



Frodsham Primary Academy



10th May 2024

Welcome to the latest newsletter.

This week in school, we had our annual safeguarding visit from the local authority. Two representatives from the safeguarding team spent time in our school. The visit overall, was extremely positive. A long time was spent speaking with children about their experience in school and how they felt. Our children were described as 'delightful, kind and inquisitive'. It is very comforting to know that every child spoken to felt well supported in school and know who they should speak to if they had a concern. We looked at systems and process within school including training and staff CPD. I will share more information with you when the full report has been written. But in summary, it was a very positive day.

We had a lovely visit from the Governors and Assistant Headteacher of Helsby High on Friday afternoon. The staff came to provide uniform bundles for all children attending Helsby in September. Thank you to those who attended.

Our Y6 have their SATS tests beginning this Monday 13th May and will last for 4 days. On these 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. The SATS timetable is as follows:

Monday	Grammar Spelling
Tuesday	Reading
Wednesday	Arithmetic paper Reasoning paper 1
Thursday	Reasoning paper 2



Good luck year 6- you got this!

We will follow with a lovely celebration afternoon on Thursday.

Mrs Callaghan

Stars of the week

N: Alfie
R: Heidi
Y1: Lexy
Y2/Y3: Rowan BB
Y4: Mason
Y5: Mica
Y6: Honor
RP: Indianna

Dojo Champions

Reception: Olivia
Year 1: Shaun-Thomas
Year 2/Year 3: Charlotte
Year 4: Ruby
Year 5: Casey
Year 6: Jayden
RP: Marley



Jeff-James (9)

HAPPY BIRTHDAY!

Learning this week...

This week in Barn Owls we are completing our final week of Jack and Beanstalk. We have been ordering the life cycle of our beans, looking at the different parts of the plant and labelling them. The children had their own attempt to draw the different parts with some adding their own labels.

In maths we have been continuing to work on recognising and ordering numerals from 1-5 and counting items, matching them to the correct numeral through a range of games and activities.

Now our beans are starting to grow quite big we have moved them into a large plant pot to continue growing. One of the children asked what would happen if we left it growing in the bag, so we have decided to leave one as an experiment. The pre-school children have been continuing to practice their names and have been learning 'w' and 'x' in phonics.

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

This week Snowy Owls have been finishing writing their stories and editing their work too. They have tried really hard to spot their own spelling mistakes and check for punctuation too.

In Maths this week we have all been learning about 3D shapes. Reception have been thinking about how to group and describe the different shapes and then had a go at making their own compound shapes. Year 1 have been learning the names for the different 3D shapes and some of their properties too.

In Science this week we have been learning different forces and how we can apply forces to different materials.

In Art we all painted our clay leaves and they turned out amazing! In Spanish we have been learning a song all about the sunshine.

Miss Sands

This week in Hawk Owl class, we have started to look at persuasive writing with our key text 'The lost happy endings.' The children have been trying to persuade the character of the witch to give the happy endings back to the children, thinking about phrases that would be best and how to appeal to the witch's conscience.

In maths the year 2's and 3's have been reviewing 2D and 3D shapes whilst the year 4's have focused on co-ordinates and translating shapes in the first quadrant.

As part of our RE lesson this week we have learnt all about the festival of Raksha Bandan, the celebration between siblings where a sister would give her brother a Raksa bracelet to protect him.

In science we have learnt about how shadows can change in length depending on where the light source is. Our swimming lessons continue to see progress, with some children having a go at swimming from the deep end to the shallow end on their backs.

Well done everybody.

Miss Curtis

We have had a really exciting and busy week in 5/6. We have continued to immerse ourselves in formal report writing. We have also analysed the vehicle text and identified relative clauses, comma, prefixes and lots more. The children have watched another three scenarios and have chosen which one they want to create a report on. The children have to take on the role of Watson in 'Hound of the Baskervilles' and they need to write a report back to Sherlock Holmes.

In Maths, we have been practising and reviewing finding percentages, using bus stop for division, long multiplication and lots more. The children have been learning off by heart decimal/fractions/percentage equivalents.

This week we have also continued our work on social media and keeping ourselves safe online. We finished our PowerPoints, some created a booklet for younger children and we watched a news round episode on cyber bullying.

The Year 6 have been working so hard towards their tests next week. We are really proud of you all and how amazing you have been.

Mrs Harding

This week tawny owls have been focusing on their maths topic of 3D shapes, children have been showing adults how amazing they are at this topic and all their brilliant knowledge.

In English, they have been looking at how to write detailed sentences linked to their story 'The Extraordinary Gardener'. Children have enjoyed hearing the example text and the song that goes with it. In geography we have learnt about hot and cold climates, and which continents and countries are hot, warm or cold.

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 school's sports values.



Year 6

The time has finally come,
The dreaded SATs are here,
But this is what you've worked for,
Since you moved up into this year.



These tests will tell us what you've learned,
And what you can recall,
But there's a million things,
The SATs won't tell us at all.

They won't tell us how you dance,
Or draw, or sing, or run,
Or tell us just how great you are,
At any other things you've done.

The SATs don't measure super-ness,
Or how kind or brave you are,
They're just a way of helping to see,
All you've learned so far.

So all we ask of each of you,
Is to try the best you can,
But no matter the score you'll get,
We'll always be your fan!

You've worked your socks off this year through,
And now the time has come
By this time next week, you can say,
Phew, the SATs are done.

So rest up, eat lots and get some sleep,
So you're ready and raring to go,
To show those SATs test who's the boss,
And show them what you know!
But remember that when they're over,
It doesn't matter how you've done,
Because you are wonderful, brilliant and fab,
And you'll be amazing in your lives to come!
Believe in yourself. You are all amazing



School meals: Next week, Week 2

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					

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

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.

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 create 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/326578358932-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://vclass.snap.com/en-gb/news/early-learning-from-my-ai-and-new-safety-enhancements> | <https://bitmox.com/2023/04/19/snapchat-live-location-sharing-chatbot/> | <https://help.snapchat.com/hc/en-gb/articles/70230478644>

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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 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

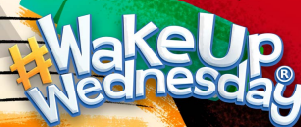
It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence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



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