



Frodsham Primary Academy

Newsletter 24

1st March 2024

This week in school, children have been completing their spring term assessments across a range of core subjects. We have been proud of their resilience and perseverance. Teachers will be using these assessments to identify next steps for individual children.

Our Y6 children attended a performance on Thursday called 'SnapTrap'. They explored some of the dangers of living in an online world and how to respond to peer pressure and coercive behaviour. Well done also goes to a group of our Y5/6 children who attended a volleyball competition with local Primary schools. They represented our school exceptionally well.

We have a range of events taking place next week, a KS2 dodgeball competition, EYFS/KS1 football competition, and Y5/6 girls football festival.

As you will all be aware, our lovely Mrs Price will be leaving to start her maternity leave soon. We have appointed a teacher, Mrs Harding who will take over as class teacher during Mrs Price's maternity leave. Mrs Harding is a very experienced teacher and is looking forward to starting. She has been into class to meet the children and will start an in-depth handover with Mrs Price next week. Mrs Atherton will still be present so we hope this will be a seamless transition for the class. I am sure Mrs Price will continue to pop her head in, she will be on hand to support during SATS for our Y6 and may also be a visitor to Menai.

We can't wait to see children's outfits for World Book Day on Thursday. Please speak with Mrs Price if you need any ideas.

Have a great weekend,

Mrs Callaghan

CLICKVIEW

Please ensure children are logging onto Click View as teachers will set weekly homework on here. Mrs Price runs a homework debt club on a Friday breaktime for children that have not completed it at home. Please encourage children to watch the full video and complete their questions.



How can ClickView support your child's learning?

ClickView provides teachers and students access to thousands of interactive videos and related resources to support learning and teaching. All ClickView produced content is developed with subject experts, ensuring it's age appropriate and aligned to the Australian Curriculum.



High-quality resources for learning

ClickView provides a library of video content explicitly aligned to the curriculum. Students and teachers can confidently access high-quality video resources that have been purpose-made in Melbourne, or educationally curated from a selection of pay-TV or free-to-air programs.



Engaging and interactive

Teachers can find, edit and share relevant educational videos with students, including interactive learning tasks, through which teachers can monitor each student's understanding. Students can upload and share their work with teachers and other students to demonstrate their learning.



Access videos anytime, anywhere

Teaching staff can share clips with students to view at home so they can use class time for quality discussions, higher-order thinking and problem-solving.



Safe and age-appropriate

ClickView resources feature Australian content classifications to help ensure students are accessing age-appropriate materials.

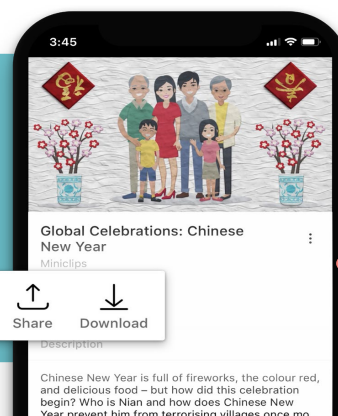
Get started with ClickView at home

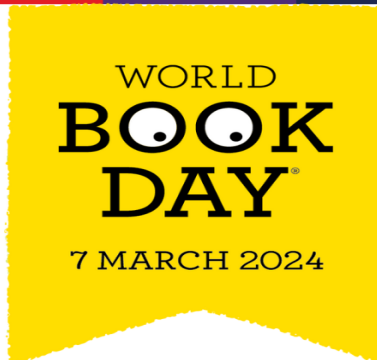
1. Go to online.clickview.com.au on any browser or download the ClickView app.



2. Sign in using your child's school login details.

3. Browse over thousands of educational videos.





Cheshire West and Chester Libraries



Visit your local library to exchange your voucher for a £1 book.

+ QUIZ!



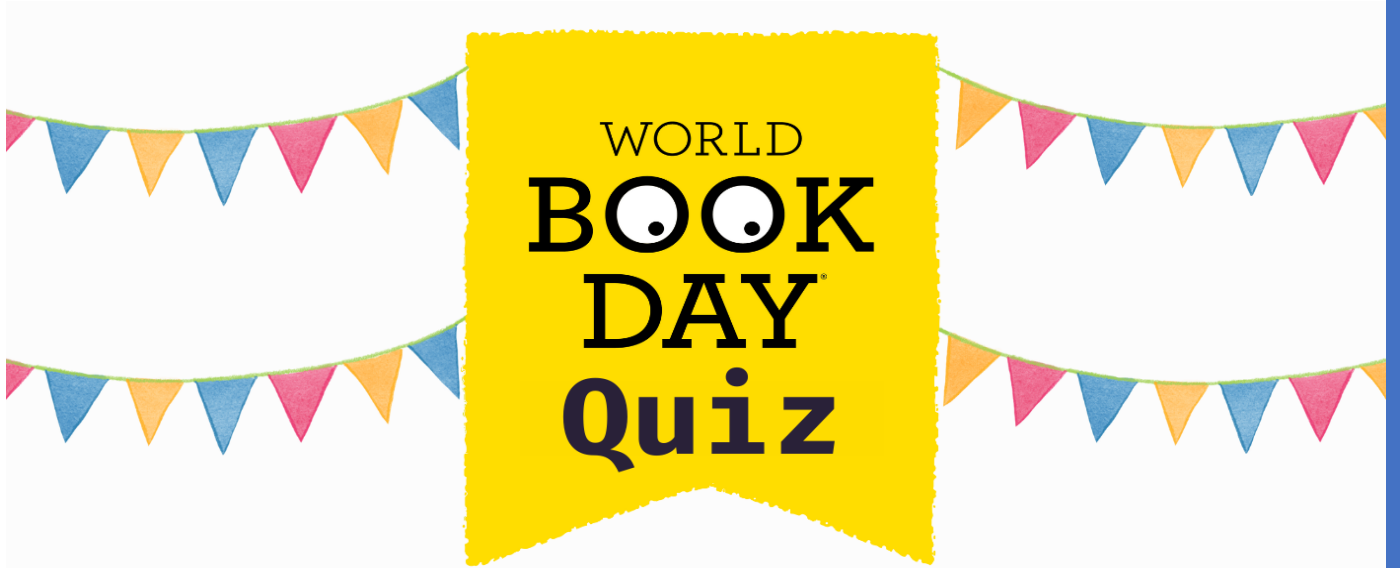
It's free to join the Library and there's no late fees for Under 13s. Libraries may not have the books until World Book Day itself.



 cwaclibrary
 cwaclibraries

Cheshire West & Chester Council

Libraries



One lucky winner per library will win a selection of £1 World Book Day books

1. What is Winne the Pooh's favourite food? H _____
2. What position does Harry play on the Quidditch team in J.K Rowling's *Harry Potter* book series? S _____
3. In *The Cat in the Hat*, what type of pet does Sally have? F _____
4. In *Diary of a Wimpy Kid*, what's Wimpy Kid's real name? _____
Heffley.
5. What did the Caterpillar eat that made him feel better, in Eric Carle's 1969 children's book *The Very Hungry Caterpillar*? A Green _____

Done that? Great. Now fill in your contact details below and we'll be in touch, after World Book Day, to let you know if you've won the books.

Please return this completed answer sheet to the library before the end of Saturday 9 March, 1pm.

Your name _____

Contact email and/or phone number _____

Relatives of Cheshire West and Chester Libraries staff cannot apply.



cwaclibrary
cwaclibraries

Libraries



Cheshire West
and Chester

FREE EASTER SCHOOL HOLIDAY ACTIVITY



**Everyone Welcome
Ideal For Families**

**Castle Park Frodsham
Friday 5 April
10am - 2pm**

Friendly Help Available From 10am

New Courses!

**FIN YOUR
WAY PROJECT**

Short
1km

Medium 1.5
km



**FIND THE CHECKPOINTS USING YOUR PHONE
YOU CHOOSE THE ROUTE - YOU CHOOSE THE PACE**



Stars of the week

N: Daisy
R: Olivia
Y1: Vada
Y2: Ayden
Y3: Izzy
Y4: Paul-Cruise
Y5: Charlotte
Y6: Daisy
RP: Jack

Dojo Champions

Reception: Carter
Year 1: Owen
Year 2: Roary
Year 3: Hugo
Year 4: Mason
Year 5: Poppy
Year 6: Jayden
RP: Eva



Izzy (8)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week Snowy Owls have been practising retelling their class story verbally, exploring the language features in the example text and answering questions about the story too.

In Maths this week Reception have been looking at partitioning 6 and 7 to find all the different ways they can make the numbers. Year 1 have continued their work on marked and unmarked number lines to 20. They used their understanding of numbers to 10 to help them.

In Geography this week we have started our new topic on the United Kingdom. We used a map to find the different countries and seas of the UK.

Reception have been busy this week learning names of all the different body parts. They learnt a song and labelled each body part too!

Another great week! Well done everyone!

Miss Sands

This week in Hawk Owls, we have been completing lots of assessment papers! We have been showing what we can do in Maths, Spelling, Grammar and Punctuation and Reading. The children really tried their hardest but were happy when they were over!

In Science, we have started our new unit of plants. We looked at what we already knew, then researched different types of wild plants, garden flowers and evergreen trees.

In RE we have learnt about the celebration of Pentecost and created our own storyboards ready for our stop-motion videos in ICT.

In Geography, we started to look at renewable and non-renewable types of resources, using click view we watched videos to research more about it.

We managed to complete our fish sculptures in Art, using tissue paper to create a coloured affect.

The Year 3 and 4 children are training well for cross country and thinking about their word costumes for world book day next week.

Miss Curtis

This week has been assessment week and all of the children have completed their Spring Term assessments.

Alongside the assessments, we have still managed to look at our new text 'The Promise' and the children have written some lovely atmosphere descriptions. The vocabulary that the children have been using has been fantastic!

We have also been multiplying decimals and will continue this next week as well as looking at dividing decimals.

In Science, the children have looked at reversible and irreversible changes and this will lead to us conducting an experiment next week.

The highlight of the week had to be our session with Opal the therapy dog on Monday. She was extremely gentle and loved listening to the children read (Myself and Mrs Atherton even got to go for a visit!)

We also had our Year 6 children attend a performance at another local school based on peer pressure and being online. The children had a series of situations to reflect on and the children represented school well. We also had some of the class go to the sports centre on Friday to take part in a volleyball session. The children were able to learn a bit about the sport and then test out their skills.

Mrs Price

This week, Tawny Owls have thrown themselves into their story 'little red'. Children have been showing adults how they can retell the story in different forms such as drawing, story maps, sentences and verbally retelling the story. It has been tricky to stick to Little Red' and not retell the story of 'Little Red Riding Hood' as they are slightly different.

Tawny owls have been looking at Christianity and the church in RE, children have been learning about baptisms and what they are, and how they are important to some Christians.

We also had a focus on the leap year on Thursday with it being the 29th February!

Miss Pemberton

Diary of events for Spring Term

Monday 19 th February	Return to School
Monday 19 th February	Opal the dog- First session in school.
Monday 26 th February	Start of assessment week for Y1-Y6
Tuesday 27 th February	Reception vision and hearing screener
Thursday 29 th February	Y6 SNAP TRAP performance trip
Friday 1 st March	Y5/6 Volleyball festival
Tuesday 5 th March	Rec / Y1 Football tournament
Wednesday 6 th March	KS2 Dodgeball tournament
Thursday 7 th March	World Book Day- Fancy Dress
Friday 8 th March	Y5 / 6 Girls Football Festival
Tuesday 12 th March	Rec / Year 1 Athletics tournament
Thursday 14 th March	Y1 Mini Kickers tournament
Thursday 14 th March	Y3/4 Geography Local Area Visit
Thursday 14 th March	COLOUR RUN!!!!
Friday 15 th March	Red Nose Day
Monday 18 th March	Enrichment Day- Bumblebees (more to follow)
Wednesday 20 th March	Advanced solutions in for coffee morning 9am
Friday 22 nd March	FULL school reports sent out for Reception- Year 6
Friday 22 nd March	KS2 Cross Country Competition
Monday 25 th March	Y5 Easter Journey trip
Monday 25 th March	Parents evening (plus one afternoon slot)
Wednesday 27 th March	Easter Bingo! 5.30-8.00pm
Thursday 28 th March	Final day of school
Please NOTE: One week off for Easter break	
Monday 8 th April	Children return to school

**Please take a note of term dates
These are also on the school website**

Frodsham Primary Academy
School Term Dates 2023-2024



Autumn Term 2023

OPEN	CLOSE	OPEN	CLOSE
Wednesday 6 th September	Friday 20 th October	Monday 6 th November	Wednesday 20 th December
33 days		33 days	

Spring Term 2024

OPEN	CLOSE	OPEN	CLOSE
Wednesday 3 rd January	Friday 9 th February	Monday 19 th February	Thursday 28 th March
28 days		29 days	

Summer term 2024

OPEN	CLOSE	OPEN	CLOSE
Monday 8 th April	Friday 24 th May May	Monday 3 rd June	Thursday 18 th July
34 days		33 days	

TEACHER TRAINING DAYS: SCHOOL CLOSED TO PUPILS

Monday 4th September 2023 Tuesday
5th September 2023
Tuesday 28th June 2024
Friday 19th July 2024
Monday 22nd July 2024



School Term Dates for Frodsham Primary Academy September 2024 - July 2025

	School Opens	School Closes
Autumn Term 1	Wednesday 4 th September	Friday 18 th October
October Half Term	Monday 21st October – Friday 1st November	
Autumn Term 2	Monday 4 th November	Friday 20 th December
Christmas Break	Monday 23rd December – Friday 3rd January	
Spring Term 1	Monday 6 th January	Friday 14 th February
February Half Term	Monday 17th February – Friday 21st February	
Spring Term 2	Monday 24 th February	Friday 11 th April
Easter Break	Monday 14th April – Monday 21st April	
Summer Term 1	Tuesday 22 nd April	Friday 23 rd May
Whit Holiday	Monday 26th – Friday 30th May	
Summer Term 2	Monday 2 nd June	Friday 18 th July

INSET TRAINING DAYS (staff only – children are not in school)

- Monday 2nd September
- Tuesday 3rd September
- Friday 27th June
- Monday 21st July
- Tuesday 22nd July

Set 1 special friends videos

sh	https://schools.ruthmiskin.com/training/view/pKrlyKMM/904VUOhF
th	https://schools.ruthmiskin.com/training/view/yUGeGqcT/MF0BEhDA
ch	https://schools.ruthmiskin.com/training/view/RRQpC1lw/qFydqrMy
qu	https://schools.ruthmiskin.com/training/view/diKJqwJ4/m2qbPDd1
ng	https://schools.ruthmiskin.com/training/view/AYWQ8Jmi/mALkljmx
nk	https://schools.ruthmiskin.com/training/view/zEtvPEav/byxrQu6O

Set 2 sound videos

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ee	https://schools.ruthmiskin.com/training/view/w893zEMK/7NXU3kld
igh	https://schools.ruthmiskin.com/training/view/18OYPoHy/jclLODV4
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oo	https://schools.ruthmiskin.com/training/view/wqlrRhhA/3Fwa87S3
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oy	https://schools.ruthmiskin.com/training/view/b2VdZLSE/seWxKFjI

Set 3 sound videos

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oi	https://schools.ruthmiskin.com/training/view/HiLObr5R/BFemi7Xw
a-e	https://schools.ruthmiskin.com/training/view/JMOdTrLN/8uqMlqaP
i-e	https://schools.ruthmiskin.com/training/view/wWzguoJY/ENonYmCl
o-e	https://schools.ruthmiskin.com/training/view/B54tSKzp/a3lsm7j4
u-e	https://schools.ruthmiskin.com/training/view/dMHtW8y6/cf91E8NG
aw	https://schools.ruthmiskin.com/training/view/kfswYbTM/tvf8npcJ
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Set 3 additional sound videos

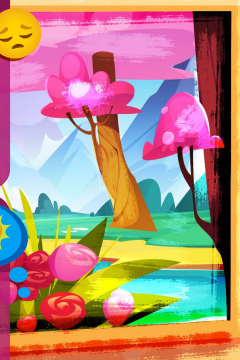
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Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.



2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.



3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.



4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.



5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.



6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.



7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.



8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.



9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.



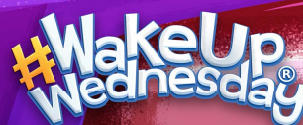
10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.



Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



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