



Frodsham Primary Academy

Newsletter 22

9th February 2024

Welcome to this week's newsletter.

This week, each class completed class-based activities thinking about children's mental health. They unpicked their own feelings and who can help and support them should they ever need it.

We also explored National Online Safety Day. Each class had a different focus with the end goal of how to stay safe online. You will see some of children's learning displayed in the school hall on the first week back.

Thank you to the parents that came for the final book look of the half term, it was great to share some of the children's successes by looking at the progress in their workbooks. We have seen a huge improvement right through the school with handwriting this term, we are so proud of how hard the children are working to improve.

We have also been exploring the different ways in which we communicate with our parents and how parents are finding out about children's next steps in learning including how you can support from home. We are going to trial sending our full reports out in the spring term rather than the end of the summer term. This will mean, you will get an extended school report towards the end of spring two that will contain key targets for your child which will support them on the final stretch of the academic year. We will then finish the school year by sending you an end of year overview of what your child has achieved at the end of their current year group. Parents evening will also take place at the end of Spring 2.

We have made it to the end of another half term. I am looking forward to attending the school football camp this half term and I hope I can score a goal (or two) against some of our footballers.

Have a lovely half term and I look forward to seeing you all back on Monday 19th February.

Have a great weekend,

Mrs Callaghan



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.

Each week, the teachers will set homework on ClickView for each child. You should see this in your child's dashboard when they log in. But, children can explore as much as they want through their own dashboard.

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.

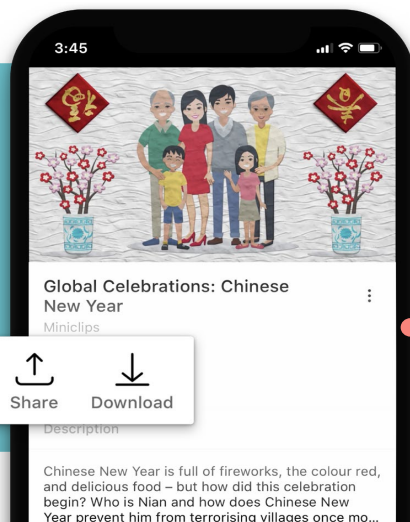
Get started with ClickView at home

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: Gracie
R: Minnie
Y1: Suzannah
Y2: Ayden
Y3: Aria
Y4: Ruby
Y5: Kai
Y6: Alex
RP: Louis

Dojo Champions

Reception: Carter
Year 1: Shaun-Thomas
Year 2: Ayden
Year 3: Rosie
Year 4: Leo
Year 5: Harriett
Year 6: Poppy
RP: Jack



Milo (7) George (3) Kyla (10) Harley (5)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week Snowy Owls have been writing instructions for how to be a good superhero! In maths this week reception have been working on making more complex patterns. Year 1 have been continuing to work on numbers to 20 and thinking about different ways they can represent and partition numbers. We have focused on their understanding of 10 and how many ones to make these numbers. In Art this week we continued to look at how to make tints and shades of colours and we have been looking at making secondary colours from primary colours too. In science this week we have been looking at natural and manufactured materials around our classroom! What a brilliant half term we have had! Well done Snowy Owls! 😊

Miss Sands

In our last week of the half-term, we have been as busy as ever! We completed our biographies of Jacques Cousteau, looked at formal methods of multiplication and division in Maths, and completed our bar charts for our Science investigation. In Spanish we have been learning to say animal names and express what our favourite animals are, the children's pronunciation is really improving. Our favourite lesson this week has been Art, where we got to bring our dragon eye designs to life through clay. The children really do have a flare for sculpture and produced some lovely pieces. In swimming, the children learnt about water safety and how to rescue someone safely if they are in the water. Have a lovely half-term holiday everybody and we'll see you all safely back for more exciting topics next week!

Miss Curtis

Desert Owls have been very busy this week writing their own newspaper reports. The children have thought about their formal vocabulary and have ensured that they have added quotes to their work. The children will be typing these up after half term so they are presented like an official newspaper. In maths, we have started to look at decimals and linking this back to our fraction work. We have looked at what the value of each digit represents and how we can use standard and non-standard partitioning. On Tuesday, the children looked at Safer Internet Day and we discussed the pros and cons of artificial intelligence. We then linked this to Children's Mental Health week as we discussed how exercise creates endorphins, the happy hormone. The children looked at why some people struggle to fit time into their day for exercise and wellbeing and how this can affect their general health. The children linked the two together by creating 'fitness friends' using the Microbits, they used artificial intelligence to instruct the wearer to exercise and take breaks. We finished off the week with celebrating Maths day with an escape room challenge. The children worked in pairs on a number of angle challenges.

Mrs Price

This week, Tawny Owls have had a big focus on their mental health due to the fact it is children's mental health week this week. This year's theme was 'my voice matters' and children discussed adults they can trust, people they are grateful for, and also things they are proud of. Children also created their own worry sticks. On Tuesday, children learnt about being safe online. Children came up with the most important rules for keeping themselves safe and who they can talk to for help if they need it. Here we talked about how old they have to be to go on different websites and games. We have also looked at Chinese New Year this week and learnt all about the story of lunar new year. Children finished the week with maths day with a focus on shape!

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 Year 3 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**



📣 Announcement! 📣
Special Guest: Felix Feldmann will be performing at BJC! Buy a ticket [here!](#)



Juggling & Circus

The British Juggling Convention is one of the biggest, and longest running, juggling and circus-related festivals in the world. There is a 24-hour juggling hall, multiple high-ceiling workshop spaces, a central atrium and fields of green space outside.



Workshops

Our packed program of workshops covers all sorts of juggling and associated circus skills, from beginners 3 ball juggling, diabolo and hoop to aerial silks, unicycle and much more. The BJC is able to offer workshops for almost anybody's skillset or interests.

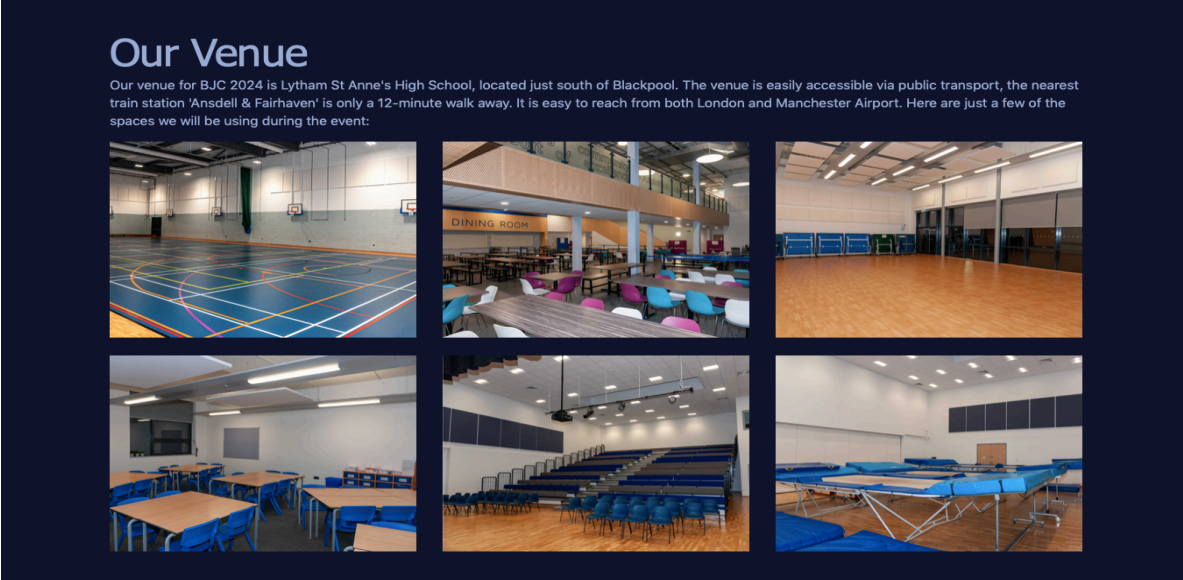


Shows

We have a timetable of fantastic shows which showcase some of the best performing talent from the UK and further afield. This includes a welcoming show on the Friday evening, an open stage show, and the "British Young Juggler of the Year" competition.

However, the most special thing about BJC is **YOU**. It's the attendees who really make the event, be it by sharing tricks informally in the hall or leading workshops, volunteering at checkpoints or serving beers, or getting up on stage in an Open Stage or Renegade. The UK juggling and circus community is loving, welcoming, and beyond compare and that's why it's still going after all these years. So, whether it's your 30th BJC or your first, you'll be sure to find a like-minded community to share your throwing, catching, twisting, spinning, swinging, balancing, and performing with.

As you might have guessed from the website, this year we have chosen to give the event a space theme.



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
<i>October Half Term</i>	<i>Monday 21st October – Friday 1st November</i>	
Autumn Term 2	Monday 4 th November	Friday 20 th December
<i>Christmas Break</i>	<i>Monday 23rd December – Friday 3rd January</i>	
Spring Term 1	Monday 6 th January	Friday 14 th February
<i>February Half Term</i>	<i>Monday 17th February – Friday 21st February</i>	
Spring Term 2	Monday 24 th February	Friday 11 th April
<i>Easter Break</i>	<i>Monday 14th April – Monday 21st April</i>	
Summer Term 1	Tuesday 22 nd April	Friday 23 rd May
<i>Whit Holiday</i>	<i>Monday 26th – Friday 30th May</i>	
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](#).

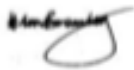
To find out more about childhood vaccinations, please visit the NHS website:

<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

What Parents & Carers Need to Know about MONKEY

Also known as Monkey Cool, this platform aims to fill the gap left by Omegle (which has now shut down) by placing users in random video chats with strangers. Participants use their mobile number and Snapchat username to connect to the service, where they can make matches, message other people and join group chats. The mobile version has been removed from the App Store due to safety concerns, but iPhone owners can still access the site via their web browser. The app remains available on Google Play, where its listing claims that Monkey has more than 30 million users worldwide.

AGE RESTRICTION
17+

(although the lack of age verification means that someone younger could easily log in with a fake date of birth)

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT

UNDER 18

The app claims to use AI to detect sexual content or activity that violates its policies, along with having a 24/7 moderation team. However, reports in the media continue to indicate that explicit content remains commonplace on Monkey (including sexually graphic or violent material) and is therefore accessible to anybody who uses the app – including those aged under 18.

CONTACT WITH STRANGERS

?

The obvious risk in accepting random video chat partners is that users cannot know what or who they will see on their next connection. Talking to strangers is, of course, potentially dangerous – especially for children who might be persuaded to meet up with these people offline. The app lets users find each other by location, increasing the chances of a child being matched with a stranger from their local area.

IN-APP SPENDING

While Monkey is free to download, it nevertheless offers in-app purchases promising to unlock access to premium features. For example, users who wish to make use of 'Knock Knock chat' (Monkey's text-based messaging option), rather than the app's Chatroulette-style random video calling feature, will need to pay to be able to do so.

INTRUSIONS ON PRIVACY

According to Monkey's privacy policy, personal information (such as name, profile picture and date of birth), user-contributed content (any photos, texts, videos and screenshots shared) and each user's browser and IP address are collected. That is a considerable amount of data for Monkey to gather on its users – and all of this information is shared with third parties.

Advice for Parents & Carers

DISCUSS THE DANGERS

Even if you're comfortable with your child using Monkey, it's still important to talk about the potential dangers. It's crucial, for instance, that young people recognise the risks that stem from video chatting with strangers; that they understand not to share identifying information (like their street or school name); and that they know what to do if they are exposed to inappropriate content.



RESTRICT IN-APP PURCHASING

If your child is accessing Monkey via an Android device, you can prevent them from making in-app purchases through the device's settings. If you do allow your child to use the site, we'd recommend that you enable this feature: young people have been known to spend significant amounts of money in their desire to unlock more features in apps such as this.



REPORT INAPPROPRIATE CONTENT

Monkey states in the safety section of its site that "people are given the power" and that, to a large extent, Monkey is 'self-governing.' If a user is exposed to sexually explicit or inappropriate content on the platform, they can select the 'police' emoji in the top right corner of their screen to submit a report for Monkey's moderation team to review.



SPOT THE SIGNS

If you're concerned that your child is spending too much time on Monkey – or that they may have been exposed to inappropriate or distressing content – it's important to watch for potential indications that they've been affected emotionally. They could be unusually irritable or unable to concentrate, for example, or failing to complete their homework or even to eat regular meals.



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.



The National College



National Online Safety

#WakeUpWednesday

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.



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