



Eton Porny C of E First School

Newsletter 16 – Spring Term 1

12th January 2024

*We are all created unique and special.
He made us all perfect having our own uniqueness.*

1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another."

Dear Parents/Carers,

Thank you for your support with ensuring the children's uniform has been super smart this week! The children have been engaging with their new topics and some classes have been out and about on trips and visits to support their learning. Over the course of the year each class has a number of opportunities to engage in trips and visits and our teachers work really hard to ensure that these best support the children's learning whilst also being mindful of sticking to a budget to give you the best value for money. Later on this half term we will be asking for a contribution of £20 per child towards these experiences. To further support children with their new topics, knowledge organisers for the main learning project have been sent home recently. Please take time to read this and support your child to learn some of the key vocabulary they will need to learn during their project.

Wishing you a lovely weekend, Emma Stanford-Smith (Headteacher)

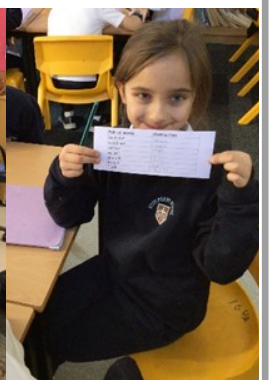
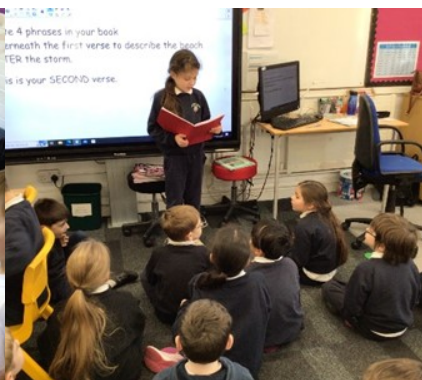
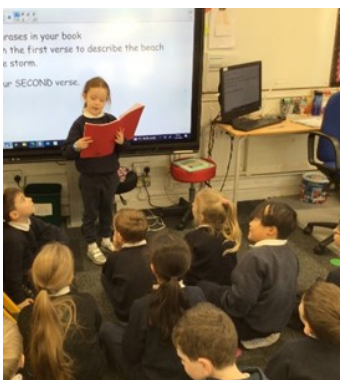
LEARNING SNAPSHOTS

Year 1 have had a great start to the new term. The children have been enjoying learning about numbers up to 20! The children have learnt about how numbers are made up of tens and ones and have been using practical resources to partition the numbers.

Ask me: How many tens and ones are in 11? 12? 13?



Year 2 have continued to read our new text 'The Storm Whale' and we produced some free verse poetry in addition to making some predictions about what the main character does. We have also been learning about contracted words and ensuring we put the apostrophe in the correct place. In maths, our topic is money and we have been finding different ways to make the same total and solving word problems. In geography we have been learning cardinal language and we also learnt about a lovely place called Whitby! **Ask me: can you tell me some contracted words?**



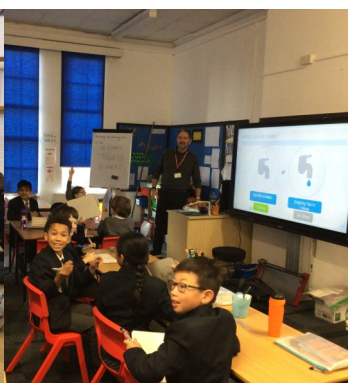
Year 3 were thrilled to come back to school! We started our topic, 'Rocks, Relics and Rumbles', investigating different types of rocks; deciding which ones were igneous, metamorphic and sediments. We also researched the different types and facts of volcanoes around the world. In PE we started our first dance lessons, practicing the different moves and performing in groups. In English we are reading the class novel, 'The Firework-Maker's Daughter' by Philip Pullman, having written a letter, exploring our comprehension skills and writing complex sentences.

Ask me: What are the different types of rocks? How can you identify these?



Year 4 swimming lessons began on Monday. This proved to be a Monday morning challenge for the children and parents who had to navigate the Eton flood waters to reach the Eton College pool. Amazingly, all children reached the pool and enjoyed their lesson. On the way back to school Year 4 took some time to look at the flooding and discuss flood plains. This links with their current Rivers topic and helped with the river processes lesson later in the week. On Tuesday the children had their first dance lesson of the term with a new dance teacher called Allie. It was a fun lesson, with all of the children attempting some quick moves in a dance routine. On Thursday a man called Mr Ellams visited Year 4. He works for Thames Water and talked to the children about saving water and sewage. The children carried out a little experiment in the classroom to look at what happens to wet wipes and other products when they are in water.

Ask me: What are the three things that CAN go down the toilet?



Reception have been busy this week starting our new project Long Ago. We started this week with a fun workshop at Eton College all about old toys and we had the chance to play with some, we have also started talking about who is in our family. This term we have begun using our writing books and have started writing more words and using finger spaces to separate them. In Maths we have been using the words 'parts' and 'whole' and practiced the song 'head, shoulders, knees and toes' to think about the parts of our whole body.

Ask me: What parts does an elephant have?



FORTHCOMING DATES

6th February	Express Event– Year 1,2,3 and 4 at 2.50
7th February	Express Event Reception 2:50
8th February	End of term children finish at normal time
9th February	SEBMAT Inset Day (school closed to all pupils.)
19th February	INSET day (school closed to all pupils) Return on 20th Feb
12th and 14th March	Parents Evening -All Years

Spiritual Spotlight

Miss Beaumont spoke to the children about the festival of Epiphany which was celebrated by Christians last weekend. It marks when the wise men came to visit the baby Jesus.

The Bible tells us they found Jesus by following a bright star. In collective worship this week we thought about the gifts that the wise men brought Jesus; gold, frankincense and myrrh.

How can you use your gifts this year to help others?



PE Days

Reception—FRIDAY

Year 1 and 2 – WEDNESDAY AND THURSDAY

Year 3— MONDAY AND TUESDAY

Year 4—Swimming from MONDAY 8TH for 10 weeks. Normal PE TUESDAY.

Sparkly Green



CELEBRATION

The results of this week's celebration awards

ACHIEVEMENT AWARDS

Reception: Ariya and Minsah

Year 1: Leo R and Alan

Year 2: David and Lucas

Year 3: Edward and Rosie

Year 4: Mark and Arina

PUPIL OF THE WEEK

Reception: Conor

Year 1: Zoe

Year 2: Felix

Year 3: Stanley

Year 4: Luke

**A huge well done to all of these children.
We are really proud of you.**

NEW YEAR NEW YOU

NEW **P**ARKING RESOLUTION

Safer Parking checklist

☐ **Get active**

Park further away from school and walk the last 5-15 minutes of the journey.

☐ **Be more considerate**

Don't block driveways or dropped kerbs even for a few minutes.

☐ **Always park away from junctions and corners**

Parking 10 meters away increases the visibility for pedestrians and drivers and reduces risks for everyone.

☐ **Keep ALL children safe**

Parking, stopping or dropping on SCHOOL KEEP CLEAR zigzags, even just for a minute, endangers other children. Keep it clear.

☐ **Keep yourself within the law**

Never park on a single yellow line, double yellow line or zig zag line during restricted times. This could lead to a fine.

Share the roads, Share the responsibility



www.rbw.gov.uk

What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING

OSCAR

Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact a young person's mental health – so, in support of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.

1. GET CONNECTED

Playing online games together with your child or connecting with them on social media (providing they're old enough) is not only fun but also an excellent way of establishing some common ground to discuss things you've both seen or done online – as well as keeping an eye on who your child is communicating with in the digital world.

2. KEEP TALKING

Regular chats with young people about their online lives are good practice in general, but they can also be an excellent refresher to help prevent cyber-bullying situations. Topics you might want to revisit include why it's important to only connect online with people we know and trust, and why passwords should always remain secret (even from our best friends).

3. STAY VIGILANT

Observe your child while they're using technology and just after they've used it. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, jumpy or anxious, angry or repeatedly checking their phone. When you feel it's the right time, you may want to check in with them to see if everything is OK.

4. MAKE YOURSELF AVAILABLE

If an online bullying incident does occur, it may take a while before your child is ready to open up about what happened. Just gently remind them that they can always come to you with any problems – and that they won't be in trouble. You might also suggest a trusted family member they could turn to, in case they feel too embarrassed to tell you directly.

5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're likely to be difficult, emotional and upsetting for both you and your child. Actively listen to your child while they're bringing you up to speed, and try not to show any judgement or criticism – even if they haven't dealt with the situation in exactly the way you would have hoped.

FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to.

Childline: talk to a trained counsellor on 0800 1111 or online at www.childline.org.uk/get-support/

National Bullying Helpline: counsellors are available on 0845 225 5787 or by visiting www.nationalbullyinghelpline.co.uk/cyberbullying.html

The NSPCC: the children's charity has a guide to the signs of bullying at www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ and can be reached on 0800 800 5000

6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent 'fighting their battles for them'. In that case, talk through their options with them (blocking the perpetrator, deleting the app and so on). By allowing your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. If this is happening to your child, encourage them to report the offender to the app or game in question – ideally with screenshots to support their complaint. Most games and apps have reporting tools specifically to stamp out abusive behaviour and protect users.

8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyberbullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

9. SEEK EXPERT ADVICE

Victims of online bullying frequently experience feelings of isolation and anxiety, a loss of self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyber-bullying has affected your child's mental wellbeing, then seek psychological support for them. There are some useful contact details in the central panel below.

10. INVOLVE THE AUTHORITIES

If the nature of any online bullying makes you suspect that your child is genuinely in imminent physical danger – or if there are any signs whatsoever of explicit images being shared as part of the bullying – then you should gather any relevant screenshots as evidence and report the incidents to your local police force.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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