

# Newsletter

## News from Mr Edwards-Grundy

This week we have started to look at our new Value of the Month, Humility.

I love the reflection of C.S. Lewis on humility –

“Humility is not thinking less of yourself, it’s thinking of yourself less.”

Humility is a great Value to be reflecting on during Advent, because it lies at the heart of the Christmas message, of God choosing to come to earth, to leave the glory and splendour of heaven to live as one of us. This is surely the greatest act of humility, a reminder to each of us of what it is to put the needs of others before our own.

Humility allows us to take time to reflect on what it is like for other people, to walk in the shoes of someone else, to consider their challenges and to think about the things that unite us. Over the remaining two weeks of term I will be considering, with the children, what it means to think of ourselves less and how we can do that in the everyday situations that we face.

This Advent season I am challenged by what it means for me to focus on the things that unite us and less on the things that are self-serving. As we count down the days to Christmas, the question is not what will be in my stocking on Christmas morning, but rather what can I do to ensure that Christmas is a joyful and special occasion for those close to me and in our community.

I am really looking forward to welcoming you into school next week for our Reception, Year 1 and Year 2 performances of the Nativity Story. The children have been rehearsing hard and the school is wonderfully filled with the sound of music and singing once again. Whilst there is undeniable joy to be had watching our children perform with confidence, I hope too that the Christmas story, simply told, will give every one of us the opportunity to reflect on what God’s greatest act of humility means for each of us. Our acts of humility will be much less significant in world changing terms than that of God becoming human, but they nonetheless have the capacity to change the lives of those around us.

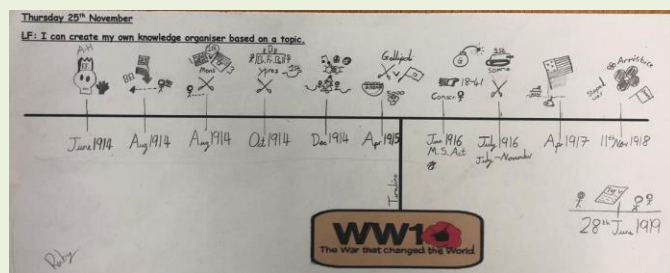
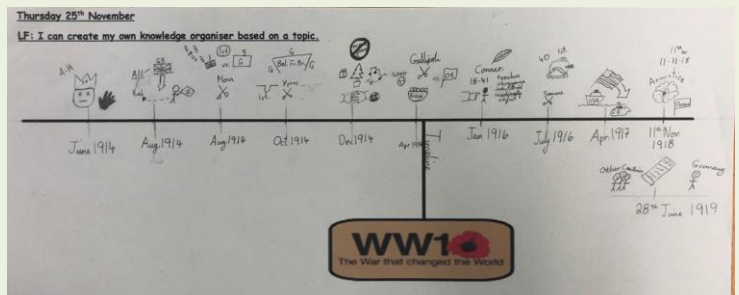
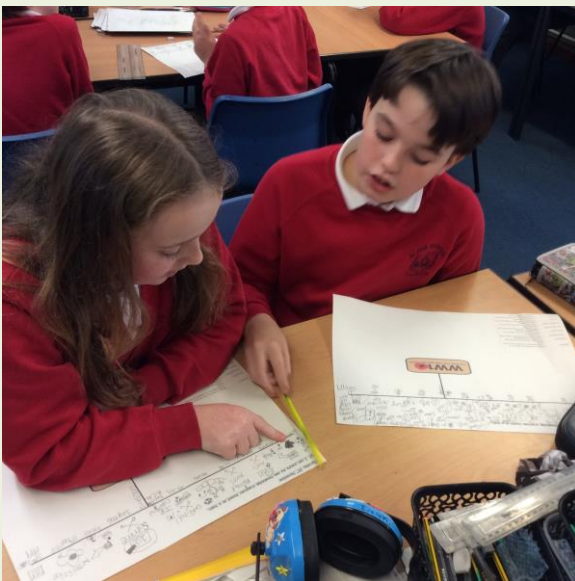
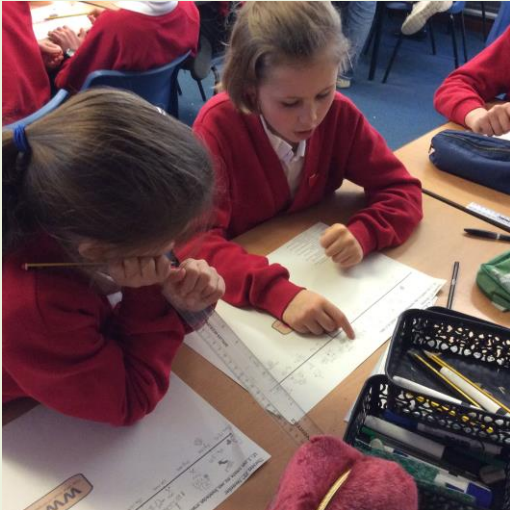


*Loving, learning and flourishing in community*

# News from Around the School


The children in Year 6 have been very busy! We asked Mr Walker and Mrs Henderson to give us a flavour of what they have been doing. We hope you enjoy looking at the evidence of their hard work.

As part of Year 6's World War 1 topic, the children created their own knowledge organiser, charting the key events along a time line of the war. They then relayed all the fascinating facts they had learned to their partner, complimenting each other's recall of what they had learned as they told the 'story' of what happened.



### Conditions of the trenches.

- Trenches were dug into the ground when there was a battle.
- The soldiers would live in the trenches and when they would climb out and run towards the enemy.
- Water and water flies in summer and rats all year round.
- There was a medical post and a cooking shelter.




### Effects of WW1

- Food was never hot they had to eat bread, pea soup, tinned biscuits and drinking soup.
- 20 million people were injured and 17 million died.
- Lots of children didn't have fathers and couldn't pay rent.

### Threats and Danger

- Rats stole food and gave the WW1 soldiers trench foot.
- Soldiers usually got trench fever, trench gas and trench lice.
- Officers began doing regular gas inspections and soldiers who put their gas canisters responsible for each other.



### Other Facts

- The trenches were like a maze of a town and the food was not good.
- Most of these attacks were in the evening.
- The 11 of November all country have a minute of silence at 11:00.
- People lost ones they loved.





The children have completed a European map and discussed the reasons for colonisation. They have researched facts about life in the trenches as well as planning, executing and assessing a DT task. They made the trenches out of a cardboard box and included the features that would be found in a trench. It has been fascinating researching historical figures and recording facts and details about their lives. Our class reading book, War Horse by Michael Morpurgo, has been a real highlight of this topic and we are looking forward to finding out how the story ends.

LF: I can design a product with a specification. 4.11.21

SC

I can identify elements to include in my model.

I can identify materials and resources to create these elements.

I can make annotated sketches of my model.

I can even make a cross-sectional sketch of model.

Resource List	
Item	Resources and materials
e.g. duckboard	
Sandbags	Tenbags
Grass	Blue Food Colouring and Sand on top
Ladders	Lollypop sticks and Paint
Barbed Wire	Pip cleaners
Guns	Staples
Floor	Lollypop sticks

Sketches

### World War I Shoebox Trench Design Booklet

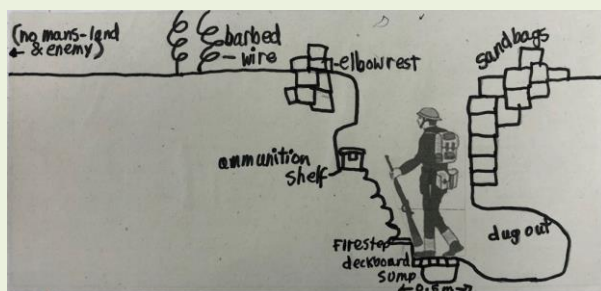
**Design Brief**

Your task is to make a model WWI trench using a shoebox. You will be working in pairs and so decisions will have to be made as a team. Your trench must have the following features:

- Ladder
- Firing Step
- Sandbags
- Duckboards
- Trench supports/trench back
- Barbed wire
- Dug-out for men to live in

**Profile of historical figures**

Name	Name
<b>Name:</b> Walter David John Tull	<b>Name:</b> Thomas Washington Mearns
<b>Born:</b> 24th Jan 1889	<b>Born:</b> 1843 Somerset 21 July
<b>Early Life:</b> Born Southampton, East England. (Can you check area - gently)	<b>Early Life:</b> Born, Bathampton, Mendips, Cotswolds, Somerset
<b>War Experiences:</b> Parents to think about the importance with letter to Walter. Leg shot before action, awarded "Duck patch!"	<b>War Experiences:</b> 1st Lt. 1st Battalion, Somerset Light Infantry, 1900
<b>Later Life / Death:</b> Returned to France 1918. 25th March attack killed in action April 1918. Daily news read. Awarded Victoria Cross 1918. Buried by his grandfather.	<b>Later Life / Death:</b> Awarded VC 1918. Died 1919. Buried in France 1918. Buried in France 1918.



**Conditions of the trenches**

During WW1, long trenches were built into the ground where there used to be fields. The soldiers would live in the muddy, narrow and damp trenches and when needed by, made out and changed. They lived in the trenches, dug out and rest. There was no running, drinking water in the trenches, just in the rear. There was a small spot and a gas shelter. Conditions were terrible. They died at end of day.

**Scale of the War**

1 Trillion dead  
20 million injured and lost  
Europe abandoned and lost  
World was in ruins  
A lot of people didn't have anything  
A lot of people didn't have anything

**Dispute and change**

Most deaths at end of day.  
Trench foot  
Bleeding diseases  
Plenty of diseases  
They didn't get illnesses from not cleaning their gear  
Bacteria  
Shell shock  
Infection  
Pneumonia, Heart Disease

**Other spots**

Food was never hot  
Highland men were able to handle less  
On 11.11.18 at 11.00 all the countries agreed to stop fighting  
Called Armistice day, we now still have it.

Look at more of Year 6's work as well as their completed model trenches [on our website](#).

## The Friends 100 club draw and raffle

Today the second draw of the 100 club for this year was drawn, in the presence of an independent witness. The lucky winner was one of our Year 4 parents – congratulations! We hope you enjoy treating yourself to something special with your winnings.

Don't forget to return raffle ticket stubs and money to school by Monday. There are lots of great prizes on offer and all monies raised go directly back to the school.

## Healthy eating

We all know that children get hungry! Please send your child into school with a snack.

Children in Reception, Year 1 and Year 2 receive a daily piece of fruit from the government. If your child is in other year groups, they may need two snacks!

Snacks can be anything healthy such as fruit, cheese or oatcakes for example, but please absolutely no nuts and no sweets, chocolate or crisps. Thank-you.