



Newsletter 6

2024/2025

The Value of the Month is 'Independence'

Dear Parents and Carers,

Welcome back to the start of another wonderful half term. I hope each of our families enjoyed the break and are looking forward to the many exciting events taking place in school over the next few weeks, including our upcoming Parent Consultation meetings. I have updated the 'Dates for Your Diary' section of this newsletter so please check this carefully.

Throughout February, we have been exploring the value of Independence during our whole-school assemblies. We have discussed the importance of being an independent learner and thinker – especially as we are now half way through the academic year.

Independence is about more than just working alone; it is about developing confidence, resilience, and responsibility. As educators and parents, our goal is to empower children to think for themselves, take initiative, and make informed decisions. These skills will not only help them excel in their studies but will also prepare them for life beyond school.

At Hadley Wood we believe that our curriculum should offer children not only the National Curriculum but life skills and experiences beyond this. Alongside teaching the requirements of the National Curriculum, key drivers have been identified. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched. These key drivers are personal to our school and reflect the social and educational needs of our local area.

The following key drivers underpin our learning and are developed through the school: Resilience, Independence and Curiosity.

As parents and carers, you can support independence at home by:

- Encouraging your child to take responsibility for their own homework and personal organisation
- Allowing them to make choices and understand the consequences of their decisions
- Teaching basic life skills such as cooking, budgeting, and problem-solving
- Supporting, rather than solving, their challenges—offering guidance but allowing them to find solutions themselves. *We support this in school through our Growth Mindset agenda.*

By working together, we can ensure that our students grow into independent, capable, and confident individuals ready to take on the world. As always, thank you for your continued support.

Best wishes
Mrs Worby

FHWS Disco

Thank you to the FHWS for organising the KS1 and KS2 end of term discos. 132 children from across KS1 and KS2 had a wonderful time during the course of the evening. In total £1185.32 was raised.



We are now looking forward to the next FHWS event which will be the upcoming Bingo Night on Saturday 15th March.

Value of the Month

Our value for February is 'Independence'

Our shared understanding of independence as a school:

- it is the ability to live your life without being helped or influenced by other people
- it is being able to make our own choices



Hadley Wood Primary School turns 60 this year! Our wonderful PTA have secured a venue to celebrate the school's big birthday. Please find a 'Save the Date' below. Further details will be shared in the coming weeks.



Diary Dates

March

Monday 3rd—Year 6 girl's netball match @ Merryhills School
 Tuesday 4th - Year 5 @ Science Museum
 Wednesday 5th - Year 1 @ V&A Museum
 Thursday 6th - World Book Day
 Friday 7th - Year 5 swimming/ Year 1 Forest School
 Thursday 13th - FHWS Year 6 cake sale
 Friday 14th - Year 2 @ Natural History Museum/ Year 5 swimming/ Year 1 Forest School
 Saturday 15th - FHWS Bingo Night
 Monday 17th - Year 3 @ Celtic Harmony
 Tuesday 18th - Year 5 @ BEM Burger/Choir event @ Southgate School @ 6.00pm
 Wednesday 19th - Year 4 recorder showcase assembly to parents @ 9.00am/Hadley Wood's Got Talent Show @ 5.00pm
 Thursday 20th - ETSP Great Debate competition
 Friday 21st - Year 5 swimming/Year 1 Forest School
 Monday 24th - Friday 28th CREW Week
 Monday 24th - Year 6 @ Warner Bros. Studio tour/ Tottenham Hotspur workshops
 Tuesday 25th - Arts Trophy final
 Wednesday 26th - Little Voices workshops
 Thursday 27th - FHWS Year 5 cake sale/Tottenham Hotspur workshops
 Friday 28th - Year 5 swimming/ Year 1 Forest School/Reports home to parents
 Monday 31st - Little Voices assembly/Parent Consultations 3.30 - 7.00pm

April

Tuesday 1st - ETSP Great Debate final
 Thursday 3rd - Parent Consultations 3.30 - 7.00pm
 Friday 4th - Year 1 Forest School/Last day of term: School finishes at 3.20pm
 Monday 7th - Monday 22nd Spring Break: School is closed
 Tuesday 22nd - First day of the summer term
 Wednesday 23rd - Arts Trophy launch assembly
 Monday 28th - Year 3 Class Assembly @ 9.00am
 Tuesday 29th - Year 3 Little Voices singing and drama workshop
 Wednesday 30th - Dan Freedman: author visit

May

Thursday 1st - FHWS Year 4 cake sale
 Friday 2nd - Year 5 swimming
 Monday 5th Bank Holiday: School is closed
 Tuesday 6th - Year 3 Little Voices singing and drama workshop
 Friday 9th - Year 2 @ Royal Gunpowder Mills/Year 5 swimming
 Monday 12th - Thursday 15th Year 6 SATS
 Tuesday 13th - Year 3 Little Voices singing and drama workshop
 Thursday 15th - Census Day/FHWS Year 3 cake sale/ Arts Trophy final
 Friday 16th - Year 5 swimming
 Monday 19th - Friday 23rd Year 6 @ PGL
 Tuesday 20th Year 3 Little Voices singing and drama workshop
 Friday 23rd - Year 5 swimming
 Monday 26th - Friday 30th Half term break

Inclusion Corner with Ms Stanley



Each month our Inclusion Corner article will share information and links to inform on Special Educational Needs.

Recently, I attended a fascinating conference about Pathological Demand Avoidance (PDA) which was hosted by Graham Chatterley. As professionals, we would hope that everyone has some awareness of PDA. I myself, have had the privilege of supporting young students' in a secondary setting who have a diagnosis of PDA, and it opened my eyes to the challenges they face on a daily basis.

PDA is a profile within the autism spectrum characterised by extreme resistance to everyday demands, often driven by anxiety. Individuals with PDA may use strategies such as avoidance, distraction, or even aggression to resist demands placed upon them. This behaviour can be misinterpreted as defiance or control-seeking, but it is actually a coping mechanism rooted in overwhelming anxiety.

Understanding PDA requires recognising that conventional strategies, such as direct commands, are often ineffective. Instead, tailored approaches are necessary to reduce anxiety and support better engagement.

Effective Strategies:

1. **Collaborative Approaches:** Work with the individual, offering choices and flexibility rather than imposing rigid demands.
2. **Low-Demand Environment:** Minimise stressors and ensure tasks are not perceived as overwhelming.
3. **Trust Building:** Develop rapport through consistent and empathetic communication to create a sense of safety.
4. **Visual Supports:** Use clear, visual instructions to enhance understanding and reduce confusion. By adapting our approach, we can empower individuals with PDA to navigate their world with greater confidence and reduce their anxiety-driven behaviours.

Further research and a personal account can be found in the links below:

<https://www.pdasociety.org.uk/resources/jims-story/>

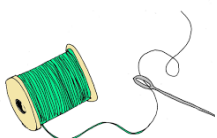
<https://www.milestoneeducation.co.uk/event-details/pathological-demand-avoidance-1>

If you have any questions about your child's provision or would like further information about Hadley Wood's approach to supporting pupils with ASD, please contact me: senco@hadleywood.enfield.sch.uk.

Parks Class (Year 2) have really enjoyed learning about puppets in their design technology lessons. They have explored the many different types of puppets including marionettes and glove puppets, before designing and creating their own glove puppets of a polar animal of their choosing.

Parks Class worked really hard to develop their running stitch using pieces of binka before making their final product.

I am sure you will agree the final designs are very eye-catching!



February was a fantastic month for **Thunberg Class (Year 4)**!

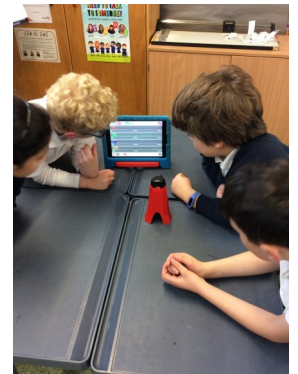
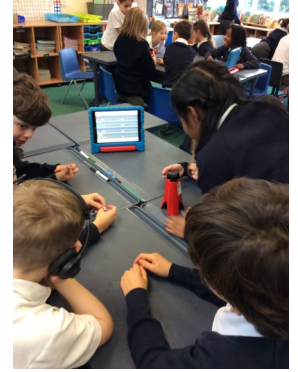
The children evaluated their recent attempt at chocolate making and explored whether they would change anything if they were to make chocolate again. Most of **Thunberg Class** decided that their finished designs tasted delicious as they were.

February was also the month of creative writing for **Thunberg Class**. The children immersed themselves in a range of portal stories which transported them to some amazing, magical worlds. Some of the children stuck closely to their original plans whilst others added to them along the way, as they realised how the characters would be feeling and really started to imagine what these portal worlds would look like in greater detail.

Thunberg Class found their recent computing unit really interesting. They used data loggers to find out information about our school. The children placed the data loggers in different places around the school to find out the coldest, warmest, darkest, brightest, noisiest and quietest places. **Thunberg Class** made predictions about where these might be and collected the results to analyse. It turns out that our Reception outdoor area is really quite cold in February!

The children have now completed their history unit of work about the Mayans and debated whether they were peace loving or bloodthirsty society. The children's contributions to the class discussions were very interesting.

Clarinet lessons have continued this month in school and the children have now learnt quite a few notes. They cannot wait to share their learning with parents at the upcoming clarinet concert.



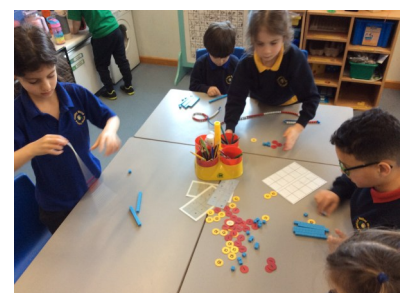
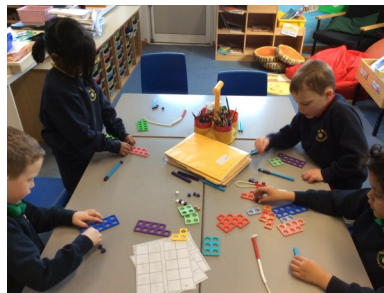
Attenborough Class (Year 1) have been exploring the world of moving books. In their history lessons, they have investigated the life, work and legacy of a range of influential figures including Rosa Parks, Martin Luther King Jr. and Ruby Bridges. The children used their understanding of levers and pulleys to create their own book with moving parts about a chosen historical figure. After designing the layouts and mechanisms - they would like to use, the children brought their ideas to life resulting in some fantastic examples of interactive books that showcase the stories of these important figures.

In their mathematics lessons, **Attenborough Class** have used a variety of manipulatives to support their understanding of the concept of addition and subtraction. They have enjoyed the opportunity to select from a range of resources in lessons including: bead strings, Numicon, counters, place value cards, drawings, and number lines to support their learning. The classroom was buzzing with excitement as the children explored new ways to solve problems and deepen their understanding of number.

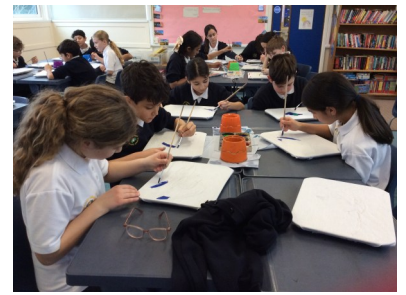


Mandela Class (Year 5) have approached their science lessons in a creative way depicting the moon phases using rich tea biscuits and icing sugar to show how much of the moon is covered at each phase – delicious!

In their PE lessons, **Mandela Class** have been developing their dance moves learning some fantastic rock and roll dance moves and putting together their own routines.



The children in **Turing Class (Year 6)** have worked incredibly hard on their silk paintings, which depict The Great Wave, by the famous painter Hokusai. They focused on achieving appropriate proportions and detail to create a 3D effect. The results are stunning!



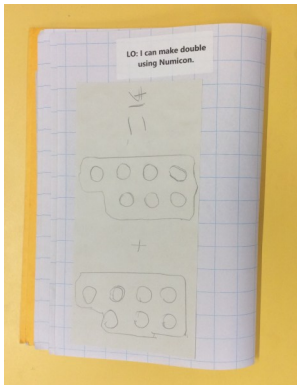
In their music lessons, **Turing Class** have been learning about the role of a conductor and how to use a graphic score to represent a piece of music. They have also learnt how to create a 'wave' of music by changing the dynamics and including texture in their compositions. The children worked in groups to create a composition that depicted the sea, using their body parts and percussion instruments. One member of the group took on the role of a conductor, who the children followed as they performed their piece.



Moore Class (Reception) have had a wonderful time in their Forest School sessions this month. The children took part in a woodland walk, engaging their senses to explore and identify signs of spring in nature.

In class, the children celebrated Chinese New Year by writing sentences about their favorite Lunar New Year animal, enhancing their understanding of the cultural celebration.

In their mathematics lessons, **Moore Class** have been exploring the concept of doubling numbers using Numicon. This has helped them to reinforce their number skills in a hands-on and engaging way.



In their science lessons **King Class (Year 3)** have delved into the fascinating world of forces, exploring both contact and non-contact forces. They have investigated how magnets work, discovering the properties of the North and South poles and how they attract and repel.

History brought an exciting—and slightly stomach-churning—lesson this week in school, as the children in King Class dissected replicas of Stone Age poo! While some found it a little revolting, they gained incredible insights into the diets of Stone Age people from thousands of years ago.

In their PE lessons, **King Class** have thoroughly enjoyed their dance unit, working collaboratively to develop creative and innovative routines. The children have mastered moving to the beat of eight and performing in unison, demonstrating teamwork and rhythm.

King Class Forest School adventures have now come to an end, but not without some unforgettable highlights! From building dens and crafting crossbows to toasting marshmallows around the fire, the children embraced every moment of outdoor learning with enthusiasm and curiosity.



Congratulations to our wonderful choir who performed beautifully at the Ovo Arena in Wembley this month at the Young Voices event. The children were wonderful representatives for the school and I was very proud of them!

Thank you to Mrs Cornes for organising the event and for the staff who supported the children throughout the course of the day.

