



St. Leonard's CE (A) First School Newsletter


Friday 2nd December 2022

'From a tiny spark to a bright flame'




'In him was life; and life was the light of men. And the light shineth in darkness'. (John 1:4-5)

Executive Headteacher of St Leonard's CE (A) First School / Executive Principal of Manifold C of E Academy: Mrs Kelly Stanesby Chair of Governors: Mrs Sue Hey and Rev Jane Held: Designated safeguarding lead: Mrs Kelly Stanesby, Deputy safeguarding leads: Mrs Julie Amos and Miss Torr

Monday 5 th December 2022	Full uniform "The Fireside Nativity" - Ipstones Memorial Hall - 6.00pm
Tuesday 6 th December 2022	Full uniform
Wednesday 7 th December 2022 Welly Wednesday 	Welly Wednesday PE kit
Thursday 8 th December 2022	Full uniform
Friday 9 th December 2022	Christmas jumper Day (with PE bottoms and trainers) Party lunch

Your lunch menu for the 5th December 2022 - 9th December 2022

Monday 5 th December	Tuesday 6 th December	Wednesday 7 th December	Thursday 8 th December	Friday 9 th December
Pizza, peas and carrots	Chicken korma sweetcorn and broccoli	Roast chicken, roast and mashed potatoes, cabbage and carrots	Beef bolognaise with carrots and sweetcorn	 Party lunch
Ice cream	Flapjack	Jelly and custard	Sponge	

Star Awards



Congratulations are sent out to the following children who won Star Award's this week:

Star of the Week Sparks	Sam
Star of the Week Flickers	Annie
Star of the week Flames	Eva
Spark to a flame Sparks Class	Sophie F
Spark to a flame Flickers Class	Jack C
Spark to a flame Flames Class	Nina
Cooks award	Sophie F
Mrs Amos award	The whole school

Christmas coffee morning

Thank you to all who attended the open morning on Thursday. We hope you enjoyed it as much as we did. We welcomed parents, governors and new parents to enjoy a cuppa and a mince pie with us.

Flames class performed a piece of music composed by Miss Harding called "Clicks and Sticks" on their drum pads and Sparks and Flickers and Flames all sang "Good night" and "Must be Santa" for our visitors.

We were also very proud to be able to debut our new promotional video that has been produced by AP Photography. This is available to watch on the school website.

Please take a look!



<https://www.stleonardsfirstschoolipstones.com/>



Thank you

A very big thank you to Harriet's family for yet again providing our school with this year's Christmas Tree.

We are so very grateful, thank you again!

Thank you also to Mrs Goldstraw who has decorated the tree in the Queens Jubilee decorations the children made out of baubles.



Letters to Santa

This week Sparks and Flickers have been writing their letters to Santa. These have been posted to The North Pole and they will hopefully receive a response from Santa before we break up for the Christmas holidays.

Some of the gifts requested this year included Hot wheels, Barbies, Play mobil, X box, phones and a cat!

Their letters were beautifully written and they also sent Santa some wonderful pictures too. Lots of the children asked how the reindeers were and many let Santa know they had been very good this year!



The Fireside Nativity

Children will need to be dropped off at The Memorial Hall at 5.40pm on the evening of Monday 5th December.

There will be an interval where we will be selling refreshments. Please bring change where possible.

A P photography will be recording the show and USB's and DVD's will be available to purchase for £10 each.

Please ensure any additional tickets have been paid for on parent pay.

Thank you.



Christmas has arrived at St Leonard's!

The children were greeted by our cheeky elves at the door on Thursday. Even Mr Bones is getting in to the festive spirit.

In Sparks and Flickers class they had their own little visitors who were hiding in the classroom waiting for the children to spot them. Teddy and Eddy elves have come to keep an eye on the children for the rest of the term and report back to Santa all the wonderful work they are doing and their beautiful behaviour!

Teddy elf was discovered by Corah Rae in the Antartctic in Flickers classroom this morning. Eddy elf was found dangling upside down in the Sparks class and he had written a little note to his Sparks friends.



Gifts We Can All Give

As well as being a happy and exciting time for many, the festive period can be an expensive one; with gift giving, special meals and decorations just a few additional things we may spend money on. This year is expected to be even harder than ever with the cost of living crisis already stretching households.

Ask your child,

"What do you think is most important at this festive time?"

"Can you think of a gift you can give to someone that doesn't cost anything?"

"Think About Who is the gift for?"

"What are you giving them?"

"How are you going to present it?"

Gifts We Can All Give



Then the Grinch thought of something he hadn't before! "Maybe Christmas," he thought, "doesn't come from a store. Maybe Christmas ... perhaps ... means a little bit more!"

The Grinch, Dr Seuss

St Edward's Academy - Year 4 disco - Friday 2nd December - 4.30 - 5.30pm



School trips

The deadline to request packed lunches for the pantomime trip has now passed so if you haven't already ordered a school packed lunch, please send your child in with a packed lunch from home.

They can also bring snacks and a drink for the performance.

Payments for the pantomime should reach us by 9th December at the latest.

Thank you.



National Online Safety

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 a rabbit hole that isn't beneficial to our wellbeing. As platforms grapple with managing '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 enthrals young people, but we can still help children to be mindful of their mental wellness: recognising when something isn't OK ... and knowing what to do about content that upsets them.

In the guide, you'll find tips such as how to hide content, setting daily limits and discussing what children have seen online.

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 guidance, 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 enthrals 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-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SDP, 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.

National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 30.11.2022

Peak Wildlife trip

The children enjoyed our trip to Peak Wildlife on Wednesday. They saw the tapirs, lemurs, penguins, llamas, meerkats, squirrels, rabbits, sheep, zebras, wallabies and Santa's reindeer.

They visited Santa's grotto, made wreaths, tree decorations and wrote their letters to Santa which they then posted in the special post box that whisks the letters off to The North Pole.



Peak Wildlife trip



Peak Wildlife trip



Dates for the diary

Monday 5th December 2022 - Nativity play at The Memorial Hall

Friday 9th December 2022 - Christmas jumper day

Friday 9th December - Party lunch

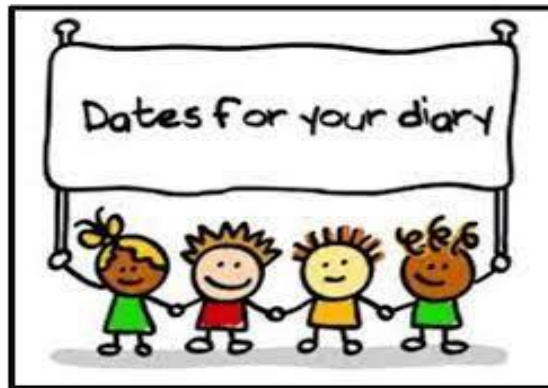
Saturday 10th December 2022 - Ipstones entertains

Monday 12th December - Christingle service

Tuesday 13th Whole school trip to the Peter Pan pantomime at The Regent Theatre

Thursday 15th December 2022 - Christmas dinner

Friday 16th December - A visit from Santa and break up for the holidays.



SLFC

After reaching out last week we have had one parent volunteer so far!

Please could you help? They can't do it alone!

If you think you can spare some time to fund raise for the school please let Mrs Amos know.

We would be really grateful.

Thank you.



Attendance

Attendance Target 97%

Attendance this week 97.5%

Please don't forget to call or email the school before 9.00am if your child is ill.

You must inform the school every day of your child's absence.

If we don't not hear from you we will have to chase you up as this scenario in schools is considered a "Child missing in education" case until we are made aware their reason for absence.

Please note that we have vigilant procedures to follow in line with our safeguarding duties to your children and Ofsted requirements.

Attendance Matters



ASM Christmas holiday sports club

ASM SPORTS

CHRISTMAS HOLIDAY CLUBS

Come and join us for some sports, games and activities from December 19 - 22.
Our action-packed program gives children the chance to remain active, develop skills and make new friends within a safe and secure environment.

We are inclusive!
We value the importance of accommodating children, aged 4-12 years old, who come to us from different backgrounds. Everyone is challenged and provided with an enjoyable experience.

Search for your venue: asmsports.co.uk

HOLIDAY ACTIVITIES AND FOOD

Children eligible for **Free School Meals** can access up to 4 days of free places, and a nutritional daily lunch, across 15 venues.

From **£10.00** per day

Visit: www.asmsports.co.uk
Call: 01782 366332
Email: info@asmsports.co.uk

Facebook, Twitter, Instagram

Sparks

Sparks class have been making patterns this week using building blocks, beads , their ipads and making crowns. They built a block tower as tall as Miss Torr! They also have had a little visitor in class who hides from them each morning and they have to find him. This morning he was wrapped up in a roll of stickers!

They made some lovely wreath decoration at Peak Wildlife and have been showing them off.

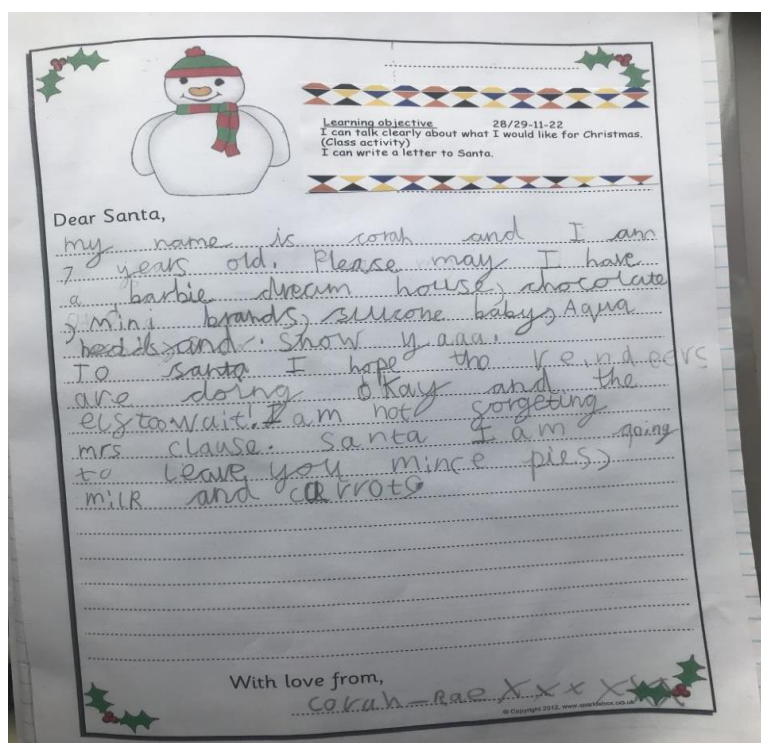


Flickers

Flickers have been learning about two and three dimensional shapes this week. They learned about the properties of the shapes, a new word for corners being vertices.



They also wrote letters to Santa:



Flames

Flames class have been learning about the difference between the Arctic and the Antarctic. They have looked at the different climate, animals, vegetation, residents, and what lies beneath the ice and snow.

They were surprised to learn that both the Antarctic and the Arctic are deserts, albeit cold ones (a desert is if it receives less than 250 mm (10 in) of precipitation per year¹, this can be rain, snow, mist, or fog.)

They learned that Antarctica is colder than the Arctic and is the coldest continent on Earth, Antarctica is a continent but the Arctic is not and Antarctica contains no countries whereas the Arctic does.



They have continued their studies about The Ice Age. Earlier in the week they conducted an experiment to prove where the glaciers were during the ice age.

The children used sugar to represent sedimentary rocks then poured water over the top and saw how it moved. If the water is frozen to represent ice sheets the sedimentary rock will remain in situ.

