



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

Friday 18th March 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)

Headteacher: Mrs Kelly Stanesby Chair of governors: Mr Matthew Welton

Designated safeguarding lead: Mrs Kelly Stanesby, Deputy safeguarding leads: Mrs Julie Amos and Miss Torr

Weekly Diary

NO AFTER SCHOOL CLUBS UNTIL FURTHER NOTICE

Monday 21st March 2022	Full uniform World Poetry Day - Bring a poem from home
Tuesday 22nd March 2022	Full uniform
Wednesday 23rd March 2022 Welly Wednesday 	Welly Wednesday, all pupils -PE kit all day
Thursday 24th March 2022	Full uniform
Friday 25th March 2022 Fitness Friday!	Dress in yellow and blue to support the Ukraine Mother's day sing song - 3.00pm

Your lunch menu for the 21st March 2022 - 25th March 2022

Monday	Tuesday	Wednesday	Thursday	Friday
Pizza, dough balls, peas and carrots	Hot chicken sandwich, potato wedges, sweetcorn and broccoli	Roast gammon, mashed and roasted potatoes, carrots and cabbage	Cottage pie, sweetcorn and broccoli	Fish fingers, chip and peas or beans
Oatie biscuit	Sponge	Ice cream	Chocolate cake	Crispy snow bar

Star Awards



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

Headteacher award	Dylan
Star of the Week Sparks	Eleanor
Star of the Week Flickers	Nina
Star of the week Flames	Oscar, Jack
Spark to a flame Sparks Class	James
Spark to a flame Flickers Class	Annie
Spark to a flame Flames Class	Alfie
Writing award Flames	Jack
Cooks award	Corah-Rae
Mrs Amos award	Ezme and Megan
PE awards	Olivia, Eleanor, Eva, Alice, Joseph

Red Nose Day

Here are some pictures of Red Nose Day showing your brilliant children enjoying some long awaited sunshine and being perfectly "them!"



Reception Stay and Play

Reception class parents are invited in to school on Thursday 31st March 9.00am - 10.00am to stay and play with their children in the Sparks classroom.

It will be an opportunity to see the work the children have been doing, to talk to your child's teacher and to have a look around. Please could you let us know if you can make it.

It feels lovely to finally be inviting parents back in to school.

We're sure your children will wow you with how well they have been working in school.

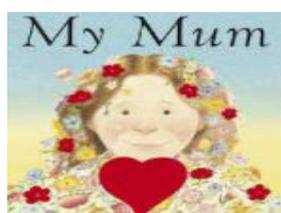


Mother's Day sing song

On Friday 25th March at 3.00pm the children will be singing a song for all their mums!

The gates will be open at 3.00pm and the children will be outside ready to serenade their mums with a song they have learned especially for Mother's Day called "My Mum".

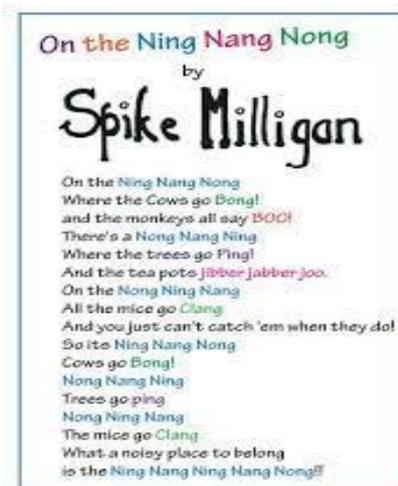
We hope you can make it!



World Poetry Day

On Monday 21st March we will be celebrating World Poetry Day. If you have a favourite poem at home why not bring it in to school to share?

Flickers class have been reading the Spike Milligan poem "On the Ning Nang Nong" this week in preparation for Poetry Day.



Support for the Ukraine

Mrs Goldstraw has crocheted some blue and yellow head bands and brooches which are for sale in Reception.

The headbands are £3.00 each and all funds raised will go to the crisis in the Ukraine.

Here they are being modelled by the very lovely Annie, Alice, Brea, Vienna, Corah-Rae and Polly.



The children have also painted blue and yellow handprints, which will be displayed outside, to show our solidarity for the Ukraine.



"The worst of times brings out the best in people."

Gardening club

This week it was the turn of house team St Matthew to take part in gardening club.

They planted some lovely flowers and whilst they were doing so made some exciting discoveries!

Harriet unearthed an ancient Egyptian treasure, a tablet which had hieroglyphics written on it.

Polly came across some old broken pottery which could have been from many years ago and Rosa Bella found worms, spiders and slugs!



Fantastic Flames

On Thursday Miss Torr was training all day therefore supply teacher Mrs Parr covered her class.

Having visited many different schools she was absolutely gobsmacked at how amazing your children are!

We just wanted to pass on the feedback as we were so proud and we think you will be too.

Mrs Parr said they were all "so polite, articulate, helpful and well mannered!"

It's so nice to pass on positive comments about your children but, let's face it, we knew they were brilliant all along didn't we!?



Well Done to James!

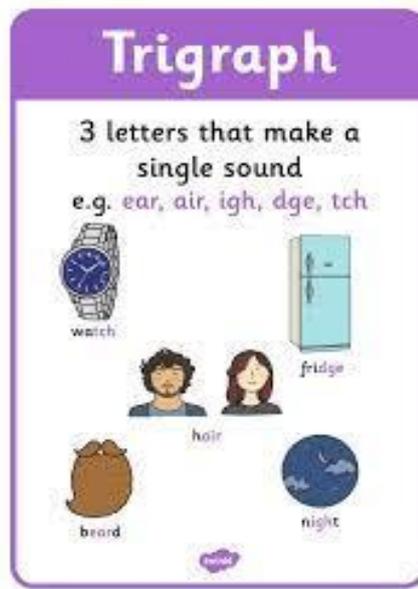
We have had a lovely email from James's mum this week to let us know about his love for learning at St Leonard's.

James was telling his mum all about "trigraphs".

A trigraph is a single sound that is represented by three letters, for example: In the word 'match', the three letters 'tch' at the end make only one sound.

Sparks class have been learning about them and James was telling his mum all about it and actually teaching the grown ups something they didn't know.

Well done James for listening so hard in class and remembering everything you had learned in class, very impressive!



Data collection sheets

Your child will be bringing home a blank data collection sheet.

Please could you complete and return to the office.

These will then be checked against the records we hold for your child on our "SIMS" system to ensure we have the correct address, contact details etc.

Many Thanks



School meals

We're sorry to say that our school meal prices will increase from £2.30 to £2.35 from Monday 25th April 2022.

Chartwells, our catering suppliers, have experienced an increase to food and labour costs and unfortunately this cost has been passed on.

Your child may be able to get free school meals if you get any of the following:

- Income Support
 - income-based Jobseeker's Allowance
 - income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
 - the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

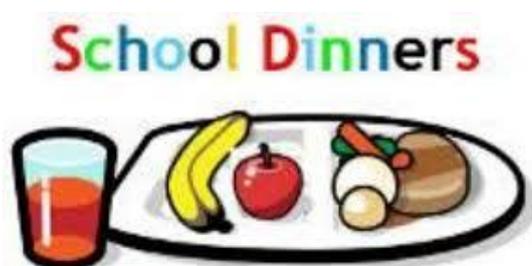
Check on the Gov.uk website

<https://www.gov.uk/apply-free-school-meals>

or contact the school office and we will check for you.

The local authority also provides food vouchers for the school holidays of £15 per week, per child.

For every pupil premium (free school meal) child the school receives funding also to enhance their education.



Cool milk have also increased their milk prices so your child's daily milk will be 25p instead of 20p from Monday 21st March.

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, 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.

In the guide, you'll find tips on a number of tips such as encouraging your child to ask questions, setting limits and to emphasis hope.

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 apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

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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 have 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 is happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make us feel angry, scared. 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 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 screentime and content can be difficult at the best of times, 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 and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime 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 emphasize 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.



Source: <https://www.bbc.com/health/children-188> <https://www.thesun.com/blog/supporting-your-child-with-upsetting-content/> <https://www.helloparenting.co.uk/talk-your-children-about-conflict-and-war/>



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Sparks

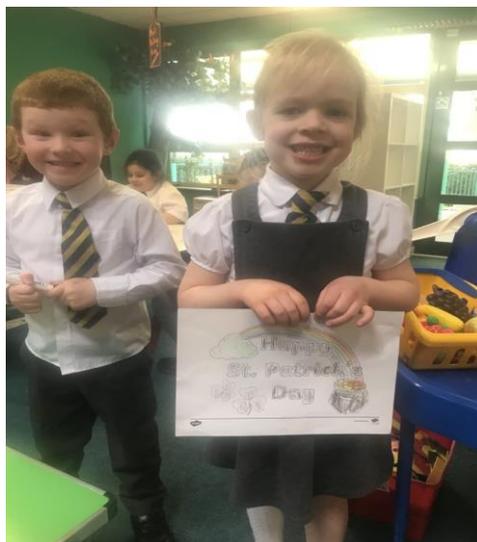
This week in Maths Sparks class have been using kitchen scales to measure how many multi links it would take to balance different items of fruit.



In keeping with their "Curiosity quest" of "Burps, bottoms and bile" they have been role playing opticians. They tried on different lens less glasses and pretended to do an eye test as eyes were this week's feature of the human body.



They also researched St Patrick's Day. They watched some Irish dancing and were amazed at how fast the dancers moved their feet!



Flickers

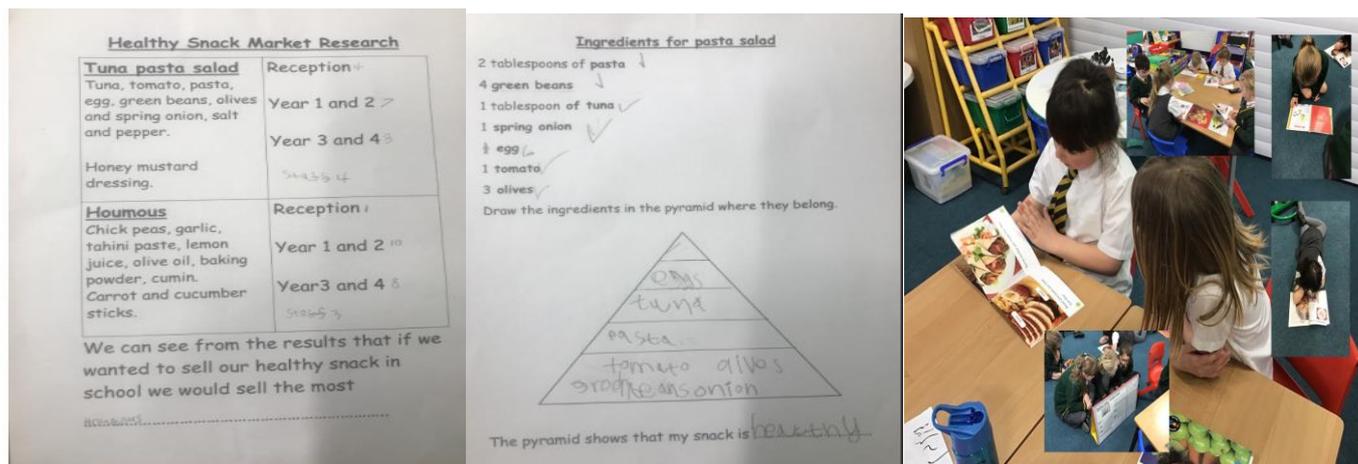
Flickers class have been doing Market Research in DT this week.

In Thursday's celebration assembly Taya, Rosanna, Nina and Lili surveyed the whole school to see if they would prefer to eat tuna pasta salad or hummus and vegetable sticks.

The research incorporated their healthy eating topic but also they were investigating which product would sell better if they were to set up a business and sell their food to the general public.

The most favourable dish was tuna pasta salad which they will make next week.

They then put all in ingredients in the healthy food triangle and discovered it was an all round healthy balanced dish. They read healthy recipes too!



In Science they have been doing experiments to test the body.

They measured their height and their feet, exercised to count their breaths and used their brains to play the memory game.



Flames

Flames have continued their studies on Ancient Egypt and this week they have been making their own Egyptian jewellery.

They made their own gems to decorate, bangles, earrings and necklaces.

