



## West Jesmond Primary Newsletter 8 Autumn Term 2021



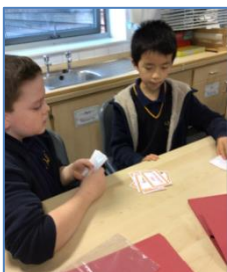
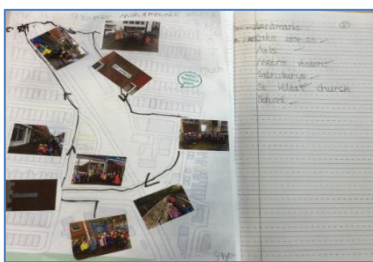
Dear Children, Parents and Carers,

If you have been walking around Jesmond this week, you may well have come across lots of groups of West Jesmond children carrying out investigations into our local area and community. We have had a great start to the half term with our whole school project, **'The Story of Jesmond: A Local History and Geography Study by West Jesmond Primary School.'** The theme this year has allowed us to carry out lots of hands-on enquiry into the history and geography of our area. We have had to dodge the rain showers, but hopefully our young historians and geographers have developed their skills and knowledge and, most importantly, their thirst to find out and know more about the world around them. Can we thank all the parents and friends who have supported our work this week and helped to enrich our children's learning.



### How do I find my way around Jesmond? (Year 1)

Year 1 investigated the different buildings there are in Jesmond and used maps, keys and compass directions to navigate around the local area. They went on a walk around the streets near school, looking at the landmarks around West Jesmond. Back at school, they mapped out the journey and added photos from the walk followed by writing about the landmarks they have seen.



### ¡Mi barrio! Este es mi barrio.

We have also developed our local study skills in Spanish. In Year 6 this week, we had great fun learning how to say some places that you might find in Jesmond. We did card sorting activities and the pupils then created their own neighbourhood maps and wrote a paragraph saying what there in their local area.



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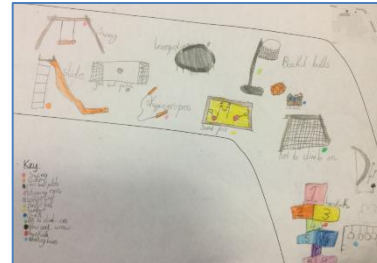
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## Year 2 have been asking 'How busy are the roads?'

To help us answer the question, we carried out fieldwork that involved each class going to a different road in Jesmond on two different days at two different times. We used a tally chart to collect data about how many different vehicles we saw, which we will then use to create block diagrams.

We also had a visit from Sally Watson, an active travel researcher, who talked to us about how the streets of Jesmond have changed and what other countries have done, including making some streets Play Streets. She posed the question, what might Jesmond look like in the future? We then designed our own Tankerville Terrace play streets.



## Year 3, have been asking 'What is there to do in Jesmond?'

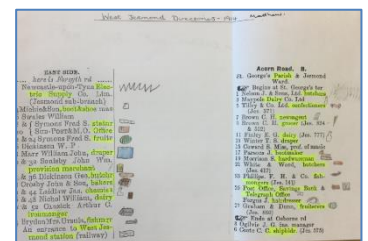
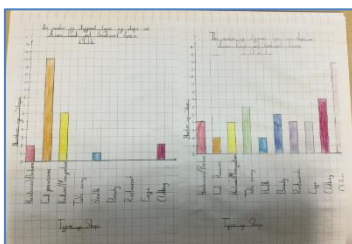
They have been exploring recreational activities in Jesmond and considering the advantages and disadvantages, these bring to the local area. Nils Clemmetsen, the Secretary of the Jesmond Residents Association spoke with the children in school and answered lots of their questions.

Year 3 also went out and used their Fieldwork skills to find out first-hand what Jesmond has to offer.



## How have shops in Jesmond changed?

This week, Year 4 have been investigating the question 'How have shops in Jesmond changed?' We spent time looking at local directories from 1914 and discovered that there were many different types of shop that we had not heard of before e.g. draper, provision merchant etc. We then developed our map skills and did some fieldwork in the local area to allow us to compare and contrast the type of shop that we have today. We have also thought about how the type of shop reflects how people lived in 1914 and how modern lifestyles have changed shops since then. We have had a fantastic week being real geographers!



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**Music lessons for Local study week:** Key stage 2 have been writing a song about West Jesmond in their music lessons. They have studied and learned the local song Blaydon races and then rewritten the Lyrics to a verse so that they reflect their Local study week area. Next week we will practice and record the full song.

The Blaydon Races



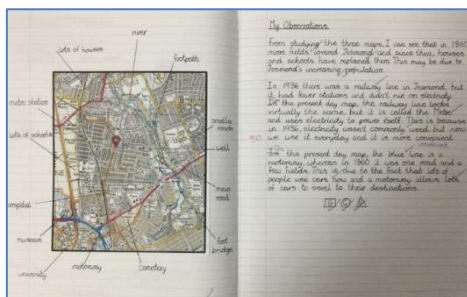
## Who Lives Here?

Year 5 have been finding out 'Who Lives Here?' This has entailed interviewing local residents, using maps to identify how Jesmond has changed over the years, and carrying out fieldwork to collect data on who lives in Jesmond.



## How has transport affected Jesmond?

Year 6 have had a fascinating week immersing themselves in different types of fieldwork to answer their big question 'How has transport affected the area'. We began by looking at maps to establish what has changed in the area since 1860 and recorded our observations. We then had the opportunity to speak with some local residents who informed us of their opinions and Sally Watson who shared her expert views on air pollution and child-friendly streets and how these could benefit Jesmond. We walked around the local area to see the problems involving transport and we are going to bring all our findings together by writing a report and some recommendations to send to the council.



## Talking of traffic in Jesmond...Please help to keep our children safe!

As the mornings and evenings get darker, we appeal to all of you to think of our children and keep cars away from school. It is not always easy to see small children crossing roads, travelling on bikes and scooters and running excitedly out of school. Cars making turns or parking at the school are a potential danger and make all of our families feel uncomfortable and unsafe.



Several parents have spoken to us about the speed of some cars in the area. Can we join in reminding all who drive around the streets in Jesmond to remember that many of the roads have a 20mph limit and keeping speeds down has a huge impact on preventing serious injuries to children and other pedestrians.

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### Pupil Parent Library: Can you help?

As school life continues to return to normal, we are keen to get our ever-popular Pupil Parent Library up and running again. We are looking for volunteers who would be willing to help manage the library once or twice a week: Straight after school on a Monday and before school on a Wednesday. The role would entail checking books in and out, as well as helping children and parents with their selections. Each session would require about 30 minutes of your time. If you are available on either of these days and would like to help, please let us know. It is a fun and rewarding role that really helps promote the enjoyment of reading within our school community.



### IMPORTANT ABSENCE REQUESTS

**Medical and illness absences:** Please can you continue to use Weduc where possible to inform the school office of medical and illness absences. If you are unable to use Weduc for any reason please ensure you have phoned the school to leave a message.

**Exceptional Absences Paper Form:** If you know that there is an exceptional circumstance for which you may need your child to miss a day or a few days off school. Please fill in a paper Exceptional Absence Request Form from the school office (not the Weduc form.) This should be provided to the school as early as possible in advance of the absence. If the exceptional absence involves flights abroad, please provide these details to the school.

**Please remember schools are not allowed to authorise any holidays.**

Have a lovely weekend everyone and a very *Happy Diwali* to all of our parents who are celebrating this weekend!



Matt Ward