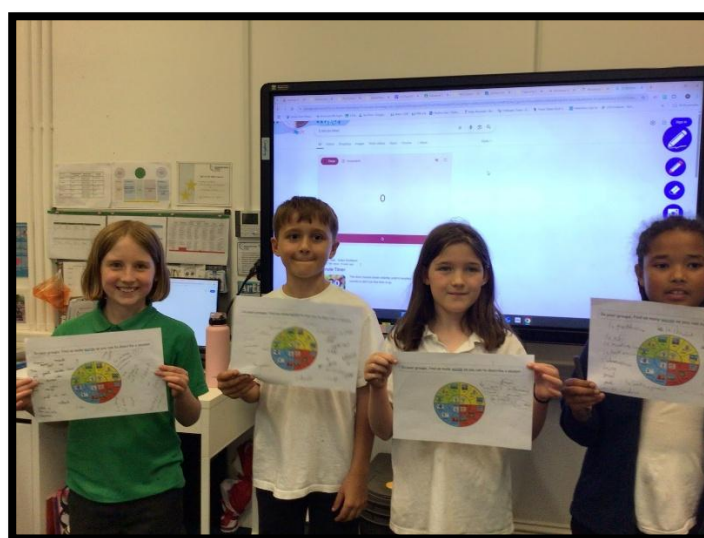
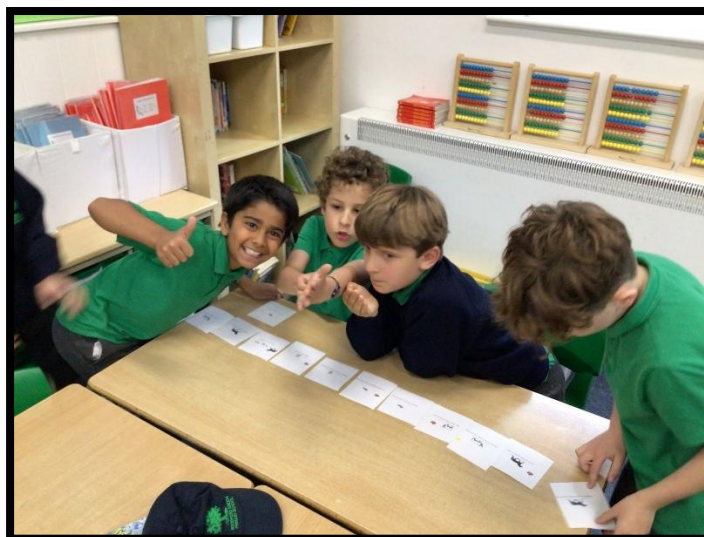
In Year 4, the children learned about animals. They listened to a piece of classical music, “Le carnaval des animaux”, they recognised musical instruments used to mimic the sound of different animals, they learned about the colour, the size, the strength, the speed and the habitat of these animals. They enjoyed performing their part for their class and recording it for Google Classroom at the “Carnival of the animals”.

In Year 5, the children learned about the seasons. They started with identifying the names of the seasons, sharing which one they like or dislike, choosing colours and feelings to describe each season. They really enjoyed practising a poem about spring and reciting it as a group for Google Classroom. Finally, they used BBC Weather and the French dictionary to research and create a weather forecast for a French speaking town or city.

In Year 6, the children learned about theme parks, names of rides, age restrictions and cafe foods. They practised conversations about buying tickets for different rides. They worked in pairs or groups to create a poster or a Google presentation about a theme park.

Every week, on the playground, the children have joined in different activities, such as reading stories, solving puzzles or counting in French.

Well done to everyone who completed the spring Language Challenge and received a Language Award.



Clubs

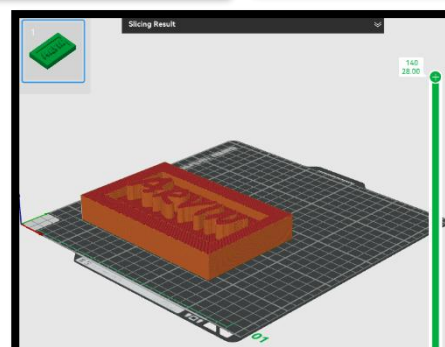
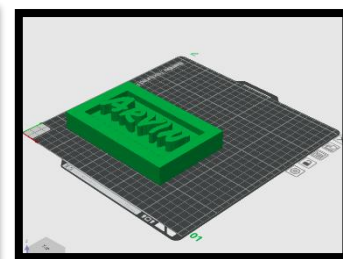
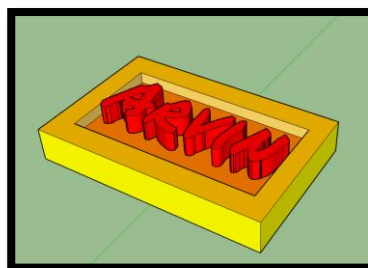
This term, Woodford Green children have had the opportunity to take part in a variety of exciting, new clubs. We have worked hard to ensure that our clubs are well-resourced and support children to develop their resilience and prepare them for the wider world. We have continued our cooking clubs and now offer two clubs per week for Key Stage 1 and Key Stage 2.

In addition, we have also been able to make full use of our 3D Printer! Children have been learning how to use Sketchup, the 3D imaging software to create and print their own 3D objects. They are having a fantastic time but the filament is expensive! We have also got our Animation club where children are learning how to create short animations using online programs.

EYFS have also been enjoying their Gross Motor skills club with Ms. Younas; Key Stage 1 have been building the photography skills with Ms. Direk. Ms. Osei has also been improving dance skills with her club aswell.

We have also looked to improve our sporting offer with sports clubs taking place on a daily basis, not only in the afternoon but right at the start of the day.

Finally, we have also added a Badminton Club and a French club, separately of course, where children are able to build their hand eye coordination skills. Ms. Chelaru, our French teacher has been building the role and presence of French around the school, Merci bien!



Some fantastic 3D imaging taking place

We have continued to use our wonderful kitchen in the Summer term with a KS1 and KS2 club.

Both cooking clubs have been whipping up a storm in the kitchen, learning new skills and developing their cleaning skills. They have created mini muffin pizzas, omelettes, cookies and other delicious foods which have always been well received by the clubs and allowed the children to try foods they may not have had the chance to try before.



Events

Year 4 children worked amazingly hard at swimming for two weeks at the start of the Summer term. All children also completed the water safety tests which meant swimming in clothes! Here are some of the children with their well-earned certificates.

For healthy school's week, all classes created their own fruit kebabs. Children were in charge of preparing, assembling, eating and cleaning up. They were delicious and looked great!

It was absolutely wonderful to see Woodford Green win the Interschool cricket competition for the second year running!



Children at Woodford Green competed in a Trust Art Competition which focused on evaluating other artists' work and judging based on a set criterion. Our judges did very well as did our Year 6 piece which won the competition! Congratulations to Henry.

