



Issue: Friday 19th January 2024

Reminders:

24.01.24	Young Voices (Year 3)
26.01.24	Reception Hearing Re-checks
30.01.24	Aspiration Day 3
31.01.24	Water Aid Visit to Year 3
05.02.24	Year 5 Trip to the Royal Shakespeare Theatre
06.02.24	Internet Safety Day



Stars

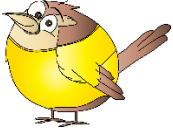













Congratulations to last week and this week's recipients

Wrens	Robins	Blackbirds	Woodpeckers	Swans	Kestrels	Owls
Ember	Robbie	Ebony	Olivia	Henry C	Libby	Charlotte
Seb O	Phoebe	Fin	Clara	Eddie	Emily G	Jack
Lily A	Leo	Maggie	Blake	Andrew	Olivia	Phoebe
Joe	Lily Rose	Cody	Cody	Amelia	Isla	Henry





Attendance

This week's attendance is:	94.71%	
From the beginning of the year:	96.55%	
Week Beginning: 15 th January 2024		
1 st	Robins	99.23%
2 nd	Swans	98.71%
3 rd	Owls	98.33%

Spring 1 Topics

 Wrens	Pets 	<p>Inky is going to have a great time this half term looking after all his different pets. He will looking at all the things different pets need to be safe and cared for.</p>
 Robins	I'll Huff and I'll Puff 	<p>Have you read the 3 little pigs? Do you know what materials their houses were made from? Join us with Inky as we investigate different materials found in the world around us, explore how they are used and identify their simple properties. We will be looking at our local area exploring our homes and the other buildings found within the area.</p>
 Blackbirds	What a Disaster! 	<p>Inky has secured the ticket of a lifetime aboard the maiden voyage of RMS Titanic and we are all invited to join him on his trip. We will investigate the journey from start to untimely finish, including looking at the vastly different experiences of the different classes on board and the causes and problems of the eventual disaster.</p>
 Woodpeckers	Dawn of the Man 	<p>We will travel with Inky far back in time to the Stone Age. We will find out about the past through a visit from an Archaeologist and will compare how different life was back then. Did you know they had to build their own homes and catch their own food? We will be having a go at building our own shelters in forest school, I wonder if it will be warm in there?</p>
 Swans	South America 	<p>Inky has jumped on a plane and become a South American citizen! Cultures all over the world have unique qualities, including geography, food, dance, celebrations and more! In this topic we will cover the human and physical aspects of Geography, and how this impacts on the life of those people who live there. Discover the hidden secrets of this wonderful continent and take a trip to learn all about it!</p>
 Kestrels	All the World's a Stage 	<p>Inky will join us in becoming a History Detective to research the life and times of William Shakespeare, visiting his birthplace (and resting place) in Stratford Upon Avon to bring history to life. We will also discover how important he was to the development of theatre in England during the 16th and 17th Century and consider his lasting impact on world theatre and literature today.</p>
 Owls	North America 	<p>Inky is off to North America, the third largest of the world's continents, lying for the most part between the Arctic Circle and the Tropic of Cancer. It extends for more than 5,000 miles (8,000 km) to within 500 miles (800 km) of both the North Pole and the Equator and has an east-west extent of 5,000 miles. In 1964, US president Lyndon Johnson proclaimed October 9 to be the Leif Erikson Day, in memory of this European explorer who first set foot on North America continent. The continent benefits greatly from its fertile soils, plentiful freshwater, oil and mineral deposits, and forests.</p>

House Points December

	197
	223
	231
	181

Congratulations – **Willow!**











Aspiration Volunteer Speakers Needed





Aspiration Day 3 is fast approaching and whilst we have some speakers, this half-term we are looking for **mechanic** or someone who works with fixing vehicles and an **Environmental** or someone who works within helping the planet.

Reading

Thank You for all your continued support with reading at home. This does really make a difference to your child's reading progress. An additional 15 minutes a day ensures that the children are keeping up with their word reading and fluency.

Class Updates

		On our theme of Pets – we have spent some time really looking after Tiggy this week. He has spent more time in the classroom and we have had a chance to do much more cuddling!
		We have started our Talk 4 Writing unit on the Three Little Pigs. We learned the story through using our Story Map and have been writing different character descriptions.
		This week, the Blackbirds have really enjoyed starting to research their Design and Technology project of making a boat. We started by investigating which objects float and which objects sink. Some of the results were different to our predictions. What can you see that we investigated?
		Year 3 have been putting the final touches to the songs they have been learning for Young Voices. They are all ready to hit the stage next week.
		In Swans, we have been learning about sound. This week, we looked at how the ear is constructed and how we hear sound. We did some experiments to show how the vibrations that enter our ear produce sound.

		<p>In Kestrels, we have been having lots of fun acting and reading the script of a Midsummer Night's Dream and getting to grips with all the different characters. It is quite confusing!</p>
		<p>Another brilliant week in the Owls! I was especially impressed with their fantastic Religious Education. Our new topic for Spring One is Hinduism: why do Hindu's try and be good? The Owls respectfully researched Brahman and explored a very thought provoking story- the man in the Well. This Hindu story includes several amazing ideas and concepts. Year Six demonstrated a mature level of religious tolerance and respect towards this ancient religion.</p>

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.

2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.

4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.

7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.

8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.

9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.

10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.

11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.

12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.

Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Sources: <https://www.bbc.com/news/health-56476000> <https://www.children.com/blog/supporting-your-child-with-upsetting-content/> <https://www.unicef.org/press-releases/talk-your-children-about-conflict-and-war>



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety



@national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 18.10.2023

Musician of the Month – January

Ludwig Van Beethoven


About: Ludwig van Beethoven (17th December 1770 – 26 March 1827) was a German composer and pianist who remains one of the most admired composers in the history of Western music; his works rank among the most performed of the classical music repertoire and span the transition from the Classical period to the Romantic era in classical music. In his early period, he forged his craft whilst his middle period showed an individual development from the styles of Haydn and Mozart. During this time, he began to grow increasingly deaf. In his late period, he extended his innovations in musical form and expression.

Genres: Classical


Active from: 1783-1826

Origin: Bonn, Germany

<https://www.youtube.com/watch?v=fCGRHtNOM8Q>




HOME INFORMATION





January's Musician of the Month

LUDWIG VAN BEETHOVEN




SPOTIFY

Now Playing



About: Ludwig van Beethoven (17th December 1770 – 26 March 1827) was a German composer and pianist who remains one of the most admired composers in the history of Western music; his works rank among the most performed of the classical music repertoire and span the transition from the Classical period to the Romantic era in classical music. In his early period, he forged his craft whilst his middle period showed an individual development from the styles of Haydn and Mozart. During this time, he began to grow increasingly deaf. In his late period, he extended his innovations in musical form and expression.

Books to read...



If you like Beethoven, try...

- Franz Joseph Haydn
- Kaija Saariaho
- Claude Debussy

Heritage of the World