



Issue: Friday 15th March 2024

This Half Term

What a very short and very busy half-term! It has most certainly been jammed packed with learning and events. The children have, as always, been shining stars and have worked very hard. I have been in and out of classrooms and I am always so proud of the way that they focus on their learning. They are definitely Inky Great Learners.

We have been out and about also this term. We have been to: AAT Dance Festival, A Science Trip to the High School, to Singer Hill Synagogue, All Things Wild, Bikeability with Inkberrow's Got Talent and the Wrens' Showcase next week.

It has been wonderful to see that the school Football Team has been reformed and the number of matches attended has been great. I would like to say a big thank you to Mr Geary for organising and attending the matches.

Please take the time to have a look at the class pages on the website to see what we have been up to in all the classes this term in the Virtual Memory Books. As it is such a short half-term, we have decided, as we did last term, to carry our current units of learning into the beginning of the Summer Term. This is because they are longer and we can give each unit a fair amount of time.



Stars

Congratulations to last week and this week's recipients

Wrens	Robins	Blackbirds	Woodpeckers	Swans	Kestrels	Owls
Janni	Skye	Summer	Grace	Dotti	Henry C	Florence
Ayda	Isobel	Emily	Olivia	Florence	Isla	Ashley

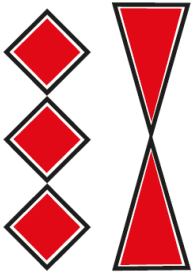
Attendance

Last week's attendance is:	96.22%	
From the beginning of the year:	94.73%	
Winners for Spring 1		
1 st	Owls	98.96%
2 nd	Woodpeckers	98.75%
3 rd	Blackbirds	98.75%



This Week's Word of the Week

Reception



Different

Equipment: Concept Cat toy and four coloured pens, three of which should be red.

Concept Cat is a clever, clever cat. He looks here, he looks there, learning as he goes and, when he comes home, he tells us a story. Concept Cat is a clever, clever cat. This story is all about **different**. Listen out for the word **different**.

Concept Cat wants to draw a picture. He has a red pen. 'I want a **different** pen.' He finds another pen. Is that **different**? No. He finds another pen. Is that **different**? No. Then he finds another pen. That is **different**. These two pens are **different**.

This pen was not **different**. This pen was not **different**. This pen was **different**.

Concept Cat, what a clever, clever cat. He knows all about **different**.

Years 1 and 2

Word of the Week

surrounded

Meaning

Challenge

All around.

When would it be good to be **surrounded**?
When would it be bad to be **surrounded**?

CELEBRATING WORDS

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Years 3 and 4

Word of the Week

vibrant

Meaning

Challenge

Vibrant colours are very bright and clear.

What is the most **vibrant** piece of clothing that you own?

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Years 5 and 6

Word of the Week

venture

Meaning

Challenge

To go somewhere that might be dangerous.

What place would you like to **venture** to?

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Parents' Evening

With Parents' Meetings fast approaching next week, we have seen that there are a number of families that have not yet booked. The website for bookings closed today at 1pm, so teachers will be asking you directly on the playground or you can phone the office and Miss Hiley will override the system to book you in. Many thanks for your cooperation.

Wrens' Showcase

On Thursday 21st March at 9:30am – 10:00am we will be bringing back the first of our Showcase Sessions. This is an opportunity for Wrens' parents to come in and see what your children have been learning. I appreciate that not everyone will be able to come, but we will not be able to run multiple sessions or book separate appointments. I appreciate and empathise that there are working parents, like myself, who will not be able to share this experience. However, you have chance to see the books at Parents' Evening if you can't make this session.

Aspiration Day – Spring 2



We have had a wonderful week with all our classes undertaking their Spring 2 Aspiration Day. This time we have looked at being a Builder, a Marine Biologist, an Animator, a Blogger, a Journalist and a You Tuber. I had the pleasure of teaching the Year 5 sessions this week and was super impressed by the children's commitment and enthusiasm about being a Journalist. An extended thank you to our visitors who came in to talk to the children.

Jewish Visitor

Year 5 and Year 1 were very lucky to have a visit by one of our Jewish parents to talk to the children about how the Jewish religion works and what it is like to live in a Jewish family. She talked to them about how her family had come to this country from Poland. It was a very interesting talk.

Tolkien and the Hobbit

Year 6 are currently studying The Hobbit by JRR Tolkien. You might be interested to attend a lecture on 'Tolkien's Bag End' next Friday 22nd March at 7.30 pm at Stock and Bradley Green Village Hall. Bag End Farm, which Tolkien took for the name of Bilbo Baggins' underground house, is just outside Inkberrow in Dormston. The farm was once the home of Tolkien's aunt Jane Neave, who was his inspiration for the wizard Gandalf. Jane, from an Evesham family settled in Birmingham, bought the farm with a friend in the 1920s, after being a teacher, a university administrator, and being made a widow. She was one of the first women to get a science degree. The lecture will be given by the author of a book of the same name, Andrew H Morton."

Thank you in advance!
Gordon Allison

Match Report

On Wednesday 13th March, Inkberrow travelled to St Egwins where they faced a very well drilled and determined side. Playing on an 11 a side pitch, Inkberrow played with attacking flair and determined defence against some very talented players who led the St Egwin's attack. The game finished a 6-4 to the hosts, after some questionable decisions, however all the Inkberrow players performed incredibly well! The team have earned a well-deserved Easter break- we look forward to the upcoming fixtures in the summer term. Thank you to all the parents for their continued support!

Musician of the Month – March

Wolfgang Amadeus Mozart

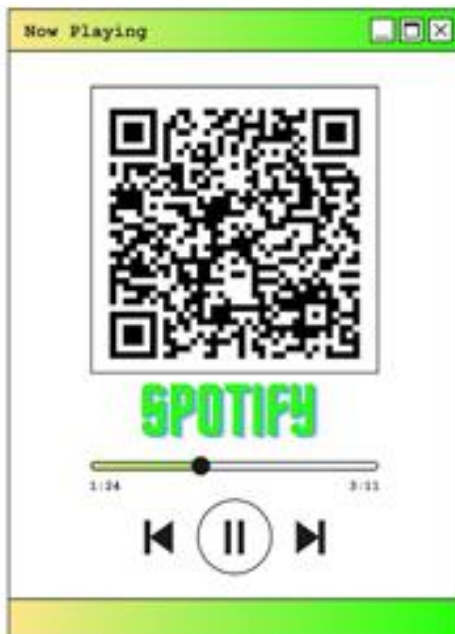


HOME INFORMATION



March's Musician of the Month

*Wolfgang
Amadeus Mozart*



About: Wolfgang Amadeus Mozart (1756 – 1791) was a prolific and influential composer of the Classical period. Despite his short life, his rapid pace of composition resulted in more than 800 works of virtually every genre of his time. Many of these compositions are acknowledged as pinnacles of the symphonic, concertante, chamber, operatic, and choral repertoire. Mozart is widely regarded as among the greatest composers in the history of Western music. His Requiem was largely unfinished by the time of his death at the age of 35, the circumstances of which are uncertain and much mythologised.
Genres: Classical, Opera, Chamber, Choral
Active from: 1764-1791
Origin: Salzburg, Austria












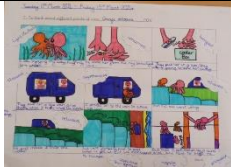

Books to read...

If you like Mozart, try...



- Giuseppe Verdi
- Marianna Martinez
- Felix Mendelssohn

Class Updates

	 <p>The Wrens had a fantastic day at All Things Wild! We loved meeting Biscuit, the armadillo, and Spike, the bearded dragon, as well as a friendly little cockroach! The dinosaur train was amazing as we got to see all of the dinosaurs we have been learning about in life size! We spent the afternoon digging for fossils and learning all about dinosaurs in the Dino barn before having an ice-cream, collecting a dino souvenir and coming home! What a busy day!</p>
	 <p>This week in the Robins, we have been looking at Weather and Climate in our Topic lessons. As part of our Geography unit of work we have been exploring hot and cold countries to help Paddington plan his next adventure. We enjoyed using our Atlases and Globes to identify whether a country is hot or cold depending on its location in comparison to the Equator.</p>
	 <p>This week, we have been imagining what the owner of the Hairy Toe from our folklore poem looks like in preparation for writing character descriptions next week. Mrs Tagg's is particularly scary!</p>
	 <p>Woodies have been exploring the impact of direct speech this week. We used macaroni and punctuation characters to correctly punctuate our sentences. Well done Woodies!</p>
	 <p>The Swans have been applying their Science learning about electric circuits to their Design and Technology unit and are creating some fantastic Robots which have eyes that light up. We can't wait to see what amazing designs we come up with!</p>
	 <p>The Kestrels have had a busy week. Apart from our end of term tests, we have started a new unit in English. We are learning to write an action narrative, using a great little film, 'OktaPodi', as a stimulus for our writing. We worked really hard on our storyboards, choosing one character's point of view to focus on. Well done Kestrels!</p>
	<p>YouTube On Thursday 14th March, the Owls explored all the skills needed to become a Youtuber. Year Six explored how to: maximize their audience potential; monetize their product and familiarize themselves with the social media platform. In the afternoon, the Owls designed their own channel that included: a logo, a slogan and how their channel would contribute to a Mental Health charity: Let's Talk.</p>

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.



3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.



4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.



5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.



6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.



7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.



8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.



9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.



10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.



Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



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