

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 9 th January	Y6 dodgeball club Y1 & 2 Gymnastics lunchtime club Year 3 – 6 Basketball Club Year 1 & 2 Football Club	
Tuesday 10 th January	Before school dodgeball club Y5 swimming (Towel/ Swimming Kit needed) Y5 forest School Y5 dodgeball club & Y2 dance Y3 & 4 Football Club Y3-6 Netball Club Y3 – 6 Sewing After school club	
Wednesday 11 th January	Before school dodgeball club	
Thursday 12 th January	Before school dodgeball club Y4 dodgeball club Year 5 & 6 Football Club Year 1 & 2 Multi Sports Club	
Friday 13 th January	Before school dodgeball club Y1 dance club & Y3 dodgeball club Year 5 & 6 Football Club Year 1 & 2 Multi Sports Club	
Advanced Notice:	Monday 23 rd January – An introduction to set 2 and 3 Parents RWI Meeting 2.30 & 5.30 Wednesday 18 th January – Y5&6 Dodgeball at Sir William Stanier School Friday 20 th January – Y5 & 6 Football at Crewe Soccer Centre Thursday 26 th January – Finals Athletics - Brine Leas High School	
Polite Notice:	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.	

We are Brilliant Winners

KS1: Lennox (1A), Ivy-Rose (1B), Lola (2B), Mason Lewis (2A)

KS2: Lucas (6B), Amiee (5B), Aaliyah (5A) Amelia P (6A), Cadence (4B), Sam (3B), Elsa (3A)

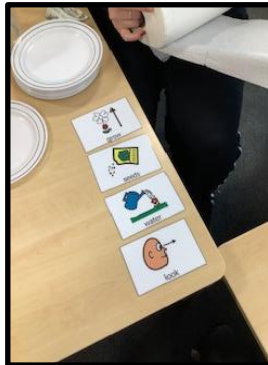
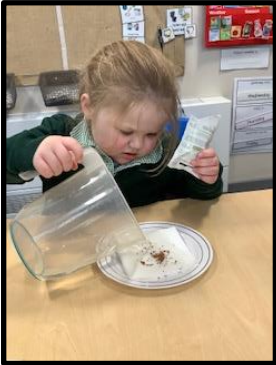
Sports Awards

KS1 : Jenson (1A), Freddie (2A)

KS2: Finley (5A), Madison (4A)

The Hub

Over the next few weeks, The Hub children will be looking at how plants grow and learning new words connected with this process. This week we have sown cress seeds which we will water and observe everyday until they have grown into cress plants.



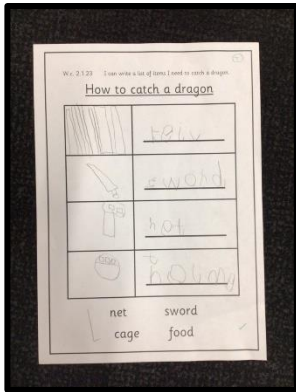
Nursery

This week the Nursery children have been learning all about animals in Antarctica. Today the children found some animals that had got stuck in the ice. The children worked together to melt the ice and free the animals. The children used lots of fantastic language when exploring the ice.



Reception

This week the children in Reception have had a very special visitor to the reception classrooms. We've not yet seen this visitor but it has left footprints all around our classroom. We've decided it must be a dragon and we've been scanning the skies to see if we can spot it! We've drawn pictures of our own dragons, read stories about dragons and even learnt about what we might need to use should we want to catch one! I wonder what our dragon will do next week...



Year 1

This week in Year 1, the children have used Purple Mash and the 2Go app in computing. They had to use directional language such as forwards, turn right and turn left to direct their partner to the correct flower. They then used Beebots and playground mats. They learnt how to debug an algorithm when it went to the wrong piece of equipment.



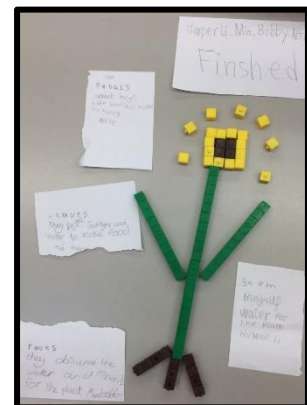
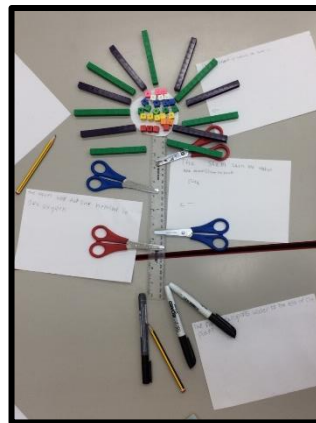
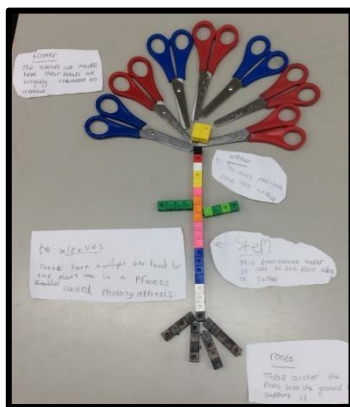
Year 2

This week, Year 2 have had lots of fun learning about their new topic of China. We have learnt how to say hello in Chinese, had a go at using chopsticks and even taken part in a Chinese dance workshop!



Year 3

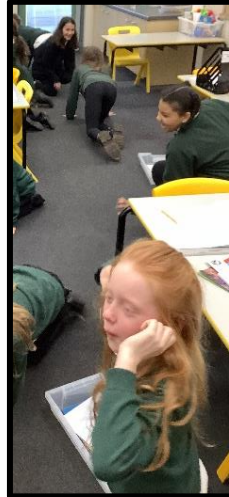
On Wednesday, we looked at parts of plants and their function. First, we went and explored the plants in our school environment looking at the different parts we could see. Then, we looked at the scientific words for the parts of plants using a song and creating actions for each part. After this, we created our own flowers using classroom items and labelled the parts and their function as a table. When we had finished our 'creations', we created a tableaux/drama to represent each part of the plant with an action or body movement. Then we used 'thought tapping' to talk about the functions of the parts. Finally, we started our observing over time enquiry looking at growing a broad bean that we will check in on over the half term and we were introduced to our class cactus as well.



Year 4

Year 4 have settled back to school very well this week. We have loved exploring new texts in Literacy and Reading. Our poem in reading is "The Sea" by James Reeves.

We have enjoyed exploring how this poem describes the sea as a dog! Using drama we have explored what this may look like.



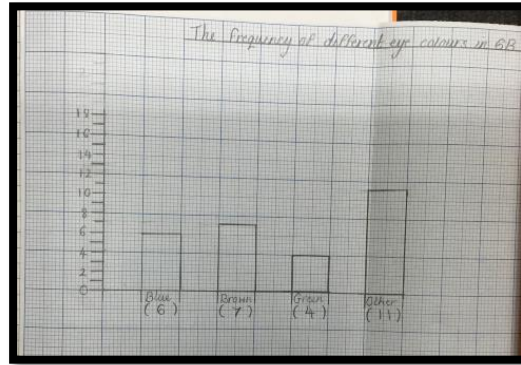
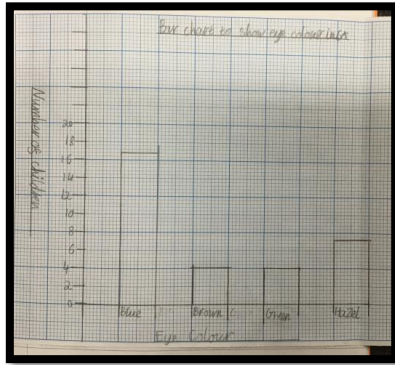
Year 5

Year 5 have settled back into school exceptionally well following the winter break. We began the week with a PSHE lesson focusing on belonging and have been introduced to the book 'The invention of Hugo Cabret', which we will be studying in our literacy and reading lessons. On Thursday, we learnt our model text for literacy through the use of a story map.



Year 6

Year 6 have returned from their Christmas break focused and have worked hard in all lessons. We are particularly proud of their work in Science where they learnt about how physical characteristics are inherited and how some genes are more dominant than others. We carried out an investigation to find the most dominant eye and hair colours in both classes. We recorded our results on bar charts. Here is some of our work:



Our data shows that blue is the dominant eye colour in our class. This is unusual as brown is supposed to be the more dominant gene.

Today, I discovered that brown eyes are more common because it is the dominant gene. Our class data demonstrates and supports this scientific fact clearly.

British Values

UN Rights of a Child

Governments should let our families and communities guide us. They can help us find ways to respond to life's pressures and learn to use our rights in the best way. As we grow, we will need less guidance.

5
FAMILY GUIDANCE AS CHILDREN DEVELOP

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British Values

Mutual Respect and Tolerance

We are all different so the way we respond to the demands or pressures we may face will be different too. We understand and respect that not everyone is the same and everyone needs to be treated as an individual.

Protected Characteristics

'I think this year especially has shown that women are strong and nothing can stop you doing what you want to do. Your age or gender don't stop you.' – diver, Andrea Spendolini-Sirieix

Equality, Diversity, and Inclusion icons: Race, Religion or Faith, Disability, Age, Gender Reassignment, Sexual Orientation, Pregnancy and Maternity, Marriage and Civil Partnership.

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Sport News

Skipping Workshop Company coming into school soon !!

On the 26th and 27th January we have a skipping company coming into school to work with all the children . There will be a chance for your child to buy a skipping rope after school on both days in the Irlam Hall from 3:30pm. Look out for posters in your child's class window.



Sport Clubs News

This half term, clubs will run from Monday 9th January. All clubs, including those delivered by outside providers, will be free of charge. If your child is interested in taking part in any of our clubs, please sign them up through Arbor as all the clubs are live, there are still some spaces left in some clubs. If Arbor won't let you make a booking it is likely the club is full.

Please make sure your child has got the right sports kit for the club they are attending such as tracksuit bottoms and a waterproof jacket as the weather is getting colder.

Monday

Year 1 & 2 Gymnastics Club with Jasmine and Alisha Evanson from Cheshire Gymnastics

11:45am till 12:25pm

Year 1 & 2 Football Club with Miss Brown

3:05pm till 4:05pm

Year 3 – 6 Basketball Club with Mr Barton

3:15pm till 4:15pm

Tuesday

Year 3- 6 Gymnastics Club with Jasmine and Alisha Evanson from Cheshire Gymnastics

12pm till 12:35pm

Year 3 & 4 Football Club with Miss Brown

3:15pm till 4:15pm

Year 3-6 Netball Club with Mr Barton

3:15 till 4:15pm

Thursday

Year 3 – 6 Dodgeball club with Miss Brown and Mr Barton

3:15pm till 4:15pm

Friday

Year 1 & 2 Multi sports with Miss Brown

3:05pm till 4:05pm

Year 5 & 6 Football Club with Mr Barton

3:15pm till 4:15pm

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



Active Home Challenge



How many toe taps on a ball can you do in 60 seconds?

Can you beat Mr Barton's score 33 times in 60 seconds !!

**Once you have completed the challenge, please let Mr Barton know
and you will win a raffle ticket.**

E-safety

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthral young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces. Involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



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