

Dear Parents and Carers,

What a truly lovely half term it has been in school. The children have worked hard, shown great enthusiasm, and brought such a positive energy to every day. We are very proud of all they have achieved.

A reminder that children return to school on **Monday 23rd February**, at the usual time. **Gates will open at 8:25am.**

Wishing you all a wonderful week ahead, and we look forward to welcoming the children back soon.

Attendance

Thank you so much for supporting us with attendance in school – we are seeing an increase in children attending every day which is excellent! Please see below the class-by-class attendance break down for the week 02.02.26 to 06.02.26 (last week). Highlighted are all of the classes that have achieved 95% or more during that week. 4-Lewis have lost their crown - well-done to 3 Cowell for the best attendance of the week.

1 Grey	91.7%
1 Murphy	95.3%
2 Blake	96.6%
2 Rosen	90.6%
3 Cowell	98.1%
3 Rowling	96.2%
4 Lewis	96.3%
4 Morpurgo	97.2%
5 Dahl	97.8%
5 Strong	93.9%
5 Walliams	95.0%
6 Blackman	96.7%
6 Ibbotson	97.0%
Nursery	84.8%
R Carle	92.8%
R Donaldson	95.4%

Attendance Prize Draw Winners

Each week, any child who achieves 100% attendance for that week will have their name entered into a draw. This resets at the end of each week, so children have multiple opportunities to achieve this. At the end of each half term, we will pull one name from each year group, and those lucky winners will receive a special reward. This time they will have the opportunity to take part in sports activities with Mr McDonough. Well done to the winners and to all children who are achieving 100% weeks.

R Carle - Raylene Barrow
1 Murphy - Yusuf Komurcu
2 Blake - Aadam Nisar
3 Rowling - Diyar Ahmad
4 Lewis - Daniel Matenga
5 Dahl - Haaniya Sheraz
6 Ibbotson - Alex Zachariah

National Story Telling Week



Last week was National Storytelling Week, so KS1 and KS2 took part in two very exciting live assemblies. KS1 enjoyed a storytelling session with author Annemarie Anang, where the children listened to a story about Nefertiti, a girl feeling stressed about starting to play the drum in her band. KS2 learned all about rap (Rhythm And Poetry) with Alim Kamara, who has recently published a new children's book. They got to learn his ABCs (Awesome, Beautiful, Capable) and how poetry can fit into bars of 4. He then invited them to contribute ideas to come up with a new rap there and then.

Happiness Heroes & Positivity Post Box

Our Happiness Heroes wanted to spread smiles across Thorpe by encouraging everyone to show an attitude of gratitude, so they created the amazing Positivity Post Box! The Year 6 Happiness Heroes excitedly launched it in assembly and invited the whole school to join in by writing kind messages and thank you notes to one another. Lots of year groups have already started posting their cheerful postcards, and the Happiness Heroes can't wait to deliver the special messages after the holidays.



Left to right: Rishab, Yeva, A'nyiah, Aimaan



Left to right front row: Falak, Sara, Hania, Rishab, Yeve, Eshan, Faizaan, Aimaan. Left to row back row: Haya, Isabella, Chelsea, Benas, A'niyah

Girls Netball Event



Thorpe 3-0 Ravensthorpe
Thorpe 1- 2 NOVA
Thorpe 1 - 8 Discovery

Our girls netball team played some fixtures Monday afternoon at Jack Hunt and played really well against a very high standard of opposition. Well played Mahrosh, Ojaswi, Skylar, Enas, Mia, Romaisa and Jessica.

Chinese New Year – The Year Of The Horse

Our wonderful kitchen staff put on a special Chinese New Year themed menu this week. Some lovely food prepared – many children even had a go at using chopsticks. Thank you to the catering team for preparing this for the children.



Learning Spotlight

Reception – The Royal Banquet



Reception – Chinese New Year



Year 1 – Recycling Visit



Alaya: "I liked when they told us about Hungry Harry." (Grey bin) "I learnt that I need to put batteries on top in a bag."

Younus: "I liked when they teach us about where to put recycling." Miss Mitchell asked what goes in a brown bin? "Leaves."

Deen: "We learnt about Hungry Harry and we learnt about the brown bin that puts dirty things in there like leaves, roots and plants."

Year 2 – Art



In art this term, we have been inspired by the work of Pablo Picasso. Each portrait reflects a unique combination of feelings, through the choice of colour, tints, tones and shades.

Year 3 – Design & Technology Learning



Year 3's design brief was to make a pouch to contain small items and they had to decide whether to use running stitch or overstitch, and whether their bag would be a 'fold over' or to just sew up the sides. Here are Inaaya F, Hamza and Zaynab's creations.

Year 4 – Maths (Fractions) By Diana

KQ: Can I subtract fractions?

1. Complete the subtractions.

a) $\frac{4}{5} - \frac{1}{5}$

b) $\frac{4}{5} - \frac{1}{5}$

c) $\frac{5}{7} - \frac{2}{7}$

d) $\frac{5}{7} - \frac{2}{7}$

2. Find the difference. Write the number sentences.

a) $\frac{7}{8} - \frac{3}{8} = \frac{4}{8}$

b) $\frac{9}{10} - \frac{3}{10} = \frac{6}{10}$

3. Work out the calculations. Can you write the answers as mixed numbers if need?

a) $\frac{7}{10} - \frac{3}{10}$ c) $\frac{6}{6} - \frac{6}{6}$

b) $\frac{2}{3} - \frac{1}{3}$ d) $\frac{3}{4} - \frac{1}{4}$

e) $\frac{8}{3} - \frac{4}{3}$ g) $\frac{14}{3} - \frac{4}{3}$

f) $\frac{11}{3} - \frac{4}{3}$ h) $\frac{12}{3} - \frac{5}{3}$

4.

a) $\frac{26}{11} - \frac{11}{11} = \frac{15}{11}$

b) $\frac{10}{11} - \frac{4}{11} = \frac{6}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{6}{11}$

Handwritten solutions on the right:

a) $\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$ ✓

b) $\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$ ✓ d) $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$ ✓

c) $\frac{5}{7} - \frac{2}{7} = \frac{3}{7}$ ✓

a) $\frac{7}{8} - \frac{3}{8} = \frac{4}{8}$ ✓

b) $\frac{9}{10} - \frac{3}{10} = \frac{6}{10}$ ✓

a) $\frac{7}{10} - \frac{3}{10} = \frac{4}{10}$ ✓ d) $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$ ✓

b) $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$ ✓ e) $\frac{8}{3} - \frac{4}{3} = \frac{4}{3}$ ✓

c) $\frac{6}{6} - \frac{6}{6} = 0$ ✓ f) $\frac{11}{3} - \frac{4}{3} = \frac{7}{3}$ ✓

g) $\frac{14}{3} - \frac{4}{3} = \frac{10}{3}$ ✓ h) $\frac{12}{3} - \frac{5}{3} = \frac{7}{3}$ ✓

Monday 2nd January February 2026
 LO To publish our work to a high standard.

ANCIENT ROME

All you need to know about Ancient Rome

Contents

- Introduction
- When did the Roman time start?
- The daily life of a Roman
- What did the Romans believe?
- Conclusion

Introduction

Want to know more about Ancient Rome well your reading the right book. Did you know that the Romans actually changed their religion. Don't worry if you didn't know you will learn about that today. This report will cover interesting information about: their religion, when did Rome start and their daily life. The Romans were important because they invented most of the things we use today.

When did the Roman time start?

Ancient Rome, which was found in Italy, started in 753 BC and ended in AD 476. Rome was ruled by kings therefore they had stronger armies. The Romans, whose great king was Julius Caesar, voted him to be king. The Romans had a very important last king: Romulus Augustulus. Ancient Rome, which had lasted for a long time, grew their land of over time as a result their armies were unbeatable.

The daily life of a Roman

Life as a Roman depended if you were rich or not. Patricians, who had lots of money could afford: grand villas, colourful mosaics and large gardens. Plebeians, who had very little money, had to live in crowded apartment blocks also known as insulae. Patricians could: vote, get better education and get good jobs.

What did the Romans believe?

At the start of Roman civilisation they would burn Christians and turn them into candles. But near the end of the Roman time they became Christians because one day a man had a dream of a cross in the sky then the next day he won a battle so everyone became Christians!

Conclusion

Thank you for reading my report about Ancient Rome hope you have learnt something today.

Year 5 – Science Life Cycles By Mahrosh and Advait

In this book I'm going to tell you about **LIFE CYCLES**

Key vocabulary

asexual reproduction (sexless) When the offspring gets its genome from only one parent.

Cell (unit) The smallest building block of all living things.

embryo (growth) The first stage of development after fertilisation.

gestation (birth) The period of time between fertilisation and birth.

Stamen's attachment in plants

Labels in diagram:
 - Stamen: where the pollen lands
 - Style: supports the stigma
 - Ovary: produces green seed coat (fruit)
 - Ovule: like female sex cell
 - Decid: colored wings & attractive scents
 - Ovary: where female sex cell (egg) is
 - Stamen: on the male part of the flower and produce pollen

What really is a Life cycle?

In a life cycle, organisms create new life (eggs/spawning), and change their forms and environments as they go through during their lifetime.

Animals and plants grow and reproduce in a life cycle.

An animal's life cycle

In internal fertilisation, the male sex cell and female sex cell join inside the body. In external fertilisation, the male sex cell and female sex cell join outside of the body.

In Oviparous Animals, the females lay eggs and the embryo develops outside the body. In viviparous animals the embryo develops inside an animal's body.

Life cycle diagram:

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  graph TD
    Adult --> Mating[reproduction]
    Mating --> Zygote
    Zygote --> Embryo
    Embryo --> Juvenile
    Juvenile --> Adult
  
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Previous attachment

An animal's life cycle:

LIFE CYCLE OF ANIMALS

Sexual reproduction in plants:

Male/Female

Key vocabulary:
 asexual reproduction, embryo, cell, metamorphosis/metamorphose, sexual reproduction, genome

In internal fertilisation: the male sex cells and female sex cells join inside the body. In external fertilisation, the male sex cells and female sex cells join outside of the body.

In viviparous animals: the females lay eggs and the embryo develops outside the body. In viviparous animals, the embryo develops inside an animal's body.

Year 6 – Science Double Page Spread By Zara, Miriam and Shanefa

This half term in science, we have been learning all about light. We explored how light travels, how shadows are formed, how we see things, and learned about the different parts of the eye and their functions. To showcase our understanding, we created detailed double-page spreads to summarise everything we have learned.

Shadows

Shadows are areas of partial or total darkness that form when an object blocks light.

The completely dark part of a shadow is called the umbra. This is where all direct light is blocked. A point source of light creates a shadow that is entirely umbra. However, larger light sources, like the sun, produce a small umbra surrounded by a larger, partially lit area known as the penumbra.

As a verb, shadow can mean to follow or loom someone, or it can refer to something that obscures or darkens. It also describes a trail, ghost, or a small amount of something.

LIGHT

Parts of the eye

The eyeball, found in all vertebrates, is a spherical structure containing sense receptors for vision. Vertebrate eyes like a simple camera. The sclera, the tough protective outer shell, is covered by the conjunctiva, a transparent mucous membrane that protects the eye from drying out. At the front is the transparent cornea, where the focusing process begins.

Reflection

In physics, reflection refers to an abrupt change in the direction of a wave when it encounters a boundary between different materials, with at least part of the wave remaining in the original medium. Regular reflection occurs at plane boundaries, where the angle of incidence (the angle between the incoming wave and a perpendicular line to the surface) equals the angle of reflection. The angle between the reflected wave and the perpendicular section of rough or irregular boundaries is diffuse.

SHADOWS

Light travels in straight lines.
A shadow is formed when an object blocks the light source. It stops light from passing through to make the shape of the shadow.

The shadow will be the same shape as the object.
Ray diagrams show how a shadow is formed.



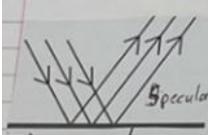

Light

Reflection

Reflections are made when light bounces off an object to make it look alike.



A specular reflection is when light bounces off a flat surface to make it go in a straight line.

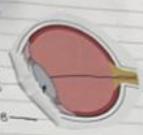


A diffuse reflection is when light reflects off an uneven surface making it go in straight lines.



The eye

The pupil lets light enter the eye.
The iris controls the size of the pupil. When the iris expands the pupil gets smaller and reverse.



Long sighted is if your eye can't see them close up.



Short sighted is if your eye can't see them far away.

Colour vision

People can see because of white light.
White light is created when all of the colours reflect on a surface.
Black light is when none of the lights reflect on a surface.
When it is a coloured object it means one of the rainbow colours have reflected on the surface.



Light

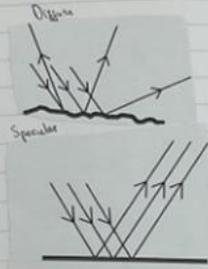


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F	P	-	2					
T	O	Z	-	3				
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T	E	L	E	P	E	D	-	7
S	P	E	E	C	E	D	-	8

Short sighted is when you can't focus on things far away from you.
Long sighted is when you can't focus on things close to you.

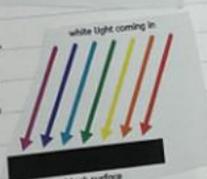
Specular & Diffuse light

Specular reflection occurs with smooth surfaces, causing light to reflect at the same angle. They hit the surface. Diffuse reflection occurs with rougher surfaces and scatters the light rays in different directions.



White light

White light is a combination of all the colours. A coloured object appears coloured because it reflects that light and absorbs the others. Black objects absorb all light and white objects reflect all light.



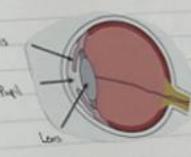
Shadow

Light travels in straight lines.
A shadow forms because the object blocks the light rays and prevents them from passing through the object. The shadow that forms will be the same shape as the object that casts it. Ray diagrams explain how shadows form.



The eye

Iris: Controls the size of pupil.
Pupil: Hole which light enters the eye.
Lens: Focuses the light on the back of the eye.



Potter Room – Fine Motor Skill Development In Action



Key Dates Coming Up:

Date	Event
Monday 23rd February	Children return to school from the half term break
Thursday 5 th March	World Book Day – children dressing up as a book character 14.50: Year 5 class assembly (5 Walliams & 5 Strong)

Reminders:

Parent Evenings

The dates for the next parent evenings this term have been confirmed and will take place on **Tuesday 24th** and **Wednesday 25th March** between **3.40pm and 6.30pm**. More information will come soon, but I wanted to ensure you had the dates in good time.

Spring Term Class Assemblies

Class assemblies will begin again soon. Please see the timetable below for the Spring Term. They start at 2.50pm and finish at 3.15pm on the designated day (always a Thursday). If you can make it, please come along.

Thursday 5th March	Year 5 (5 Walliams & 5 Strong)
Thursday 26th March	Year 3 (both classes)

Parent Shout Outs

If your child's teacher or another member of staff has gone above and beyond, I would love to hear from you. Please click here: <https://forms.office.com/e/6r5w1yxP8F>

Have a wonderful week,

Mr J Parkhouse
Headteacher