



Our **Vision** is to be a...

**Caring Community,  
Courageously Learning,  
Inspired to Live Life to the Full.**



@CCIDownend

Jesus said, "I have come that you may have life and have it to the full." (John 10:10)

**CCI NEWS #8**

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Dates for your Diary - Term 1 & 2 Dates

**TERM TWO**

- 11<sup>th</sup> Nov - Anti-bullying week
- 15<sup>th</sup> Nov - Children in Need – non-uniform & CIN dress up for children
- 21<sup>st</sup> Nov - Individual photographs – date change
- 26<sup>th</sup> Nov - 3.45-5.15pm KS1 Striking festival (8 Penguin ch needed)
- 28<sup>th</sup> Nov – 9am Parent Council meeting
- 28<sup>th</sup> Nov & 3<sup>rd</sup> Dec Parent/Teacher meetings (3.30-6.30pm – booking invites to be sent out at the start of T2)
- 29<sup>th</sup> Nov- Friends Christmas Jumper/ Christmas Item sale (Donations needed of any Christmas items.)
- 5<sup>th</sup> Dec- Choir Christmas Performance (2.30pm)
- w/b: 9<sup>th</sup> Dec KS1 Nativities at 9am – 9/12 Peng, 10/12 Zeb, 11/12 Cheet, 12/12 Croc, 13/12 Giraffe (parents invited)

- 10<sup>th</sup> Dec- Friends Christmas Wrap
- 17<sup>th</sup> Dec – Father Christmas visits Friends eve day, Christmas Lunch
- 18<sup>th</sup> Dec – 9am EYFS singalong (all EYFS parents from Panda/Lion/Tiger invited to watch in the hall), Christmas jumper day, Christmas Lunch
- 19<sup>th</sup> Dec – Y1 am trip to Theatre, hot chocolate awards for behaviour
- 20<sup>th</sup> Dec – Y2 am theatre trip, all children to wear non-uniform party clothes, Christmas Parties, last day of term



CIN is on Friday 15<sup>th</sup> November so please send children to school in non-uniform with something CIN related or spotty clothes. Funds can be donated on ParentPay or sent in with your child.

**Weekly update from Anna Martin**



We have started Term 2 off in such a fun and engaging way this week and have seen so many smiling faces as a result. Y1 and 2 children made their own robots out of junk modelling as they began their learning about the story of the Robot and the Bluebird. The robot begins the story with a broken heart before he finds friendship in a migrating blue bird and if you look closely you'll see lots of robots with sad faces and hearts drawn on them.



Our EYFS children have now started learning about 'What is darkness?' and celebrated Bonfire Night by toasting marshmallows on the school field using the firepit. This was a really special experience that also features on our '50 ways to live life to the full' document created last year.

## Collective Worship

We began the term by learning about Bonfire Night and why we celebrate this tradition in the UK. The children really enjoyed learning about Guy Fawkes and his attempts to blow up the Houses of Parliament.

We then started learning about compassion by telling the story of the Good Samaritan. The children were so surprised that several people walked past and didn't help the Jewish man who had been robbed, showing what a compassionate group they are.

On Thursday Belinda Stowe and her puppy puppet Jack led worship and told the children the Bible story of Jesus feeding the 5000, and they focused on helping the children to be able to notice what other people are feeling.



On Friday Mr Jones taught the children about why we mark Remembrance Day in the UK and why the 2 minutes silence is so important.

## Living the Values

### Friendship

Bible Story: The Four Friends



#### In school

This week the children's award goes to Myla in Zebra Class. Myla was spotted letting several younger children pass through her line while she patiently waited, meaning she had to wait longer for her lunch. How compassionate you are Myla!

The staff award goes to Mrs Lendrum for recognising that one of our parents needed support and arranging something lovely for their family to help.

#### At home

**Dexter in Zebras** – for showing compassion to a friend at a sleepover when they were feeling scared.

**Jeniece in Crocs** – for showing compassion to her mummy when she had hurt her leg and getting her a pillow to rest it on.

**Austin in Tigers** – for supporting Daisy coming into school when she was feeling a bit nervous.

**Reuben in Penguins** – for showing compassion to his little brother by stopping what he was doing to help him to calm down by distracting him.

**Elsie in Pandas** – for stopping whatever she is doing to comfort and calm her new baby sister.

**Isla in Cheetahs** – for always showing compassion at home if people need help or are feeling ill.

**Tilly in Cheetahs** – for always holding the gate open for others at the play park.

## EYFS Parent Survey

Thank you so much to everyone who completed the EYFS survey about the children's transition into CCI from their preschools and nurseries.

22 families responded and generally the feedback was very positive with a few areas to work on and think about next year.

Some families felt the 3/4 week induction is too long but we have to consider all of the children and not just those who manage full time school easily.

Some also felt that they haven't received enough information about how their child has settled into school so this is something we will try to improve for next year.

## End of year picnic and early finish

As part of CCI/CCJ working together more closely, we have decided to hold a picnic at CCJ for both schools and their families on the last day of the year – Tue 22<sup>nd</sup> July.

This will be at lunchtime and times and details will be shared nearer the time. All children will be a part of the picnic whether a family member can join or not but we would love each child, or siblings together, to have an adult with them. The classes will sit together as a group on the field there so staff will also be with the children.

This event will help with transition for our children, be a lovely opportunity for CCI staff to see ex-pupils and for us to come together as a whole school community.

We'd then like to do an early finish so that staff can begin the many end of year tasks that happen in the holidays so at 1.15pm, CCJ children will be picked up from CCJ and then it will be 1.30pm pick-up at CCI. If there are families who can't attend or collect early, the school will make arrangements to take look after them for the afternoon after they have attended the picnic. Again, further details on this to follow but we wanted to give you prior warning.

**22<sup>nd</sup> July – picnic at CCJ for all families & school finishes at 1.30pm for CCI children.**

## Enquiry Curriculum

At CCI we follow an enquiry curriculum, rather than teaching through topics such as castles or rainforests. An enquiry is designed to inspire children with a big question that is too large to answer in one go but not so big that it overwhelms them. We guide the children through a scaffold process to answer the big questions such as 'How can we care for pets?' or 'What might I do in the future?' through a stimulated challenge that the children perform as independently as possible at the end of a set of linked experiences.

You can find a link to our website here to find out more about our locally based curriculum that helps children to learn about the school, our community, the local area and beyond.

<https://www.christchurchinfants.co.uk/overview/>



### CCI Whole School Enquiry Overview 2024/25



2024/25	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks						
<b>EYFS</b>	All about me! Introducing the states of being	Who are we?	What is darkness?	What stories do we know?	How do we care for pets?	Where can we go?	Where does food come from?	Transition events				
<b>Main state of being</b>		 Author	 Author, Philosopher, Engineer	 Artist, engineer, Scientist	 Author, Scientist	 Artist, Engineer, Geographer	 Scientist, Engineer	 Philosopher				
<b>Supporting States of being</b>	All states introduced	Scientist Philosopher Historian Musician	Musician Scientist	Athlete Historian	Philosopher Geographer	Maths Philosopher	Mathematician					
<b>Key Stage 1</b>	What makes a good friend?	How can we learn from the past?	What might I do in the future?	What am I?	How do we move around?	What is my hat made of?	What is my hat made of?	Where is my school?	What grows near me?	What do artists do?	How do we play in different ways?	Transition events
<b>Main state of being</b>	 Philosopher	 Historian	 Artist	 Scientist	 Engineer	 Scientist	 Geographer	 Scientist	 Artist	 Historian	 Philosopher	
<b>Supporting States of being</b>	Author Artist		Engineer Scientist	Musician Artist	Geographer Scientist	Engineer Artist	Engineer Artist	Musician Scientist	Artist Geographer Engineer	Artist Geographer		
<b>Additional sessions</b>		What changes around me? Session 1: Autumn	What changes around me? Session 2: Winter				What changes around me? Session 3: Spring	What changes around me? Session 4: Summer				

## Value of the term

Our Christian Value this term is 'Compassion' and we teach the children that this means treating others as you'd like to be treated and noticing how others feel.

The Bible verse that we use to underpin this is;

*'Clothe yourselves with compassion, kindness, humility, gentleness and patience.'* Colossians 3:12

We tell the Bible story of The Good Samaritan to explain this to the children. The Good Samaritan was the only person who stopped to help the injured man in the story.

Compassion

Bible Story: The Good Samaritan





EYFS	Y1	Y2
<p><b>Being an author:</b> This week we have been looking at the story 'Room on a Broom' by Julia Donaldson. We have read the book together and learnt 5 key vocabulary words with actions: whoosh, splat, scaly, fiery and passenger. We have followed our 'Drawing Club' planning by drawing a character from the story, exploring the swamp setting and then having fun with an 'Adventure Time', where we will choose a new character for the broom!</p>	<p><b>Being an author:</b> This week we have started looking at our new book called 'The Blue Bird and the Robot'. We have enjoyed building our own robots, creating story maps and acting out different parts of the story. Then we moved onto writing sentences using an adjective, for example 'The robot was rusty'. We have been working really hard on using our phonics to help us sound out words.</p>	<p><b>Being an author:</b> As authors this week, we have been starting to look at the book 'The Robot and the Bluebird' by David Lucas. We have been writing different types of sentences this week including: questions, commands, statements about why he might have a broken heart and exclamation sentences starting with 'what' or 'how' (eg. How sad that robot looks! What a sad looking robot!).</p>
<p><b>Extension challenge:</b> Can you write a sentence about a new character on the broom? For example: It is a pig. Remember a full stop, finger spaces and a capital letter.</p>	<p><b>Extension challenge:</b> This week our challenge has been to use the word 'and' to join words together.</p>	<p><b>Extension challenge:</b> Can you use any apostrophes for possession or for contraction in any of your sentences?</p>
<p><b>Being a mathematician:</b> This week we have been exploring the composition of numbers to 5. We have been using numicon tiles to investigate different ways to make the numbers, 2, 3, 4 and 5. We have talked about being systematic and looking for all the possibilities for example to make 5, 1+4, 2+3, 3+2, 4+1 and 5+0.</p>	<p><b>Being a mathematician:</b> This week in Maths we have been looking at finding one more and one less than a number within 20. We have used a range of different visuals to help us, such as numicon, tens frames and number lines. Then we needed to write the matching number sentence, for example <math>13 + 1 = 14</math>, <math>15 - 1 = 14</math>. We also looked at 3D shapes and tried to name them all and describe their properties.</p>	<p><b>Being a mathematician:</b> This week we have been looking at 2D shapes (including pentagon, hexagon, heptagon and octagon as well as circle, square, triangle and rectangle) and learning all about their properties; how many sides and vertices they have and whether they have a vertical line of symmetry. We have learned how regular shapes all have the same length sides and the same size angles and have also learned about irregular shapes too. We have sorted the 2D shapes according to their properties into Venn diagrams.</p>
<p><b>Extension challenge:</b> Can you record the number sentence to show the addition? Can you read the number sentence aloud using mathematical language e.g. addition, equals.</p>	<p><b>Extension challenge:</b> Our challenge this week was to fill in a missing number line using our knowledge of one more/one less.</p>	<p><b>Extension challenge:</b> To also learn about 2D shapes such as parallelogram, rhombus, kite and trapezium.</p>
<p><b>Enquiry: 'What is Darkness?'</b> This week we have started our new exciting enquiry 'What is Darkness?' We have arrived back to school to find cosy, dark dens in our classrooms! We have a selection of torches, mirrors, non-fiction books and cosy pillows to explore what it is like to be inside a cosy, dark den. We have talked about what we already know about the dark and have enjoyed exploring new resources such as light boxes, torches and reflective materials.</p>	<p><b>Enquiry: 'What could I be in the future?'</b> This week was our final week and we have worked hard on completing our challenge. This included us making flip books using different materials to show what jobs we would like to do when we are older.</p>	<p><b>Enquiry: 'What could I be in the future?'</b> We have been finishing off our enquiry 'What could I be in the future?' by making our final flipbooks. We were engineers in joining the flipbooks in our chosen method (treasury tag, split pin, glue or staples) and artists when collaging each of the chosen jobs we could be in the future.</p> <p>We have also done the first of 4 parts of our 'What changes around us?' enquiry, which looks at the seasons. We have looked at what happens in Autumn and created a piece of art of an Autumn looking tree in CCI by using oil pastels like Van Gogh.</p>
<p><b>Extension challenge:</b> Can you make a poster/video/drawing to show what you know about the dark? What questions do you have about our new enquiry?</p>	<p><b>Extension challenge:</b> Our challenge was to think about why we wanted to do a specific job, 'I want to be a doctor because I want to help people'.</p>	<p><b>Extension challenge:</b> When using collage, can you try and choose materials that would suit your chosen job's uniform/clothes? E.g. Reflective material if needed.</p>

## Out of School Achievement

