



Frodsham Primary Academy

Newsletter 21

3rd February 2024

Welcome to this week's newsletter.

This week, Mandy Dorrell the Frodsham and Village school PE lead came into school to work with our year 5 and 6 children on developing their basketball skills. Mandy was very impressed and is pleased to see some very strong players. Some children will use these skills to compete in a basketball competition next week.

A huge well done for the efforts with PE kits this week, nearly every child was in the correct PE kit on Friday. Miss Greenhalgh our PE coach was very impressed.

You should have received a letter about 'Opal' the therapy dog. We are very excited to be welcoming Opal into our school for one afternoon a week from next half term. Opal is a Pets as Therapy dog who is trained to work alongside children and adults in schools, care homes hospitals etc. We will be selecting groups of children to work with Opal. His focus will be reading. We will provide a cosy space for Opal and his group of children where children will have the opportunity to relax and read stories to Opal. Opal's owner will always be with him and a member of staff will be present to. If you wish for your child to be considered for a slot with Opal, please return the permissions slip next week. I will ensure I have a bag of carrots for the end of every session, as we are told this is Opals favourite treat!

Next week is our final week in school. If anyone else wishes to attend the football camp mentioned on the following page, please let me know by Monday at the latest and I will add you to the group.

On Friday, our year 5 and 6 children will be selling a range of bracelets that they have been making from clay beads, glass beads and loombands to raise money towards their Conway Trip. Look out for more information this week.

Have a great weekend,

Mrs Callaghan



KCR

COACHING

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I have confirmed the booking with KCR coaching who will deliver a football camp for two days during the February half term. We finish school on Friday 9th February.

The camp will run on Thursday 15th and Friday 16th February. KCR charge £12 per child but as a school, we are subsidising this cost. The cost for your child to attend will be £7 per day. Club will run from 9.00-2.00pm.

I will add the cost of this onto Parent Pay this week. Children will need to come dressed in sports clothing and trainers (football boots if you have them). Children should bring a packed lunch with them.

We have 20 children who expressed an interest so this enables the club to go ahead. If any more children wish to add on, please come and speak with me and I will add you onto Parent Pay.

CLICKVIEW

With money raised from the last Bingo night we have purchased the online app ClickView.

ClickView has a bank of educational videos, TV documentaries, Newsround and also allows continued access to the Disney Channel. Children can explore ClickView independently as all clips on there will be age appropriate and are curated to only allow children to watch things within their age limit. Videos link to all areas of the National Curriculum but also allows children time to watch things of interest to them personally. Videos such as Beauty and the Beast, Nemo and Home Alone are all available on ClickView. Educationally, children can also consolidate their learning on adjectives, verbs, nouns and mathematical concepts. Children can watch clips about their favourite history topic or learn about the wider world through geography linked clips. If there is something you find your child struggles with at home, type into the search bar and try and find a linked video for children to watch. Many of the clips are interactive with questions for the children to answer as they go through.

This week, teachers have set homework on ClickView for each child. You should see this in your child's dashboard when they log in.

Children should all have come home with their log in details so that they can access this from home. We hope you enjoy!

If you have any problems accessing from home, please call into school and a teacher will demonstrate how to set it up.



▶ ClickView Parent Info Guide



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

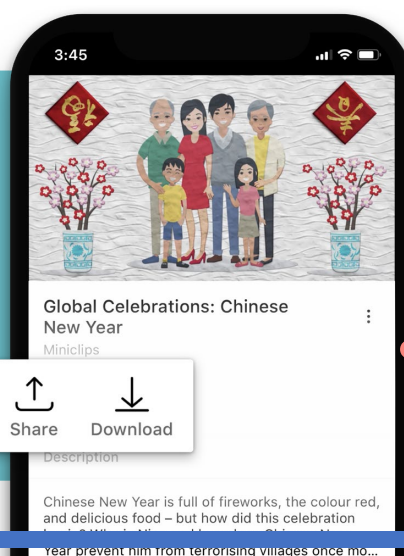
ClickView resources feature Australian content classifications to help ensure students are accessing age-appropriate materials.

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.



Stars of the week

N: Lily
R: Archie
Y1: Arlo
Y2: Evie-May
Y3: Rowan BB
Y4: Jeff-James
Y5: Harriet
Y6: Daisy
RP: Eva

Dojo Champions

Reception: Kacper
Year 1: Thea
Year 2: Roary
Year 3: Zach
Year 4: Toby
Year 5: Esmail
Year 6: Lucas
RP: Prraveesh



Roary (7) Kasey (6) Vinnie (9)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week Snowy Owls have been finishing off their superhero stories and writing them up neat concentrating on their editing and handwriting skills. We have also received a letter from the main character Joop in our Story asking for our help. We have written letters back to Joop to show our interest in being her side-kick. In Maths this week Reception have been using their positional language to place the superheroes and their Mini Me's around our classroom. They have been using words like behind, under, in front of, on top and next to. In Year 1 we have started to extend our number range to 20 and started to think about how we can count these numbers quicker by finding our 10 and counting on. We have also been practising how to write these numbers and show an understand of 10 and ones. In History this week we have been learning all about London, famous landmarks and important places. Well done Snowy Owls, keep up the great work, only one more week to go!

Miss Sands

This week in Hawk Owl class we have looked at biographies in English, taking notes from an example biography of Sir David Attenborough. Next week we will be planning and writing a biography for Jacques Cousteau and we have gathered lots of information ready to write about him. In Maths, we have started to look at the grid method of multiplication and then the more formal written method. The children still need lots of practice to recall them quickly so please continue to practice at home as often as you can. In RE we have been thinking about what makes a good role model, and thinking about behaviours in class that set a good example to others. In Art we have been preparing for our next adventure in clay by designing a dragon eye which we will then sculpt. In History we have reached the Iron age and learnt all about hill forts and the tribes that lived in them. On Friday morning we completed a science investigation to test the absorbency of different materials. The children were super sensible with the resources.

Miss Curtis

This week, Desert Owls have been working hard with their fractions and we have impressed a number of adults across school with their knowledge and application of multiplying and dividing fractions. The children have had a positive attitude to fractions despite the children's initial reservations! In

English, the children have been preparing to write their own newspaper report next week all about a refugee boat being found. In Art, the children have sculpted a bust (head) based on the work of Franz Messerschmidt. Please check out Twitter for some pictures of these!

Some of Desert Owls have been dedicating their break and lunch time to making necklaces and bracelets to sell on Friday 9th February to raise money for our upcoming Conway Trip that will be taking place in June. A text will go out next week when the children have decided on prices!

Mrs Price

This week, Tawny Owls have been cracking down on their basic skills in maths such as letter formation and multiplications. Children have a newfound love for timetable rockstars and are enjoying trying to earn as much money as possible to buy new outfits for their characters. Children have to prove their progress in reading this week through taking part in their phonics assessments and reading plus assessments. Everyone did do well! Children also learnt the capital cities for each of the countries in the UK. Everyone worked hard this week.

Miss Pemberton

Diary of events for Spring Term

Wednesday 3rd January	Start back to school
Monday 8th January	Forest school starts for Reception
Monday 8th January 2.30pm	Reception and Y1 curriculum information session for parents
Tuesday 9th January 2.30pm	Year 2,3,4 curriculum information session for parents
Wednesday 10th January 2.30pm	Year 5 and Year 6 curriculum information session for parents. Helsby High Head teacher will be attending this session too.
Tuesday 11th January	Swimming sessions begin for Year3 and Year 4
Friday 19th January	Y6 Helsby Big Maths
Tuesday 23rd January 3.30pm	SATS information session for Y6 parents
Wednesday 24th January	Tree planting event for Y2/Y3/Y4
Thursday 8th February	Book look for all classes 3.30-4.00pm
Friday 9th February	School closes for half term at 3.20pm
Monday 19th February	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

Cheshire West & Chester Council

Public Health

Cheshire West and Chester Council
The Portal, Wellington Road,
Ellesmere Port CH65 0BA

Tel: 0300 1238 123

Your reference:
Our reference: MMR/1/24

Email: enquiries@cheshirewestandchester.gov.uk
Web: www.cheshirewestandchester.gov.uk

Date: January 2024

Dear Parents and Carers,

MMR and Measles

The UK Health Security Agency (UKHSA) has reported an increase in measles across the country with a recent outbreak in the West Midlands region of England. Measles spreads very easily among those who are unvaccinated, especially in nurseries and schools, and can be a very unpleasant illness. In some children, measles can be very serious and lead to hospitalisation – and in rare cases tragically can cause death.

The free MMR vaccine is a safe and effective way of protecting against measles, as well as mumps and rubella, and help stop outbreaks in the community. We are calling on all parents and guardians to make sure that they and their children have had two doses of the MMR vaccine.

It's important for parents to take up the offer of MMR vaccination for their children when offered at 1 year of age and as a pre-school booster at three years, four months of age. If children and young adults have missed these vaccinations in the past, it's important to take up the vaccine now from GPs, particularly in light of the recent cases.

Check your child's Red Book to see if they've received MMR vaccinations as scheduled or check with your GP surgery if you're unsure. Most healthy adults will have developed some immunity to measles but can still receive two doses of the vaccine from their GP too.

Anyone with symptoms is also being advised to stay at home and phone their GP or NHS 111 for advice.

Measles symptoms to be aware of include:

- high fever
- sore, red, watery eyes
- coughing
- aching and feeling generally unwell
- a blotchy red brown rash, which usually appears after the initial symptoms.

For more information about measles, see the nhs.uk website [here](#).

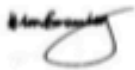
To find out more about childhood vaccinations, please visit the NHS website:

<https://www.nhs.uk/conditions/vaccinations/nhs-vaccinations-and-when-to-have-them/>

[What do I need to know about the MMR vaccine? - UK Health Security Agency \(blog.gov.uk\)](#)

Thank you once again for your continued co-operation.

Yours sincerely



Helen Bromley
Director of Public Health

Top Tips for SUPPORTING CHILDREN WITH SEND

Supporting children with special educational needs and disabilities (SEND) in early years settings is of paramount importance. Early identification of SEND and appropriate rapid intervention can make a profound difference to a child's developmental trajectory, as well as to their overall wellbeing and learning.

IDENTIFY POTENTIAL SEND EARLY

To recognise potential learning delays, early years professionals should have a sound understanding of child development. Tools such as Development Matters or Birth to Five Matters can help in this regard. Remember that children develop at different rates, so potential delays may not necessarily be an indicator of SEND. Share any highlighted learning delays with your setting's SENCO.

FOCUS ON THE CHILD'S STRENGTHS

Inclusive environments recognise that all children have unique abilities and contributions to make, promoting a sense of belonging and acceptance. Celebrating children's strengths makes them feel valued and cultivates a positive sense of self. Building on the strengths of children with SEND ensures early years professionals can plan meaningful, enjoyable learning experiences.

SPEAK TO YOUR SENCO

Your setting's Special Educational Needs Co-Ordinator (SENCO) will be able to support you with any aspect of working with children who have SEND. This should include providing training, advice and support to early years practitioners – enhancing their understanding of SEND and helping them to develop effective strategies for supporting children with additional needs.

TAKE A GRADUATED APPROACH



Follow a clear process to ensure that support is tailored to the individual child. Identify and assess the child's needs, using information from sources such as parents and specialists. Develop a personalised plan outlining learning goals and strategies. Provide appropriate support, resources and adaptations for the child. Review their progress regularly, making adjustments as needed.

PLAN TRANSITIONS CAREFULLY

Transitions across the setting or to another environment can be especially challenging for children with SEND. Plan them in advance, working with the child's family and other relevant parties (such as their new teacher) to provide consistency and a sense of security. Social stories, visual cues and a gradual introduction to new environments can help to minimise the negative impact of transitions.

SEEK EXTERNAL SUPPORT

Some children may require additional support from health care professionals, specialist teachers or speech and language therapists. They will be able to work with you and the child's family to provide specific expertise. Your local authority early years team can advise on sourcing specialist support, including making referrals or requesting an Education, Health and Care Needs assessment.

ADAPT THE CURRICULUM



Use visual aids, Makaton, social stories or alterations to the learning environment to adapt the curriculum for learners with SEND. Adaptations should be based on each child's specific needs and strengths. Be mindful that children with SEND may require further support to master new skills and concepts, such as using visual cues or breaking tasks down into smaller steps.

DEVELOP PARENT PARTNERSHIPS

Regularly share information, discuss progress and address any concerns with parents. This helps to establish shared developmental goals and expectations, building consistency by allowing strategies used at nursery to be replicated at home. Ideally, the level of engagement with parents should enable them to contribute to assessments, planning and reviews of their child's progress.

INVEST IN ONGOING TRAINING

Regular training enhances the knowledge and skills of early years professionals when supporting children with SEND. Training could be on statutory requirements, relevant policies and procedures, or specific intervention strategies employed in your setting. It may be available through your local authority or stronger practice hub – or could be delivered by your SENCO.

OBSERVE AND ASSESS REGULARLY

Observe and assess the child's progress to ensure their personal plan reflects their particular needs. Good quality observation provides detail on the child's strengths, interests and preferences. Regular assessment helps with planning appropriate activities, experiences and intervention strategies. Take information on board from parents and any other professionals involved.

REVIEW THE SEND CODE OF PRACTICE

The SEND Code of Practice contains invaluable information about the obligations of settings working with children with SEND. It also offers advice on ways to support children who have SEND, as well as guidance on additional support which is available from a range of professionals.

Meet Our Expert

LEYF (London Early Years Foundation) was formed as Westminster Health Society in 1903, a time of poverty and shockingly high infant mortality. Pre-dating the NHS, it promoted child welfare and family health – breaking new ground by offering professional childcare training, outreach and home visits, drop-in sessions and parenting classes.



The National College®

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