



Frodsham Primary Academy



17th May 2024

Welcome to the latest newsletter, I hope you have all managed to enjoy some lovely sunshine this weekend.

I want to start by saying a huge well done to all children in year 6. This week, the children completed their SATS papers. They have been working hard to prepare for their tests and we were so proud of their resilience and application. The children celebrated by having a reward afternoon where they selected their own activities and had cake and ice-cream! Well done year 6!

This week, we also wore green accessories to recognise the importance of Mental Health. Mental Health is something that will affect every one of us at some point in our lives and we feel it appropriate to teach our children, so they have a clear understanding. Children and adults should know it's ok, not to be ok. We discussed who we should speak to and how we can show our feelings in a range of different ways. We had a different focus in each year group but covered things such as

- The difference between 'wants' and 'needs'
- Zones of regulation
- How to regulate when we are finding things challenging
- The impact money can have on our mood
- The role of 'Childline'.

Each class created a range of posters which will be displayed around the school in the aim to support each other.

Children were given their letters for sports day on Friday. This year, we are hosting a whole school event. We would love to see you there to cheer on our wonderful children. We invite parents to arrive from 9am on Friday 24th May.

This is our final week in school, we finish on Friday 24th May at 3.20 and return on Monday 3rd June for our final summer term.

Mrs Callaghan



As the weather is getting nicer, please ensure your child comes with sun cream applied and a sunhat if possible. Children should also have a water bottle with them each day.

Stars of the week

N: Gracie
R: Kacper
Y1: Vada
Y2/Y3: Charlotte
Y4: Ruby
Y5: ALL
Y6: ALL
RP: Jack

Dojo Champions

Reception: Carter
Year 1: Blake
Year 2/Year 3: Evie-May
Year 4: Stephen
Year 5: Kai
Year 6: Mica
RP: Marley



Vada (6) Charlotte (8)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week in Barn Owls has been looking at our final book for this half term, The Very Hungry Caterpillar. We have been looking at the days of the week again which are used in the story and discussed the life cycle of a caterpillar. The children have used our caterpillar posting box to talk through the story and what the caterpillar ate.

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. We used the wooden fruits from the story The Very Hungry Caterpillar to form groups and find the correct numeral.

Following on from planting our beans last week, we spent time comparing the beans we planted to the bean still growing in the bag. We have already noticed that the leaves on the beans that are planted are bigger and so is the beanstalk. The children decided to leave the bean in the bag for one more week to see what happens.

The pre-school children have been continuing to practice their names, writing their names on their own caterpillar. We have been learning about special friends in phonics, introducing 'sh' and 'th'

In nursery we are also learning a new Makaton sign every week from the Makaton site. This week it has been 'To think/ to speak.' Please have a look at the Makaton site through google and I'm sure your child can share some of the Makaton we've been learning.

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 writing posters to help save Black Rock from our class story. They have been thinking about all the reasons for saving the sea creature and putting them into full sentences. Year 1 have been extending their sentences using 'because' and also writing diary entries as Erin from our class story too.

In History this week we continued our learning about the Romans and learnt a bit about the life of Julius Caesar. We discussed the meaning of different words used in Roman times and recapped our learning on Roman inventions.

In Science this week we explored sound. We thought about the different sources of sound and then had to guess the different sounds they heard. We even did an experiment to see if we could guess different teacher's voices!

In Art this week we have started to make our clay masks after our learning on Greek theatre masks.

Miss Sands

This week we have planned and started to write our persuasive letters to the witch from 'The Lost Happy Endings.' Children are really trying to appeal to her better nature (if she has one!) and use other techniques in their writing to try and persuade her.

In Math's we have started our unit of time on analogue clocks. The children are practicing to tell the time 'to' and 'past' the hour, please ask your children as often as possible to tell you the time if you have an analogue clock at home.

In RE we have completed our unit on Hinduism, looking at the importance of family.

On Friday the children looked great in their green accessories, we completed lots of learning around Mental Health and produced some informative posters which will be displayed around school.

The main focus of our swimming lesson this week was water safety, this will continue next week where the children need to bring in pyjamas with long sleeves and legs. Please see the letter that was sent out on Friday.

Miss Curtis

Year 5/6 have had a great week. We are immensely proud of our Year 6 that approached their SATs with enthusiasm and resilience. They worked so hard during the tests and everyone tried their very best. During the afternoons, we continued revising for the next test and the children showed patience and determination to fill any gaps and practise their skills.

Year 5 were great in supporting our Year 6. They worked in different classes around the school completing a pre-learning task on the Anglo-Saxons and Vikings. They created a PowerPoint about invasion, food, religion, leaders and lots more.

On Thursday afternoon, we had a treat to celebrate the end of SATs and to thank Year 5 for their cooperation during the week.

Finally, to end the week, we celebrated Mental Health week. We had a celebration assembly, had lots of discussions using prompt cards and completed other activities too. Have a lovely week next week

Mrs Harding

This week, Tawny Owls have moved onto looking at time in maths. Children have learnt what a clock looks like and different vocabulary such as face and hands. We have begun to learn all about o'clock, half past, and some children have also moved onto quarter past and quarter to. Children have also started to understand that on a clock, time goes up in intervals of 5.

We have also have been busy creating accessories for green day for Mental Health awareness.

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.

We have had reports of a number of our pupils using e-scooters outside of school. Some of these reports have indicated dangerous and unsafe behaviour. I will be asking our local police to come and speak to the children about e-scooters, but in the interim, here is some information taken from the GMP police website.

Advice on using e-scooters- Taken from GMP police.



What is an e-scooter?

Electrical scooters (also known as e-scooters) come under the category of “powered transporters”; this covers a range of personal transport devices which are powered by a motor.

E-scooters are classed as motor vehicles under the [Road Traffic Act 1988](#). Which means the rules that apply to motor vehicles, also apply to e-scooters including the need to have a licence, insurance and tax.

It's not currently possible to get insurance for privately owned e-scooters, which means it's illegal to use them on the road or in public spaces. If you're using a private e-scooter you risk the vehicle being seized under S.165 Road Traffic Act 1988 for no insurance.

If you cause serious harm to another person whilst riding an e-scooter the incident will be investigated in the same way it would if you were riding a motorcycle or driving a car.

Legal use of an e-scooter

It's legal to use an e-scooter on private land with the permission of the land owner.

Where a trial rental scheme is running, it's legal to use a rental e-scooter on a public road or cycle lane, provided you have the correct licence and follow road traffic regulations.

Penalties and offences

If you don't have a licence, or the correct licence, or are riding without insurance you could face a Fixed Penalty notice:

School meals: Next week, Week 3

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 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 – Letter sent
Friday 24 th May	SPORTS DAY (weather dependent) Whole School 9.15-11.00. Letter sent out
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	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~~

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 SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrails young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

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Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

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Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

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If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

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Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

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Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

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Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

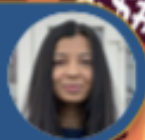
10. TALK ABOUT PEER PRESSURE

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Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



NOS National Online Safety

#WakeUpWednesday

Source: <https://www.bbc.com/news/health-56101000>

https://www.nhs.uk/health/mental-health/