



Frodsham Primary Academy

26th April 2024

Welcome to the latest newsletter.

This week, we were asked to hold a media day in school to promote the work that Opal the therapy dog does and the impact it has on our children.

On Tuesday, a film crew attended school with representatives from Pets at Home, Pets Foundation and Pets at Therapy. They interviewed children, parents, and staff to find out as much as they could about Opal. Children were observed engaging in high quality reading sessions where their enthusiasm and passion for reading really shone through.

The story was captured and published in the Chester Standard!

We were also delighted to see our MP visit reported by Mike Amesbury on our Facebook site. Do look on our Frodsham Primary Academy Facebook page to find out more.



I also want to say a huge well done to Charlotte in Y5. On our 'Light it up Blue for Autism' awareness day, Charlotte bravely toured the school and spoke with confidence to each class about Autism and all the special traits that come with it. The children listened well and learnt so much about Autism and how it makes each and every one of our children special and unique.

Have a great weekend,

Mrs Callaghan

Stars of the week

N: Willow
R: Minnie
Y1: Thea
Y2/Y3: Leo
Y4: Rosie
Y5: Matthew
Y6: Alex
RP: Marley

Dojo Champions

Reception: Logan
Year 1: Lexy
Year 2/Year 3: Finley
Year 4: Rowan H
Year 5: Esme
Year 6: Lucas
RP: Prraveesh



Toby (9)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week in Barn Owls we have completed our final week working with the text Jaspers Beanstalk. We have been discussing and describing the main character of Jasper, what he looks like and what he did during the story.

In maths we have been using blocks to measure our sunflowers that have started to grow whilst comparing who's is the tallest and who's is the shortest at the moment. We have also compared the sizes of the different seeds/beans we have planted. Starting with the tiny cress seed, then our sunflower seed, peas then finally the larger beans.

We have also been building beanstalks in our playdough and completing observational drawings of our sunflowers.

The pre-school children have been continuing to practice their names and have been learning 'r' and 'v' during their phonics sessions.

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.

Next week our text will be Jack and the Beanstalk.

Mrs Sutton

This week Snowy Owls have started planning their own stories based on our new class story. We have introduced our characters and described our setting.

In maths this week Year 1 have been looking at patterns in numbers to 100. They looked at odd and even numbers and counting in 2s. Reception have been recalling their number bonds to 10 this week. They have practised them in many different games.

In science we started our new topic and we're learning about electricity. We looked at the different appliances that use mains electricity and batteries.

In RE we have been learning about another religion, Hinduism

Miss Sands

This week in Hawk Owl class, we have planned and written the first paragraph of our twisted narratives. The children have got some very inventive ideas, I can't wait to read the final outcome. In Maths we have had our last lessons of money and decimals, the children used all 4 operations to solve 2 step word problems with reasoning.

In Art we have started to look at sketching fossils and shells, ready for when we start to print.

The children are learning lots about the Romans in history in preparation for our visit next week to Chester. We have learnt about the reasons that the Romans wanted to expand their Empire and put key dates on to a timeline.

In swimming, the children continue to develop their skills and build in confidence by the week.

Miss Curtis

We have had a very busy week in 5/6. In Maths, we have been exploring more fractions work: simplifying fractions, adding/ subtracting fractions, ordering fractions and changing improper fractions into mixed numbers and vice versa. The Year 6 completed an arithmetic 2023 SAT paper for us to see how to target support on the run up to SATS.

In English, we have been planning, writing, editing and producing our first copy of our suspense narrative with a cliff hanger. Some children have completed their final edited version. Year five have been reviewing prefixes and suffixes. Year six have completed a spag review using a PowerPoint with SATS style questions.

In Art, we made a creative response to the poem 'Ghost in the garden' by Berlie Doherty. In the style of Melanie Yazzi, the children produced a collage using colour, pattern and words from the poem.

Keep working hard everyone,
Mrs Harding

This week, Tawny owls embraced the 'Light it up Blue for Autism' day and each child really focused in on the strengths of themselves and their peers in our class. We enjoyed listening to Charlotte presenting to the rest of the school all about her autism and how it makes her, Charlotte. It was lovely for us to be involved in the discussion with our mainstream friends about what autism is.

In English, we began writing our instructions. Children have taken on board the instruction template and used this to support them with their own plant, we have pumpkins, flowers and beans instructions!

Miss Pemberton

School meals: Next week, Week 3

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHOICE 1					
	VEGETARIAN VERSIONS OF THE ABOVE MEAL AVAILABLE DAILY				
CHOICE 2					
DESSERT					
WEEK 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHOICE 1					
	VEGETARIAN VERSIONS OF THE ABOVE MEAL AVAILABLE DAILY				
CHOICE 2					
DESSERT					
WEEK 3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CHOICE 1					
	VEGETARIAN VERSIONS OF THE ABOVE MEAL AVAILABLE DAILY				
CHOICE 2					
DESSERT					

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 Frodsham 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
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	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

Tips for Supporting Children in DEALING WITH GRIEF

It's important that trusted adults feel able to help children and young people cope with grief – particularly at the moment, when we are a nation mourning the loss of a public figure who was treasured by so many. Children are seeing bereavement and sadness being featured heavily in the national news and in their favourite online spaces, and hearing it being talked about extensively among families and in the community. How can we help them in processing this healthily?

1 UNDERSTAND WHAT GRIEF IS

Grief is emotional distress which is a normal response to the death of someone close, well known or admired. It may feel overwhelming – especially for young people – and is often accompanied by feelings of shock, disbelief, anger or fear. These emotions may also mean that sleep, eating and our relationships with others could be affected.

2 MEET THE CHILD 'WHERE THEY ARE'

This could be a child's first experience of grief and loss – or conversely, they may have already encountered it several times. Make sure that any conversations you have with them, and the support that you give, are led by *their* experiences and *their* understanding of death – and in the context of their religious or community beliefs.

3 EXPLAIN CLEARLY WHAT DEATH IS

It may often feel uncomfortable, but it's healthier to actually use the words "dead", "death" or "died". Abstract explanations of death can frequently create even more confusion – particularly for younger children, who are still trying to grasp this complex (and possibly unfamiliar) concept.

4 BE PREPARED FOR QUESTIONS

On subjects such as this – especially when it involves a person who's well known to them – children and young people often have lots of questions, all at once. Sometimes, new queries about the issue will occur to them weeks after the event. Be ready to answer their questions as honestly as you can, using language that's appropriate for their age.

5 FIND WAYS TO REMEMBER THEM

It can help to talk to about the person who's died, even if that individual wasn't personally involved in the child's own life – such as a significant public figure, for instance. You and your child can discuss what that person meant to you, celebrate the things they achieved or go to a place where they can be remembered.

6 ENCOURAGE COPING STRATEGIES

You can help a child or young person to identify what their usual positive ways of coping are when they have overwhelming feelings. For example, do they find that talking with someone, drawing, going for a walk or listening to music help when they're feeling upset? These same activities could form an important part of the grieving process.

7 REACH OUT FOR SUPPORT

If a child or young person is struggling with grief to the extent that it's impacting on their everyday life, there are lots of expert organisations that you could reach out to for further help. Samaritans provides a listening ear for anyone in emotional distress; The Mix offers specialist support to people under 25; and Winston's Wish deals specifically with helping young people who are grieving.

SAMARITANS:
116 123

WWW.THEMIX.ORG.UK/GET-SUPPORT
0808 808 4994

WINSTON'S WISH:
08088 020 021

Meet Our Expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



The National College®

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 them 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

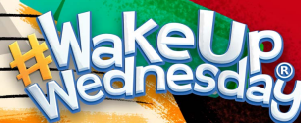
It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence 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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