

GRIMSDYKE SCHOOL

Learning and Achieving Together

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ISSUE 05
21st NOVEMBER 2025

Message from Headteacher:

Dear Parent/Carer,

I hope this newsletter finds you well. It has been a busy couple of weeks in school, and we are now preparing for several important annual events in the lead up to the Christmas break. Many of these are already underway in the planning stages, and we will share further details as each one approaches. I look forward to seeing as many of you as possible at these occasions.

As we move into the colder winter months, the Autumn Term can often feel like the longest of the academic year. With this in mind, we ask that all students now wear their full winter uniform, including a warm coat, so they are well protected during outdoor break times. Please ensure that all items of uniform are clearly labelled, as this helps us return any misplaced belongings more quickly.

Remembrance Observance - As a whole school we recently came together on the Junior School Playground for our Remembrance Observance which was supported by the Headteacher Prefects sharing with the rest of the school some reminders about the importance of the "Poppy" and why it is important to remember. We also heard some amazing poetry written by some Y6 students and a song sung but student in Y5 and Y6. This was completed with a two-minutes silence and the stirring sound of the Last Post being played.



Congratulations to our brass and woodwind musicians! - Well done to all the children who performed at the Band Festival at Harrow Arts Centre. They played with confidence alongside musicians from primary and secondary schools across Harrow, showcasing their hard work and dedication. The group performed an impressive repertoire to an enthusiastic audience of family and friends, and represented the school brilliantly. A big thank you also goes to all their instrumental teachers for their support, guidance and encouragement in preparing the children for this event.

Christmas Competitions – Firstly we have the Christmas Ticket Design Competition and secondly we have the Christmas Jolly Jars Competition – we would love some more Jolly Jars and have attached some examples from previous years below to inspire some ideas. I look forward to judging all of the entries.

Ticket Design Deadlines: (Thursday 27th November) and Jolly Jars – (Tuesday 2nd December)



Christmas Fair – The Christmas fair is taking place on Saturday 6th December this year. Tokens and tickets for this event will be on sale in the carpark each day of the week in the lead up to the fair.

Christmas Raffle – Yet again this includes some amazing prizes – ticket stubs have already been flowing into the School Office ready for the raffle barrel. We have lots more ticket books available if your child has already sold their first allocation. There is a prize for the most tickets sold in Rec/KS1 and a prize for the most sold in KS2.

Christmas Performances – Alongside school events such as the Christmas Fair the EYFS and KS1 staff and students have already started preparing for their Christmas Performances. These have been booked into our calendar since the beginning of the year and are always a wonderful event given the time of year that they take place. The students will be performing their Christmas show twice to ensure that every family gets an opportunity to see their children perform. Tickets will be distributed closer to the date of the performances. Please see calendar dates at the end of this newsletter.

Football

In the first two weeks after half term, our Y5/6 football teams headed to Barnet FC to take part in the Harrow Schools 7-a-side competition. First up were the boys and they were feeling confident heading into the day. There were 32 schools involved so the tournament was split into a World Cup style group stage before the knockout rounds. In our group we faced Cannon Lane, Aylward and Camrose. First up we faced Aylward coming out on top with a 2-0 victory. This was followed by another 2-0 win against Camrose and a 0-0 draw against Cannon Lane. The goals were scored by Casey, Ikram and Christian. These results meant that the boys finished top of their group heading into the knockout rounds. In the round of 16, we faced Marlborough who looked strong in their matches. It was a really close game until with the last kick of the game, Adam bundled home a winner to send us into the quarter finals. That meant a match up against St John Fisher. It was another close game which ended 0-0, meaning that a penalty shoot out would decide who went through. Unfortunately for us, we lost the shootout 2-0. A great job by the team all day, not conceding a goal in 5 matches and losing only on penalties to the eventual winners.

The following week, it was the turn of the girls who had a strong squad, made up half with Y6s and half with Y5s. The set up was the same, group stages followed by knockout rounds. The random draw looked to have given us a strong group, against Roxbourne, Priestmead and St George's. First up we played against St George's and in a game which we had lots of chances to score, it was Esmee who pressured the opposition defence into conceding just before the full time whistle. A close win to start - phew. Next up were Priestmead and Elissia gave us the lead before a fantastic goal was scored by Kaiya to earn a 2-0 win. Before our last group game, we knew we were already through, but the match against Roxbourne would determine who came top. The girls started brightly and took an early lead through Kaiya. Reya doubled the lead shortly after and made it 3 wins from 3 without conceding a goal. Our opponents in the first knockout round were Aylward and although it was a close game, Kaiya edged it our way with a goal from a corner kick. Into the quarter finals we went, where the girls played St Joseph's. Deeva had an early chance saved in what was another close game. It finished 0-0 and just like the boys, went to penalties. Unfortunately for the girls, we lost the penalties in sudden death. A cruel way to go out of the competition, especially having not conceded a goal all day and just like the boys, also losing to the eventual winners.

Both teams have set themselves up nicely for their upcoming league fixtures which will be taking place both at home and away. Well done to Nayan, Matei, Adam, Ismael, Zebedee, Ikram, Christian, Casey, William, Evani, Jaya, Jayna, Elissia, Esmee, Deeva, Simar, Mayra, Kaiya and Reya for playing so well.'





THE FAMILY
LEARNING HUB
GROWING STRONGER TOGETHER



JOIN IN ON OUR
10 weekly interactive
sessions with expert
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VENUE: ONLINE

“Thriving Families: Parenting Programme with an Awareness of Neurodivergence”

- ✓ Boost self-esteem: Help your child build a positive image
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- ✓ Build responsibility: Teach your child to take ownerships of their actions and decisions

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- Positive Discipline Techniques: Learn effective strategies for managing behavior.
- Stress Management: Gain tools to handle stress and emotions.
- Enhanced Family Dynamics: Create a harmonious and supportive home environment.

REGISTER NOW!

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www.thefamilylearninghub.com

ONLINE

Jan 13 2026 9.45AM -12.00PM

**HELPING SCHOOLS AND PARENTS
WORK TOGETHER**





GRIMSDYKE PARENTS FORUM

YOUR IDEAS SHAPING YOUR SCHOOL

Working Collaboratively 1

- 3
- Previous ideas**
- Milk in school
 - Newsletter - Curriculum in Action
 - Home Learning Menus
 - Variety of external clubs

2

New Ideas Improving our School

To attend or submit an agenda item please complete:

[Google Form](#) or



4

Please read the Terms of Reference

Would you like to volunteer as a chairperson?

1st Meeting
9am - Friday 9th January 2026

CURRICULUM IN ACTION

RECEPTION

Welcome back! We hope you've had a lovely half-term break.

This term, our topic is 'Let's Celebrate'. Last week, we learnt about Bonfire Night. The children enjoyed taking part in a range of exciting activities, including glitter firework painting, making fruit rockets, and learning about firework safety.

In Literacy, we read the story *Can't You Sleep, Little Bear?* And *Owl Babies* talked about different woodland and nocturnal animals. In the story, Little Bear couldn't sleep because he was afraid of the dark. We used this as a starting point for our Science learning about light and dark. The children named different sources of light and explored our "cave" under the table using torches.

In Maths, we have been learning about positional language. The children placed the teddy in different positions — under, on, behind, in front of, and next to. We have also been learning about the numbers 4 and 5, exploring different ways to make these numbers.

In PSED we have been learning about 'Road Safety'. The children practised crossing the road safely. We were very excited to see some snow this week too!

Here are some photos of our learning from this week:





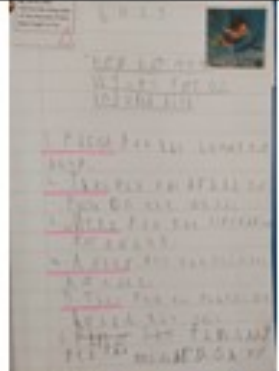



RECEPTION

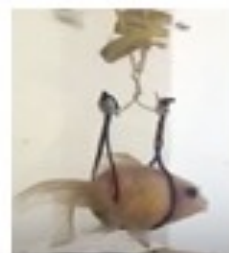


Year 1 Curriculum in Action - Friday 21st November

This half term our topic has been 'Bright Sparks'. We have been discussing this phrase and what it means. It could mean someone who is clever or has a good idea. It also applies to all the celebrations and festivals that take place at this time of the year that include 'sparks'; Hanukkah, Diwali, Eid, Halloween, Bonfire night, Christmas as well as candles on our birthday cakes! We started the half term with our focus text, 'Izzy Gizmo', a 'bright spark' who likes to invent gadgets. Our bright sparks in Year 1 have been writing instructions for creating a gadget. The children wrote instructions for Izzy to help her make a gadget that would help an injured bird (see below).

		
Virat	Rishiv	Akshaya
		
Layth	Arjun	Viroka
		
Anelys	Tilak	Jaisvi

The following week, they improved on their instructional writing and tried to include the conjunction 'and' to help them write longer sentences with more detail. They wrote instructions for how to make a gadget for an injured fish.



YEAR 2 cont...

LF: use senses and alliteration in a poem
Purpose: To inform/poetry

Thursday 13th November 2015
Poetry

Verbal feedback given.



The big, bad booming bombs
The red, pretty poppies
The grate, big explosion!
As hard as a hardhat
As loud as a lions roar
I feel extremely exhausted!

Verbal feedback given.



The muddy grass under my boots.
The spinning, swirling smoke up high in the sky.
The booming boom as loud as a lion.
An enormous plane over head.
The sad, strong sidges when it stops.
I feel upset.
The red ~~grass~~ as brittle as a
The poppies ^{pop} pop out like a bunny.
The red poppies as red roses

LF: use senses and alliteration in a poem
Purpose: To inform/poetry

Thursday 13

Verbal feedback given.



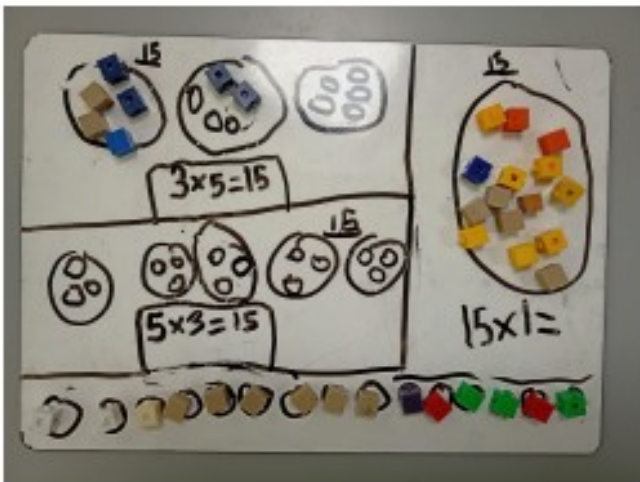
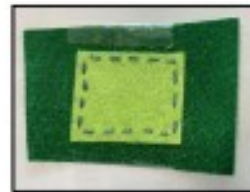
The big silvery white ^{clouds} bomb
The ~~do~~ white, so smoky steam
The ginoms loud bomb popping in the air
The big, bomb smash in the air
My broken boots getting so muddy
I feel so nervous like im never brave

Year 3 Curriculum in Action

We are very proud to showcase some fantastic learning in Year 3 this past fortnight...



Year 3 has begun their textile project for DT this half-term. Next month, we are aiming to produce our very own hand stitched bookmarks. We have started by learning how to SAFELY thread a needle using a needle-threader and how to sew three different types of stitch: running, half-cross and cross stitch. This week, we practised our applique skills to great effect!



Year 3 are really enjoying their weekly practical maths lessons. We began our new multiplication and division topic, by exploring how many different ways we could share a number in to equal groups. We also discovered that some numbers did not divide equally.

In Science, we started our new topic for this half-term: Animals including humans. We have been learning about the different food groups and the benefits of each. This led us to look at food labels and show the children how they could identify healthy foods from its packaging. The children also discussed their own eating habits to see if they have a healthy, balanced diet.



English - Creative Writing

Since returning after half term, Year 4 stepped aboard a Viking longship as they looked at a dramatic scene of fierce warriors sailing through a stormy sea. The children used their imaginations to explore what the Vikings might see, hear, and feel, before choosing their own writing style to bring the scene to life. Some wrote diary entries, others created stories or descriptions — and every piece was bursting with powerful vocabulary and impressive figurative language. We were blown away by their similes, metaphors, and vivid imagery.

4A


Tuesday 7th November 2023

To write an extended piece based on a stimulus



In the night, the sea was dark and the wind was howling. The waves were high and the sky was a deep, dark blue. The Vikings were on their feet, looking out at the sea. The ship was rocking and the water was splashing against the hull. The Vikings were shouting and the sound of their oars was loud. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting.

Leya



To write an extended piece based on a stimulus

The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting.

Dia

4B

To write an extended piece based on a stimulus



The Fish in the Sea

All around, I started to feel the sea. It was so big and the waves were so high. The Vikings were on their feet, looking out at the sea. The ship was rocking and the water was splashing against the hull. The Vikings were shouting and the sound of their oars was loud. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting.

Aaryan

To write an extended piece based on a stimulus




The Stormy Sea

The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting.

Hrehaan

4K


To write an extended piece based on a stimulus



The Sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting.

Samarth

To write an extended piece based on a stimulus



The Sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting. The sea was so big and the waves were so high. The Vikings were scared and they were all looking at each other. The sea was so dark and the wind was so loud. The Vikings were all looking at the sea and they were all shouting.

Ami

Year 4 History - The discovery of Sutton Hoo!

In History, Year 4 delved into the mystery of Sutton Hoo! The children explored a range of artefacts uncovered from this incredible Anglo-Saxon burial site and used their historian skills to investigate what these treasures could reveal about the past. They asked thoughtful questions, made clever inferences, and shared fantastic ideas about who might have been buried there. The class showed real curiosity and enthusiasm, bringing history to life as they pieced together clues from over a thousand years ago!

4A



Dylan

4B



Ariyah

4K



Eashaan



Yoel



Mia



Aashwi

Year 5 Curriculum in Action

DT

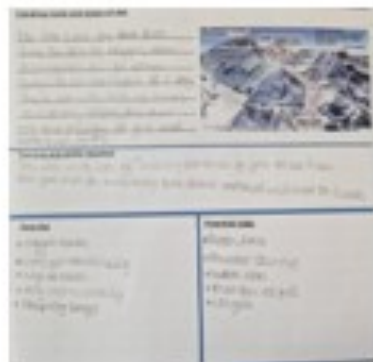


This term in Year 5 DT, pupils have been learning all about bridges and the clever engineering that keeps them standing strong. This week we focused on trusses.

The children investigated different truss designs and discussed why triangles are such an important shape in engineering. They then applied what they had learnt by building their own truss bridges using straws.

It was quite challenging but we persevered through it!

Geography



In Geography, Year 5 have been venturing into the world of mountains. A highlight of the topic has been learning about the Seven Summits, the highest peak on each continent, and discovering what it takes to climb them.

We also learnt about the role of mountaineers, including the equipment they use, the challenges they face, and the training required for high altitude expeditions. To bring their learning to life, the class planned their own trip to Mount Everest, considering routes, supplies, risks, and training required.

YEAR 6

Year 6 children visited the Battle of Britain Bunker. The children were taught about Operation Sea Lion and the Bunker's role in the Battle of Britain and the Dowding System. They discovered what it was like to work in the Bunker by plotting coordinates onto the classroom map, taking part in dexterity challenges and handling and learning from objects used in the Bunker. They also took a tour that took them down 76 steps to see the original 1940s Bunker.



In science Year 6 recapped their prior learning about light from Year 3. The children learnt that light travels in straight lines, they investigated this through an experiment. Before the investigation the children predicted what would happen, after concluding the experiment they presented results in both a table and as a diagram.



In English, children analysed the poem "Dulce et Decorum Est" by Wilfred Owen. Through this powerful piece, they explored the realities of war and the importance of empathy in understanding its impact. Using literary devices like personification, onomatopoeia, and rhyme, children wrote their own war poems. The powerful lines created encompassed bravery, sacrifice, and the cost of conflict.



GRIMSDYKE CALENDAR

Autumn Term

Tues 25th Nov	Y6 TFL presentation Y5/6 Boys Football PINS Parent Coffee Morning
Wed 26th Nov	Y5/6 Girls Football
Thurs 27th Nov	Y5 Science Investigation Workshop
Fri 28th Nov	Y5 Lego Workshop
Tues 2nd Dec	Indoor Athletics Competition (selected only) Reception Christmas Performance (9:30am —10:30am)
Wed 3rd Dec	Y4 Winter Concert at Hatch End High School
Thurs 4th Dec	Reception Christmas Performance (9:30am—10:30am)
Fri 5th Dec	Y2 CREW visit—Great Fire of London Y5 Victorian theme day
Sat 6th Dec	FOGS Christmas Fair
Mon 8th Dec	4K & 4A visiting Tower Bridge Y1 Christmas Performance (2:30pm until 3:30pm)
Tues 9th Dec	Y6 CREW—WWII Y1 Christmas Performance (9:30am until 10:30am)
Wed 10th Dec	Y2,Y3, Y4 at the HAC Panto (FOGS sponsored)
Thurs 11th Dec	Y6, Y5, Y1 and Reception at the HAC Panto (FOGS sponsored) 4B visiting Tower Bridge
Fri 12th Dec	Junior Carol Concert at St Anselms (Y6 parents invited)
Mon 15th Dec	Y2 Christmas Performance (9:30am)
Tues 16th Dec	Y2 Christmas Performance (2:30pm)
Wed 17th Dec	Christmas Jumper Day Whole School Christmas Lunch Reception Learning Journey (2:45pm)
Fri 19th Dec	School closes at 2:30pm—no clubs running.

2025—2026 TERM DATES

Autumn Term 2025

Term time: Mon 3 Nov - Fri 19 Dec

Spring Term 2026

Term time: Mon 5 Jan - Fri 13 Feb
1/2 term break: Mon 16 Feb - Fri 20 Feb
Term time: Mon 23 Feb - Fri 27 Mar

Summer Term 2026

Term time: Mon 13 Apr—Fri 22 May
1/2 term break: Mon 25 May—Fri 29 May
Term time: Mon 1 Jun—Mon 20 Jul

PDD dates

Mon 5th Jan 2025

Fri 17th Jul 26 Mon 20th Jul 26

SAVE THE DATE

FOGS

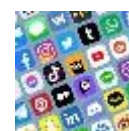
Christmas Fair

Saturday

6th December



Online and social media communication @ Grimsdyke School



School will...

Put all essential information for parents onto our website
Send regular communication to the email address parents share with us
Use the school Twitter account to share additional information
Use text alerts to parents where there is something important to share
Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher

School does not...

Use or recommend any other social media platform is used for school related communication e.g. WhatsApp
Share information or monitor communication via these platforms
Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups
Allow images or content from school to be used in private social media accounts

School recommends...

Parents share any concerns or queries directly with school staff or via school email accounts
Parents use any social media accounts related to school for networking and support
Parents model good and responsible social media use for their children
Parents monitor their children's use of social media across all platforms including those related to games they might play online