

The Saints Federation

'Shine as lights in the world.' Philippians 2:15

Newsletter

2nd Februarv 2024

All Saints

Dragonflies have been extremely busy with their writing in English. They have finished the book Rapunzel which had a lot of mixed reviews on the ending. We wrote our book reviews and then retold the story through sequencing and storyboards. We have a very exciting book coming up The BFG and it is starting with a character description of the big friendly giant. The story and films are magical and we can't wait to start learning about snozzcumbers and whizzpop! In Maths we have finished our learning on Place Value and moved on to shapes. The children are identifying and comparing 2D and 3D shapes and their properties and the year 3's are looking at right angles. In topic we are continuing to learn about Henry Moore and his sculptures, designing and creating our own based on his designs. We are still looking at the seasons and how the weather changes in these periods of the year. The children are labelling, counting, describing and counting objects in computing and looking back in time at previous Kings and Queen's. King Richard III and Queen Victoria are the Monarchs we are looking into presently. Looking into light and the importance of it to religions is our topic in RE and we are learning all about the wonderful festivals different religions celebrate.

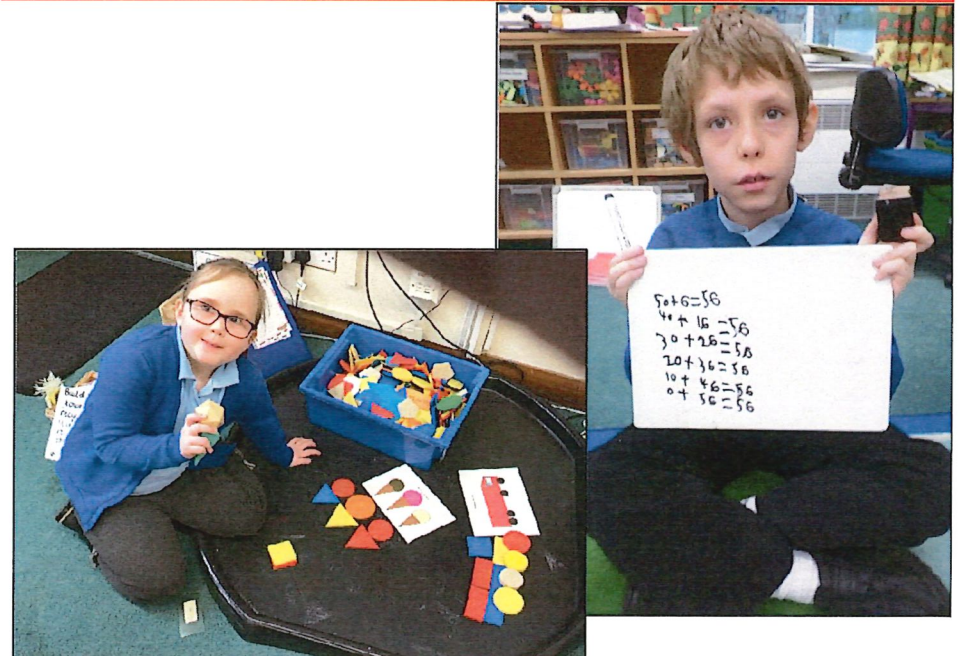
Asteroids have had a been busy since our last newsletter! In English, we have written adverts for our own Viking fitness programs. We focused on audience and purpose and adapted our writing as if it was the Viking period. We looked at persuasive writing techniques and focused on the use of hyperboles and structural devices to build compelling arguments for our programs. We are now writing our own narrative based on Viking Boy and are looking forwards to seeing our ideas and creativity come to life on the page!

In Maths, we have looked at multiplication and division. We have been looking at how to divide large numbers by smaller numbers through different methods such as column method and long division, partitioning and grid method. Some of us have even been learning how to form and solve equations in Algebra! All of our learning has been supported through the use of manipulatives which are really handy resources to help us visualise our problem solving. We have also been exploring Space during our science lessons and learning about how the planets are all orbiting the sun, and how the moon doesn't change shape even though it looks different each night! In history, we have debated who was the best leader during the Viking Age and have investigated what daily life was like for a Viking.

Hapton

During the last fortnight in Ladybirds, we have continued to challenge ourselves during maths lessons. We have been making and partitioning numbers using our understanding of place value, estimating amounts on number lines and applying our knowledge of ordinal numbers in practical situations. In English, we have reached the end of our alternative version of the Rapunzel story (spoiler alert - there is no prince character!) and let our imaginations run wild by creating a plan to advise Rapunzel on how she can defeat the witch. In history, we loved researching facts about selected Kings and Queens and were particularly shocked/amused by the fact that King Richard III's skeleton was discovered buried under a car park in Leicester and that Henry VIII had six wives!

In Rockets we have been further exploring our new topic: the Vikings. We have been researching Viking life and finding out more through making inferences from our class novel, Viking Boy. In maths we have been looking at improper fractions and mixed numbers. We have used concrete manipulatives and drawn pictorial representations to represent fractions. In Science, we have explored time zones and learnt how and why they differ.



St Andrew's

We seem to be well into 2024 now and pupils in Key Stage 2 at St Andrews are really working their socks off.

Our Viking topic has really caught the children's imagination and by following our class story - Viking Boy by Tony Bradman - the children have been immersing themselves in Viking culture, lifestyle and traditions. Our recent persuasive writing ended with adverts being written for a Viking Fitness Programme, which would improve strength, health and battle skills. The written pieces used emotive language and rhetorical questions to engage the reader and really were great fun to read too - I almost signed up myself!

Our computing lessons have been a real success too, with children working in pairs to produce a variety of drawings using an online drawing programme. They have all learnt new skills and produced some fantastic images using shapes, copying, resizing and colour fill tools.

In maths, pupils have been honing their skills on multiplication and division, using manipulatives (counters, Dienes blocks and place value grids) to really explain the mathematics behind the calculations. We have also looked at ratio and how this can be used to help work out new dimensions of shapes or quantities of ingredients in recipes. All very useful! It's now onto algebra and tackling some quite challenging problems - $2a + 6 = 12$ 😊

Finally, our PE lessons have involved some tricky balances and rolls whilst developing gymnastic sequences. It has been so pleasing to see so many children putting themselves forward to demonstrate in front of the class and also to offer support and help to other - a real group effort.

In Saturflies, we have really enjoyed further exploring the book Rapunzel by Bethan Woolvin. We have been busy writing instructions on how to defeat the witch, descriptions of characters and the setting and also our own versions of the story. In maths we have finished the place value topic by looking at different ways to partition numbers. We have begun our new topic of shape by naming, sorting and describing 2D shapes both in the classroom and outside. In the afternoons, Reception and KS1 have particularly enjoyed learning about different kings and queens, both in the past and present. Year 3 have been busy learning lots about the Vikings with the rest of KS2.

Welcome Back to Mrs Snelling, who returns to The Saints Federation. Mrs Snelling is working across Key Stage 2 classes in St Andrew's and Hapton. It's lovely to have her back!

Save the Date – Federation

Term 3

WB 12.02.24

16.02.24

2024

Parent Consultation Meetings

Last day of Term 3

Half Term Break – school closed 19th – 23rd February 2024

Term 4

26.02.24

07.03.24

11.03.24

18.03.24

22.03.24

School reopens to pupils and staff for Term 4

World Book Day

Science Week

YrR & Yr6 – weighing & measuring – St Andrews

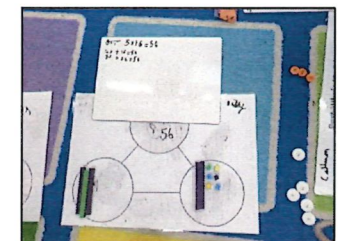
Federation Easter Day

Attendance Matters!

	Number of pupils with 100% attendance	Whole school attendance
Hapton	5	94.70
All Saints	9	92.19
St Andrew's	3	94.09
Whole Federation		93.66

Supporting children to deal with upsetting content

Our online safety focus this week is how to support children to deal with upsetting content which they may have come across online. Raising children in an ever-growing digital age can sometimes seem tough. From climate change to military conflicts around the globe, with the click of a mouse or a touch of a screen, children can quickly be exposed to unsettling stories, images and ideas. Read this week's online safety guide for some advice to help you in discussing upsetting events with children and young people.



SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, 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.

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've seen.



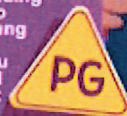
2 RIGHT TIME, RIGHT PLACE

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's happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

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 OWN 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 screen-time and content can be difficult even in normal circumstances, 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 to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



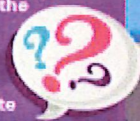
8 TAKE THINGS SLOWLY

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 emphasise 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.



National Online Safety®

#WakeUpWednesday

Sources: <https://www.bbc.com/news/health-545100> | <https://www.chitren.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.mentalhealth.org.uk/blog/articles/how-to-talk-to-your-child-about-conflict-and-war>