

# Newsletter 15 – Spring Term



Wistaston Academy  
Primary and Nursery School  
Together We Learn • Together We Achieve

## This Week's Events

Date	School Events	International Events
Monday 10 <sup>th</sup> January	Y6 Dodgeball Club	
Tuesday 11 <sup>th</sup> January	Y5 Swimming Y4 Forest School Y5 Dodgeball Club	
Wednesday 12 <sup>th</sup> January	Year 2 Cricket Club	
Thursday 13 <sup>th</sup> January	Year 4 Dodgeball Club	
Friday 14 <sup>th</sup> January	Year 3 Dodgeball Club Year 1 Gymnastics Club	
<b>Advanced Notice:</b>	World Religion Day – 16.1.21	
<b>Polite Notice:</b>	<b>Please note the school office opens at 8.30am each morning and is manned until 4.30pm. Before and after these times, there will be no access to the Main Reception area.</b>	

### We are Brilliant Winners

**KS1:** Grace, Elodie, Carter

**KS2:** Izzy, Jiaxin, Josh, Jacob O, Lilian, Jenson P, Ollie

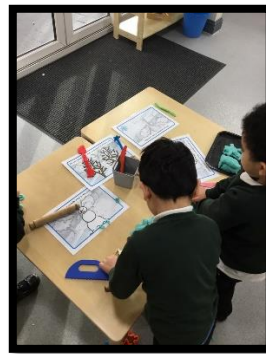
### The Hub

This week, we have been investigating objects that sink and objects that float. We explored a range of materials and then used our knowledge to make predictions. After carrying out our tests, we were then able to put all of the objects into the correct group.



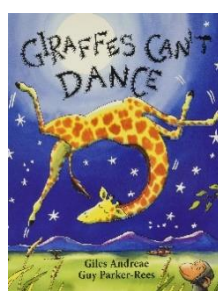
## Nursery

The children have all returned well to nursery after the Christmas break. They have settled very quickly and have enjoyed a range of indoor and outdoor activities.



## Reception

At the beginning of the week, the children enjoyed talking about the activities they had completed over Christmas with their families and were able to share their photographs and experiences from tapestry. The children have been listening to the story 'Giraffes can't Dance' by Giles Andreae and we have been talking about what makes us special and unique just like Gerald the giraffe. The children have also pretended to move like particular animals from the story such as stretching up tall like a giraffe and jumping like a kangaroo, and we have made animal masks and giraffe crowns during child-initiated time.



## Year 1

For our winter art, we created drawings and prints of a winter tree. First, we designed our tree and then we transferred it onto printing foam and created our finished print. We compared our prints and drawings and thought about how using different artistic techniques resulted in different pieces of art.



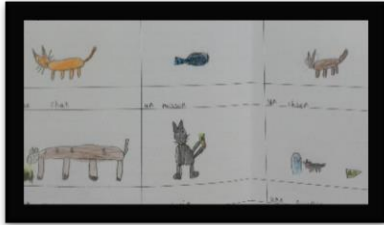
## Year 2

The children have had a lot of fun this week learning about their new topic 'China.' On Wednesday, they 'took a trip' to China and began to find out about some of the different towns, villages and cities that are there. They learnt how to say hello, tried very hard to eat with chopsticks and made some traditional Chinese lanterns. They can't wait to find out more about this fascinating country!



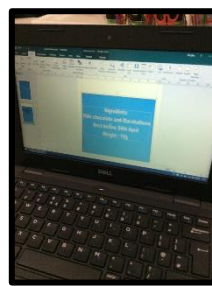
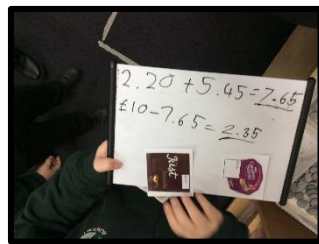
### Year 3

This week the children started their new topic in French – Animals. The children have learnt different translations for different animals and practiced their French speaking.



### Year 4

For Pens down day on Wednesday, we were introduced to our new book of 'Charlie and the Chocolate Factory'. Firstly, we discussed what makes a good chocolate bar and then using the laptops we created our own chocolate bar wrapper on Publisher. Then we played supermarket sweep, buying confectionery using our own 'credit card' that had a limit of £10. In the afternoon, we were introduced to our new science topic of states of matter and made our own chocolate.



### Year 5

In year 5, the children have had lots of fun learning about their new topic 'Maya Civilization.' On Tuesday, the children learnt how to count using the Base 20 number system, they tasted some traditional Mayan food and they used clay to create either a pot or a mask. It was messy but lots of fun!



## Year 6

In PSHE this week, we looked at stereotypes and the perceptions we hold of other people. Initially, many of us held various stereotypes that we were unaware of. By the end of the lesson, we were challenging our stereotypes and realised that it's not right to judge others or make assumptions about people based on their gender, sexual orientation or age etc.



## After school clubs

After school clubs will return from Monday 10<sup>th</sup> January-Thursday 17<sup>th</sup> February 2022. **All clubs are free of charge.** If your child is interested in taking part in any of our clubs, please sign them up through Arbor. Please note, children who were signed up for clubs in the Autumn term will need to sign up again for the Spring term. Miss Sophie, our dance club provider is now on maternity leave therefore Gymnastics is now available for our Y1 and Y2 children.

Our club days and times are:

### Year 1 Gymnastics Club with Jasmine and Alisha Evanson from Cheshire Gymnastics

**Friday 3:05-4pm**

### Year 2 Gymnastics Club with Jasmine and Alisha Evanson from Cheshire Gymnastics

**Tuesday 3:05-4pm**



Gymnastics with Jasmine and Alisha Evanson is for boys and girls who would love to take part in and improve their gymnastic skills. The focus of Gymnastics for all activities is Fun, Fitness, Friendship and Fundamentals, involving Gymnastics with or without apparatus.

Jasmine and Alisha, both past students of Wistaston Academy have represented Great Britain. Jasmine is FIG Dev. & English Tumbling Champion and a lead tumbling Judge.

**Year 3 Dodgeball Club with The Sports Coaching Company**

**Friday 3:15-4:15pm**

**Year 4 Dodgeball Club with The Sports Coaching Company**

**Thursday 3:15-4:15pm**

**Year 6 Dodgeball with Mrs Adamczyk**

**Monday 3:15-4:15pm**

**Year 5 Dodgeball with Mrs Adamczyk**

**Tuesday 3:15-4:15pm**



Dodgeball is a team sport in which players on two teams try to throw balls and hit opponents, while avoiding being hit themselves. Children will be active, enjoy playing with friends and will have fun!

**Please ensure that ALL children are collected from clubs outside the main reception on time.**

## British Values



The graphic features the United Nations logo on the left. To its right is a blue box with the text "UN Rights of a Child". Further right is a small green cartoon character holding a sign with the number 24. Below these elements is a pink box containing a white silhouette of a person, the number 24, and three red hearts. At the bottom of the pink box, the text "HEALTH, WATER, FOOD, ENVIRONMENT" is written. A light blue speech bubble on the left contains the text: "It is important we have information about how to stay healthy. Being outdoors can form part of our healthy lifestyle." A small copyright notice "© Pearson Education Ltd 2012" is visible at the bottom right of the graphic.

**UN Rights of a Child**

It is important we have information about how to stay healthy. Being outdoors can form part of our healthy lifestyle.

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HEALTH, WATER, FOOD, ENVIRONMENT

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The graphic features two Union Jack flags on either side of a central orange box with the text "British Values". Below this is a light orange rounded rectangle with the heading "Individual liberty" in bold. The text inside reads: "There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature." To the right of the text is an illustration of a girl in a yellow shirt and blue overalls standing next to a boy in a blue shirt who is kneeling and planting a seedling. A small green cartoon character is visible above the "British Values" text. A small copyright notice "© Pearson Education Ltd 2012" is visible at the bottom right of the graphic.

**British Values**

**Individual liberty**

There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.

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We are not a crisis service.

For immediate safeguarding concerns contact an appropriate emergency service or Children's Social Care.

### Getting advice

Professionals or family member(s) / carer(s) concerned about the mental health of a CYP please call:

**01606 555120**

(Between 13:00 & 17:00 Mon-Fri, exc. BHs)  
Referrals made by email **ONLY** (by professionals)

### Making a referral

Professionals working with a CYP and their family / carer(s) can initially discuss a potential referral by calling the advice line, and (if required) then make a referral via:

[cwp.cyp.wellbeinghub@nhs.net](mailto:cwp.cyp.wellbeinghub@nhs.net)  
(professionals only email address)

Available for children and young people (CYP) registered with a GP in the South Cheshire and Vale Royal areas.



If you require translation services or a copy of this document in other languages, audio tape, Braille or larger print, please speak to a member of CWP staff or e-mail [cwp.info@nhs.net](mailto:cwp.info@nhs.net)

[www.mycamhschoices.org](http://www.mycamhschoices.org)

"FAQs about Child & Adolescent Mental Health Services (CAMHS) answered by young people and CAMHS professionals"

[www.youngminds.org.uk](http://www.youngminds.org.uk)

"Young Minds offers information for children and young people, parents/ carers and professionals about CAMHS, how to look after yourself and what to do if you're worried about a young person. It also includes a CAMHS glossary and a who's who in CAMHS"

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)

"Time to Change offers information and advice for young people and parents/ carers about mental health and how to support someone who is struggling"

#### Feedback

We welcome any suggestions you have, please send your comments, concerns and compliments to:

PALS, Patient and Carer Experience Team,  
Trust Headquarters, Redesmere,  
Countess of Chester Health Park,  
Liverpool Road, Chester, CH2 1BQ.

The information in the leaflet was valid at the date of production 28/09/2019 and is due for review in 28/09/2021.

Leaflet code: D-CYPWH-19-808



[www.cwp.nhs.uk](http://www.cwp.nhs.uk)

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Cheshire and Wirral  
Partnership  
NHS Foundation Trust

## Introducing

The  
Children & Young People's  
Wellbeing Hub

Helping people to be  
the best they can be



# Getting Advice

## *Calling the advice line*

Professionals or family member(s) / carer(s) concerned about the mental health of a CYP please call:

**01606 555120**

(Between 13:00 & 17:00 Mon-Fri, exc. BHs)

Referrals made by email ONLY (by professionals)

### Things to consider

*"Potentially, would a specialist mental health service be helpful?"*

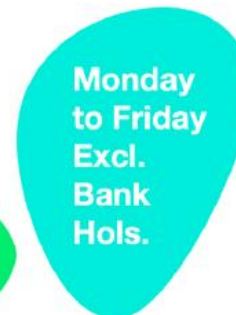
*"What could current professionals and also family members / carers do alongside a CYP to support them?"*

*"How could difficulties be best understood for the CYP?"*

*"What resources may be helpful?"*



*"Encouraging people to thrive by ensuring appropriate access and signposting to mental wellbeing help & support"*



# Requesting Support

## *Making a referral*

Professionals working with a CYP and their family / carer(s) can initially discuss a potential referral by calling the advice line, and (if required) then make a referral via:

[cwp.cyp.wellbeinghub@nhs.net](mailto:cwp.cyp.wellbeinghub@nhs.net)  
(professionals only email address)

### Professionals may include:

- Health Care Professionals
- Social Care Professionals
- Education Professionals

Call us on  
**01606 555120**

Professionals can email us on:  
[cwp.wellbeinghubadmin@nhs.net](mailto:cwp.wellbeinghubadmin@nhs.net)

# What Parents & Carers Need to Know about CRYPTOCURRENCY

## What is cryptocurrency?

Cryptocurrency is software enabling the exchange and storage of digital 'coins' representing financial value. To monitor who owns which coins, platforms save an online record of every transaction, called a 'ledger' or 'blockchain'. This is secured by cryptography: a set of methods for protecting sensitive information. Bitcoin, released in 2009, was the first cryptocurrency; other platforms have since launched such as Ethereum, Tezos and Filecoin. As cryptocurrency becomes a more established part of digital life, young people are bound to encounter it – so it's vital that trusted adults understand its risks, and how it can be explored and used safely.

### COMPLEX TECHNOLOGY

Like any new software, cryptocurrency comes with bugs, flaws and limitations. Broadly, it hasn't yet evolved to be as user friendly as web browsing or social media. Using it safely means spending time learning about the complicated technology it uses. We would strongly suggest anyone considering getting involved in cryptocurrency should consult specialised tutorials to learn about it properly in advance.

### WIDESPREAD EXAMPLES

Cryptocurrency software for smartphones is often free to download from app stores. Emails with links to cryptocurrency services can land in any inbox. Cryptocurrency is also advertised on search engines, on social media and in online games (for example to buy add-ons which help players level up). It can't be purchased easily without a credit card or bank account, but young people will still be exposed to cryptocurrency in various settings.

### CHANCE OF SCAMS

Cryptocurrency provides another opportunity for scammers to extract personal data and money from unwary web users. Unlike credit card transactions or wire transfers, a bank can't reverse cryptocurrency transactions after a suspected fraud – making it an appealing channel for online extortion. These transactions do leave evidence in the blockchain, however, which means that cryptocurrency scammers can and do get caught.

### BEING LOCKED OUT

If you forget your online banking password, you can reset it by proving your identity in another way. In the world of 'crypto', however, the private key to access your funds can't be reset. Cryptocurrency operates without intermediaries like banks – so no-one stores a copy of users' private keys. This has security benefits, but also presents the huge risk of permanently losing access to your account. Learn how to store private keys securely before purchasing any significant amounts of cryptocurrency.

### RISKY INVESTMENT

Prices can be very volatile, so cryptocurrencies are considered high-risk investments. If you might need your savings soon, don't hold them in cryptocurrency as their value could drop suddenly and sharply. Sometimes, cryptocurrency may be a profitable investment – but note that any gains are taxable. You may even have to pay tax when exchanging one cryptocurrency for another if the currency you're exchanging is priced higher than it was when you bought it.

## Advice for Parents & Carers

### AVOID IF UNSURE

In the UK, cryptocurrency is considered risky, because users aren't well protected if something goes wrong. Most cryptocurrencies use software developed by decentralised communities, so there's no customer service and no support if your funds get stolen or you lose access to your mobile cryptocurrency wallet. Unless you understand cryptocurrency, it's probably best not to use it. After all, if you couldn't comprehend the highway code, it wouldn't be safe for you to drive.

### EXPECT EXPOSURE

If your child plays online games that involve some form of virtual currency, and has access to some kind of payment method, they may find themselves in a position to buy and use cryptocurrency. There's probably no immediate danger, but discussing the potential risks with them could be useful. If your child is old enough to understand the concepts of spending and saving or to grasp the basics of programming, then they're old enough to learn about cryptocurrency.

### CHECK CREDENTIALS

Buying cryptocurrency for the first time involves wiring funds from your bank to a cryptocurrency exchange – a business that converts your money into cryptocurrency. They can also store cryptocurrency for you, though this could present a security risk. Cryptocurrency businesses in the UK must now comply with money laundering regulations: the Financial Conduct Authority's website has a list of all business that are approved.

### STAY CAUTIOUS, STAY INFORMED

Approach cryptocurrency with caution as well as curiosity. Don't click on links in unexpected emails referring to cryptocurrency and beware of promotions promising free cryptocurrency in exchange for personal information. Avoid mentioning on social media that you own cryptocurrency, as this can attract scammers. Stay informed of potential new risks and regulations by regularly

