



Frodsham Primary Academy

3rd May 2024

Welcome to the latest newsletter.

Some of our children have attended trips this week. Our Reception, Year 1 and Resource Provision attended the fire station on Monday to find out about the fire service past and present. This linked to their history learning in class. A wonderful time was had by all.

On Wednesday, our year 2,3,4 children went on a trip to Chester. They explored the museum whilst learning about the Romans. This fully immersive experience was a wonderful opportunity for the children to find out more about how the Romans lived and the Roman Army.

Three of our year 5 children attended Frodsham Hill on Wednesday. They were part of a commemorative ceremony dedicated to the late Queen Elizabeth II. An English Oak tree was planted and unveiled by our children. They also met the Cheshire Sheriff and learnt all about the history linked to this role.

Our Y6 have their SATS tests beginning on Monday 13th May and will last for 4 days. On these 4 days, Year 6 are asked to come into school for a SATS breakfast at 8am where children will have free breakfast and engage in a short revision session before the tests begin. Please ensure children are in good sleep routines and have plenty of rest so they are as prepared as they can possibly be.



Have a great long weekend and we will see you back on Tuesday 7th May,
Mrs Callaghan

Stars of the week

N: Maddox
R: Logan
Y1: Arlo
Y2/Y3: Ayden
Y4: Finley
Y5: Esme
Y6: Alfie
RP: Casey

Dojo Champions

Reception: Harley
Year 1: Vada
Year 2/Year 3: Charlotte
Year 4: Finley
Year 5: Malakai
Year 6: McKenzie
RP: Albert



Izaac (6)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week in Barn Owls we have moved onto their new story of Jack and the Beanstalk. When reading the story, we are encouraging the children to join in with the repeating phases and answer questions about what is happening.

In maths we have been working on recognising and ordering numerals from 1-5 and counting items, matching them to the correct numeral. Each child has created their own beanstalk, adding the numerals they recognise from 1-10 or using spots to represent a number.

The roots on our beans are starting to grow. We talked about how the roots grow down into the ground and drinks the water to help the plant grow.

The pre-school children have been continuing to practice their names and have been learning 'y' and 'z' in their phonics lessons.

Please continue to check Tapestry to see what we've been up to in class and give us a like, as this helps us to see who's had chance to see what their child(ren) have been doing. Remember to also upload things your child(ren) have been doing at home.

Mrs Sutton

Snowy Owls have been very busy this week! We started off the week with a trip to the fire station to recap our learning on changes in the fire service. The children loved seeing the special uniform fire fighters wear, looking at all the different features of a fire engine and of course having a go at being a fire fighter and using the hose!

In Art this week we have been learning how to use clay to make a sculpture. We made impressions of leaves on the clay and then made our own insects to put on top.

In History this week we started a new topic on the Romans! We learnt some new facts and had to work out which things the Romans invented.

In Maths this week Reception have been learning all about odd and even numbers and year 1 have been recapping their learning on doubles and halving. In our writing lessons this week we have been completing our stories. They are almost finished!

Another brilliant week! Well done Snowy Owls!

Miss Sands

The children have been very busy this week completing their twisted tales and writing them up neatly. We are seeing a real improvement in terms of handwriting, keep up the good work children.

The year 2 children have been looking at patterns and directions in Maths, Year 3 have recapped 2D and 3D shapes whilst Year 4 have learnt about the properties of the types of triangles.

The highlight of our week was most definitely our trip to the DEWA museum in Chester. The children got to go back in time and became Roman soldiers, we certainly drew some attention marching through the streets and shouting 'sin, sin, sin dex sin' as we carried our swords and shields. They got to try on Roman armour, see what life was like on a Roman boat and in a market square. Luckily, they did not have to try the Roman delicacies of mice or slugs!

In Science we have learned all about shadows, the children created their own shadow puppets by ensuring the material they used was opaque. In computing we have learnt how to draw lines with our sprites, creating instructions that will eventually make a maze.

Miss Curtis

In Maths, this week we have been doing lots of stand-alone lessons for 5/6. Year 6 went through their arithmetic SAT and completed a reasoning paper too. As a class, we have reviewed dividing fractions, adding fractions when there's a mixed number, long multiplication and adding /subtracting decimals. Every day, we are completing our timetables grid and using TT Rockstars.

In English, we completed our final draft of our cliff hanger narrative. We started a new genre of writing on a formal report. We have been immersing ourselves in report writing linked to The Hound of the Baskervilles. We have analysed the vehicle text and vocabulary and wrote sentences linked to this. The children enjoyed watching three cartoon scenes from the book and practised role play linked to this

In Art, we continued our creative response to the poem 'Ghost in the garden.' We finished our first collage design and then started to create our final piece. The children have used all types of paper and learnt different techniques such as folding, curling and shaping to present an object. We will display some of their creative collage work.

Have a great week everyone,
Mrs Harding

This week tawny owls have been very busy. We have started our maths topic on shape and we are spending some time recapping key vocabulary and key facts that we need to know to progress forward with our learning.

In English, we finished our instructions and are moving into our next writing piece. Children have focused on writing descriptive sentences that they will be able to use in their final piece of writing.

Children have learnt about the zone of regulation this week and have been extremely good at telling us what zone they feel they are in. This is great progress for emotional regulation and understanding.

Miss Pemberton

School Sports Values



We have been achieving grades in the school sports games for many years and for the past 2 years, we have achieved **GOLD** and will be striving for gold again this year.

The School Games Mark is a government-led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

Children achieve these values by taking part in different sporting events in and outside of school

Local artist Lucy Hindle has used her creative talents to create some fantastic artwork that will be added to our goal posts in the next couple of weeks that represent the schools sports values.

School meals: Next week, Week 1

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHOICE 1	 Beef Burger served in a Bun with Potato Wedges & Seasonal Vegetables or Baked Beans	 Cheese & Tomato Pasta served with Garlic & Herb Bread and Seasonal Vegetables	 Roast Chicken served with Roast/Mashed Potatoes, Seasonal Vegetables & Gravy	 Chicken Korma served with Rice, Naan Bread & Seasonal Vegetables	 Fish Star (MSC) served with Chips & Peas or Baked Beans
VEGETARIAN VERSIONS OF THE ABOVE MEAL AVAILABLE DAILY					
CHOICE 2	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad
DESSERT	 Banoffee Muffin	 Chocolate Cookie	 Fruit Cup	 Strawberry Ice Cream Cake	 Melting Moment
WEEK 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHOICE 1	 Sausage Pattie in a Bun, Hash Browns and Baked Beans	 Beef Lasagne served with Garlic & Herb Bread and Seasonal Vegetables	 Honey Roast Gammon served with Roast/Mashed Potatoes, Seasonal Vegetables & Gravy	 Chicken Tikka Masala served with Rice, Naan Bread & Seasonal Vegetables	 Cheese & Tomato Pizza served with Chips & Peas or Baked Beans
VEGETARIAN VERSIONS OF THE ABOVE MEAL AVAILABLE DAILY					
CHOICE 2	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad
DESSERT	 Ice Cream & Fruit	 Chocolate Crunch	 Apple & Grape Pot	 Cheese & Crackers	 Golden Crunch Cookie
WEEK 3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHOICE 1	 Sausages served with Mashed Potato, Seasonal Vegetables & Gravy	 Spaghetti Bolognese served with Garlic & Herb Bread and Seasonal Vegetables	 Roast Pork served with Roast/Mashed Potatoes, Seasonal Vegetables & Gravy	 BBQ Chicken served with Savoury Rice and Seasonal Vegetables	 Battered Fish (MSC) served with Chips & Peas or Baked Beans
VEGETARIAN VERSIONS OF THE ABOVE MEAL AVAILABLE DAILY					
CHOICE 2	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad	 Jacket Potato with a Selection of Fillings Served with a Side Salad
DESSERT	 Fruit Crumble & Custard	 Chocolate Crispy Cake	 Fresh Fruit Salad	 Ginger Biscuit	 Vanilla Biscuit

Diary of events for summer term

Monday 8 th April	Return to school
Wednesday 17 th April 9-10	Parent coffee morning
Thursday 18 th April	Y3/4 swimming
Tuesday 23 rd April	Media day in school with 'Opal' our therapy dog
Wednesday 24 th April	Wear Blue for Autism Awareness
Thursday 25 th April	Y3/4 swimming
Monday 29 th April	Reception and Y1 visit to Fire Station
Wednesday 1 st May	Y2/3/4 Roman Trip to Chester
Wednesday 1 st May	Visit to Fredsham Memorial Hill to commemorate D-Day landings
Thursday 2 nd May	Y3/4 Swimming
Thursday 2 nd May	Children's centre being used for voting day
Monday 6 th May	BANK HOLIDAY SCHOOL CLOSED
Thursday 9 th May	Y3/4 swimming
Monday 13 th -16 th May	SATS week for Year 6 All Y6 invited to SATS breakfast from 8am.
Thursday 16 th May 3.30-4.30	Conway meeting for Y5/6 parents and children ALL MUST ATTEND
Wednesday 22 nd May	Bike ability for Y2/3/4/5/6 non riders
Friday 24 th May	SPORTS DAY (weather dependent) Whole School 9.15-11.00. More to follow
Friday 24 th May 3.20	School finishes for half term- 1 week.
Wednesday 5 th June-Friday 7 th June	Y5/6 residential trip to Conway
Monday 10 th June	Tempest class photograph day
Monday 10 th - Friday 14 th June	Year 1- Phonics screening tests Year 4- Multiplication check
Friday 14 th June	SPORTS DAY BACK UP PLAN
Thursday 27 th June	End of year reporting to go home.
Friday 28 th June	Teacher training day – SCHOOL CLOSED
Monday 1 st July	After school drop in for end of year all classes. Book look and teacher available for discussions.
Monday 1-3 rd July	Y6 OBA high school transition days
Saturday 6 th July	School Summer Fair- more to follow
Monday 1-2 nd July	Y6 Helsby High Transition days
Monday 1 st July	All children to spend day in new classes
Thursday 18 th July	School finishes for summer 1.20 collection
Wednesday 4 th September	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 1st September 2023~~

~~Tuesday 2nd September 2023~~

Friday 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

What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe – with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

WHAT ARE THE RISKS?

CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends – but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations – creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely – but which could also be used to track a young person for more sinister reasons.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

CHOOSE GOOD CONNECTIONS

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.

DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.

CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up – and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.

KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life – especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.

BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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Sources: <https://help.snapchat.com/hc/en-gb/articles/3266788358932-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://values.snap.com/en-gb/news/early-learning-from-my-ai-and-new-safety-enhancements> | <https://theira.com/2023/04/19/snapchat-live-location-sharing-challenge/> | <https://help.snapchat.com/hc/en-gb/articles/70230474644>

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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage children to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

9 ENCOURAGE A POSITIVE MINDSET

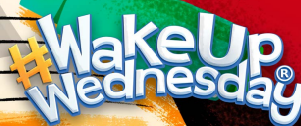
It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at Penlstone Grammar School.



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