



St Martin's Post

Edition 270

17th January 2025

★ Shooting Stars ★

Alessandro: Engagement in drawing club and creating beautiful drawings.

Arjun: Kindness towards our visitor.

Ilias: Amazing blending in his phonic session.

Viya: Helping her friends in Maths with counting on.

Saniya: For showing a good understanding when leaning about quarters.

Claudia: For achieving well when telling the time.

Haadi: For displaying great hand eye coordination whilst passing a rugby ball.

Charlotte: For working hard with Mrs Botchway all week.

Alessandro: For working hard with Mrs Botchway all week.

Mila M: Superb work in History – analysing reasons for Henry VIII annulment.

Sid: For neat, engaging diary writing.

Noah: For achieving highly in his balanced argument planning.

Krishav: For achieving in his independent discursive writing.

Headteacher Award

Mr Zucker really struggled to choose his Head Teacher's awards this week... the competition was fierce!

A huge congratulations to **Carter** for fantastic writing and drawing during his RE lesson where they were studying about Jesus.

Well done too, to **Sophia T** for showing kindness and respect.



This week at St Martins

This week in **EYFS**, the children have been immersed in exciting learning adventures! In Phonics focus groups, they have been working hard to learn new sounds, while our Nursery children have been exploring rhyming words. In Maths, the children have been developing their counting skills, comparing numbers and discovering differences between groups of objects and identifying numbers on a number line. As part of Understanding the World, we've enjoyed learning about our friends' traditional foods, sparking curiosity and conversations. During Personal, Social, and Emotional Development, we read *The Gruffalo* and explored the emotions and feelings of the characters, reflecting on how we all experience different emotions. We carried this learning into Expressive Arts and Design, where the children explored how colours can represent emotions, creating beautiful and meaningful art. What a fantastic week of discovery and creativity!

In English this week, **Form 1** have continued studying their core text, 'Where the Wild Things Are'. The children have been learning about empathy by discussing how Max might be feeling during selected parts of the story. Form 1 have also been using their VIPERS skills to answer comprehension questions about the text, making sure to answer questions in complete sentences. During maths lessons, the children continued their measuring unit. They focused on finding the capacity and volume of containers using both standard and non-standard units of measure. The children have also continued learning their x3 tables. To celebrate the start of our topic on dinosaurs, the children had a wonderful time making different salads that would suit dinosaurs that are herbivores, carnivores and omnivores. The children chose which foods would be the best fit for each dinosaur's diets and then independently cut and prepared the food for the salad. For our science topic, 'Animals, including humans', the children have been learning about the features that define mammals - fish, birds, reptiles and amphibians. The children then used this knowledge to categorise animals into their respective groups.

Form 2 have worked really hard this week; they cannot only tell the time but can also draw the hands on a clock to show the time, know how many minutes are in an hour, how many hours in a day and are beginning to use this knowledge to solve problems. They have looked at different poems about witches prior to planning, writing and editing their own. They then read their poems to their willing and excited audience. During Topic, Science and Art Form 2 have been thinking about the construction of castles as well as debating which potential King should take over from King Harold the Confessor. PE lesson have seen them beginning to develop tag rugby skills.

This week, **Form 3** have been writing instructions and using their knowledge of the Adventures of Odysseus to create plans to escape from a horrible cyclops. They have been thinking about purpose and features of instructional writing, including imperative verbs, clear sentences, headings and sub-headings and logical steps. In Maths, they have demonstrated great enthusiasm and understanding of Roman numerals and have enjoyed learning about the calendar.



This week at St Martins (continued)

They know the months of the year and number of days they contain and they are moving on to ideas involving hours and minutes, am and pm and digital and analogue clocks. In Art, they are designing Ancient Greek vases and looking forward our trip to the British Museum next week. In Topic they enjoyed meeting a real Greek warrior and making shields while hearing tales of ancient battles. During science they considered what light sources were and how they can be differentiated into natural and artificial. They learned about the Christian belief that God is made of three parts that make up the concept of the Trinity during their RE lesson.

Form 4 have launched themselves into the study of percentages in Maths and diaries in English this week. We have looked at what percentages mean, designing and constructing percentage gardens for our teachers. We have also looked at equivalents - between percentages, fractions and decimals. Moreover, we have studied percentages of numbers and amounts. In our study of diaries, we have learnt how to use colons and semi-colons and abbreviations in our writing. We have also written diaries from the point of view of different characters in the Demon Dentist. In science, we studied the types of teeth in our mouths and what they're used for. Finally, we hot-seated/play-acted different characters from Tudor history and visited Fulham Palace, the Tudor Palace of the Bishops of London to learn about Tudor diseases and medicine. We also continued our study of coding and even wrote our own algorithms.

Form 5 continue their exploration of fractions. They have been tackling problem-solving tasks involving the addition and subtraction of fractions. Additionally, they are developing their own non-verbal reasoning quizzes for their peers, showcasing their diverse skill sets. Form 5 have discussed the role of mechanicals within the world of Cogheart, their new class text. They have written arguments FOR and AGAINST whether these mechanicals should be treated equally to humans. They have planned balanced arguments, choosing their purpose and audience. They have also started to write their chosen text types. In Topic, Form 5 have researched facts about the Industrial Revolution with a focus on the importance of coal and steam power at that time. In Computing, the children have started to use algorithms in order to program microcontrollers and LED lights. They have understood how to use loop commands and debug any sequences that have not achieved their intended output. In Form 5 Latin, the children have learnt how to recognise and translate subjects and objects in the plural. In R.E., Form 5 have been learning how science and religion might complement or contradict one another. During their Science lesson, Form 5 have completed their chosen investigations linked to gravity and friction, concluding and evaluating these experiments. In PSHE, children focused on economics, looking at jobs in the local community, the skills necessary for these jobs and guessed what the average salary these jobs might offer.



This week at St Martins (continued)

In English, **Form 6** have been editing the script to their chosen school play of Wind in the Willows, including some excellent limericks and their best jokes. In French, the children have continued to use the irregular verb 'avoir' to explain what plants and animals need to survive within their habitats. They have also understood the difference between using 'de' and 'd' for the word 'of'. Form 6 have delved into problem-solving tasks focused on finding the nth term in algebra. Through a series of challenging exercises, they have honed their understanding of sequences and patterns. To demonstrate their mastery, students have taken the initiative to design their own nth term problems, which they then shared with their peers for collaborative learning. A great week of learning whilst also continuing their 11+ revision and exam and interview techniques.

Golden Tea

Golden Tea is an opportunity for children to show Mrs Wilson the work they have completed that week of which they are most proud, whilst enjoying juice and biscuits together. The following children were chosen at random to enjoy Golden Tea with Mrs Wilson during Monday morning break time next week.

Alycia K

Jayden R

Iman

Tobias

Autumn Term 2024

Return to School: Wed 4th Sept 2024
Half Term Break: Mon 21st Oct – Fri 1st Nov
Term Ends: Friday 13th Dec 2024

Spring Term 2025

Return to School: Wed 8th Jan 2025
Half Term Break: Mon 17th Feb - Fri 21st Feb
Term Ends: Friday 28th March 2025

Summer Term 2025:

Return to School: Tue 22nd April 2025
Half Term Break: Mon 26th May - Fri 30th May
Term Ends: Friday 11th July 2025

Autumn Term 2025

Return to School: Wed 3rd Sept 2025
Half Term Break: Mon 20th Oct – Fri 31st Oct
Term Ends: Friday 12th Dec 2025

Spring Term 2026

Return to School: Tues 6th Jan 2026
Half Term Break: Mon 16th Feb - Fri 20th Feb
Term Ends: Friday 27th March 2026

Summer Term 2026:

Return to School: Tue 21st April 2026
Half Term Break: Mon 25th May - Fri 29th May
Term Ends: Friday 10th July 2026

Congratulations to the Madahar family this week - both brothers are delighted to have passed their respective exams.

Amar passed his grade 5 electric guitar exam with Rock School with Merit and Avi passed his grade 1 drums with Merit. Well Done!



Recycle, Raise Funds, and Support School Projects!

Dear Parents

Do you have old clothes or textiles that you no longer need?
If so, we're collecting items for recycling and raising money for school projects in the process!

What can you donate?
Clothes (in any condition)
Shoes (paired, please!)
Bedding and curtains
Towels
Bags

Simply bag up your donations and bring them to the school office. Not only will this help reduce waste and support the environment, but also the funds raised will go directly towards exciting school projects and initiatives driven by our School and Eco Councils.

Thank you for your support – together, we can make a difference!

**** FIRST COLLECTION NEXT THURSDAY - 23rd JANUARY 2025 ****

Assembly – Monday 20th January

During Monday's assembly, Forms 4, 5 and 6 will be visited by Nancy, an appropriately trained assistance dog belonging to the family of one of our F6 students.

Please kindly email the school office on office@stmartinsmillhill.co.uk if your child has allergies to dog hair that we are unaware of.

For those of a nervous disposition, please do reassure your child that Nancy will be in a hi-vis jacket and 'working'; therefore she will not be allowed to be petted by the children. Nancy will not jump up and will remain in her harness and on a lead at all times.

We are sure that this will be an interesting and informative assembly that your child will enjoy.



Diary Dates

16th January:	Form 4	Fulham Palace Trip
20th – 31st January:	Form 5 & 6	Swimming course 10am – 12.15 daily
20th January	Form 3	British Museum Trip
22nd January	EYFS	Bakery Trip
30th January:	Form 2	The Tower of London Trip
30th January:	Form 1	Natural History Museum Trip
13th February:	Form 6	Natural History Museum Trip
13th February:	Form 5	Ragged School Museum Trip
24th – 28th February:	Form 6	Bikeability Course
24th – 28th February:	Whole School	Assessment Week
24th February – 7th March:	Form 3 & 4	Swimming course 10am – 12.15 daily
3rd March:	Upper School	Drama 4 all morning workshop
6th March:	Whole School	World Book Day
10th – 11th March:	Form 3	Golden Hinde Trip
12th March:	EYFS	Highgate Woods Trip
13th March:	Form 4	Science Museum Trip
13th March:	Form 6	Bank of England Trip
14th March:	Form 5	British Museum Trip
20th March:	Form 1	Tate Modern Trip
24th March:	Form 2	Southend Beach Trip
27th March:	Wind in the Willows – Full School Production	
	6pm Performance at The Radlett Centre	