

Together We Flourish



**Claybrooke Primary School**  
(Part of INSPIRING PRIMARIES ACADEMY TRUST)  
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Head of School: Mr P. Rock

## Claybrooke Primary School Newsletter 22.09.23

***Be safe, Be ready, Be respectful.***

Welcome to the latest weekly newsletter.

This week Maple Class concluded their Geography unit on The Local Area by planning a fieldwork study to identify areas in Claybrooke that have changed over time. They used historic and OS maps to support their learning. Willow Class have been finding out about seasonal changes in Science while Oak Class have been beginning to explore geometric patterns in Islamic art as part of their new Art unit. Keep checking our Facebook page for the latest class news and photos.

Some of our Year 6 pupils visited Lutterworth College this week as part of their Sports Ambassadors training. I am looking forward to seeing them further develop their leadership skills in the coming weeks.

Next week we will be sending out information for you to book your slots for the upcoming Parent Consultation evenings. Please keep your eye on your emails.

### **The Big Ambition – Have your say!**

The Children's Commissioner for England, Dame Rachel de Souza, has launched The Big Ambition, a national survey of children and young people across England.

The Big Ambition aims to hear from children across England on what they think is important! In the lead up to the next General Election, the Children's Commissioner wants to take children's thoughts, opinions and ideas to decision-makers, to make sure that the Government hears young people's voices on what they think needs to be done to make children's lives better in England.

Click [here](#) to access the survey or scan the QR code.



Thank you to everyone who donated to the Macmillan Coffee morning today as part of our 'Wear Green' non – uniform day. If you have not donated yet, please feel free to drop your donation into the school office.

I hope you have a lovely weekend.

Thank you for your continued support.

A handwritten signature in black ink, appearing to read "P. Rock".

Mr P. Rock  
Head of School





UNIVERSITY OF  
**LEICESTER**



# Curriculum update: What are Knowledge Notes & Knowledge organisers?

Part 1, Lesson 1 focus: recognise and use imagery and follow a poetic form

 <b>Explain</b>	 <b>Example</b>
Imagery is ...  The structure of a haiku is ...	<i>wrathful with everything</i>  <b>Electric storm</b>  <i>Jagged orange lines illuminate slate grey skies then crashing thunder</i>

**A knowledge note is driven by the lesson content.**


**Is used to support learning**


**Supports children with their independent learning**


**Gives pupils opportunities to recall their prior knowledge**

**They are vocabulary rich**


**Support pupil interaction**

 **Explain:** A prediction is a statement that says what you think will happen.


 **Example:** (say)  
What do you think will happen next in the story?  
1. I predict that ...  
2. I think that because ...

**Attempt:** (paired discussion)  
 What do you predict will be the reaction of each member of Harmony's family?

	Prediction	Reason
Mother		
Father		

**Apply:** (paired task)  
 What do you predict will be reported in the news article, following the interview with Harmony?

Prediction	I think this because ...

**Challenge:** (paired discussion)  
 When you are asked to make a prediction, can

## Poems which explore form (Year 4)



### Structure and presentation

create rhythm and convey meaning.

#### Haiku

**Line 1:** 5 syllables

**Line 2:** 7 syllables

**Line 3:** 5 syllables

#### Cinquain (syllable pattern: 2-4-6-8-2)

**Line 1:** one word (a noun, the subject of the poem)

**Line 2:** two words (adjectives that describe the subject in Line 1)

**Line 3:** three words (-ing action verbs / participles that relate to the subject in Line 1)

**Line 4:** four words (a phrase or sentence that relates feelings about the subject in Line 1)

**Line 5:** one word (a synonym for the subject in Line 1 or a word that sums it up)



### Poetic devices

used to add rhythm and imagery:

- imagery, e.g. *wrathful with everything*
- onomatopoeia, e.g. *Whipping*



### Performance

enhances the meaning of the poem through the use of:

- intonation
- volume
- actions.

*Well done to those who received certificates this week:*

*Excellent Work*



*Aubrey, Chantel  
Flo & Arya*



*Values*

*Renesmay, Hugo  
& Zion*



*Hot Chocolate: Millie, Emilia, Bridget, Ray*



*Each week we will be focussing on a particular class to find  
out more about their learning.*



*This week; Willow Class.*



Welcome to our Reception children, it is great to have you with us. We also welcome back our wonderful Year 1s and 2s. The children have settled into our new routines and learning beautifully. Time is flying! We are very excited to have had Ms Burbage join our team full time within our classroom.

Already this year we have been cartographers in Geography, began our work on speaking in Spanish and have also been looking at computers and their functions in our lives. We are enjoying using apparatus in PE and also using new outdoor resources.

In English the Year 1s and 2s have been looking at the wonderful text *Grandad's Island*, finishing our block with a character description, using nouns, verbs, adjectives, adverbs and including expanded noun phrases. The Reception children have started their phonics, learning their first sounds and playing blending and segmenting games.

This week we have started our Science block and have been talking about seasons and night and day. Reception children have been talking about their senses.

In Music we have been learning about pulse and in PSHE we have been learning about feelings, being kind and looking out for each other.

In Maths the Reception children have been learning to match and sort, working with different resources and using different terminology. The Year 1s have been comparing numbers using less, greater than and equal to. The Year 2s have been doing place value and using number lines and partitioning.



### Homework for Year 1s and 2s

This is handed out on a Friday and is to be handed in on a Wednesday. Homework completed can then be handed straight into the tray in the classroom. Please can all children read as often as possible.

Please can every item of clothing be named.

Please come into school dressed for PE on Tuesdays and Thursdays.

Please do not hesitate to contact a member of the Willow team if you have any questions.

As always, thank you for your continued support.

Miss Jones (Mon, Tue, Wed)  
Mrs Kelsey (Wed, Thurs, Fri)

## Governor news:

Dear parents, carers and pupils,

Hello and a very warm welcome from the governing body at Claybrooke Primary School. I hope our new students have settled into our fantastic little school and our returning students are enjoying the challenges of the new school year.

The governors and our excellent school staff work hard together to create a safe and vibrant learning environment in which all our children can reach their potential and benefit from a high standard of education. We had excellent results in our SATS last year reflecting the development of the children in our school through the years and hard work by the students in Year 6 and Misss Blower to capitalise on that!

I would like to thank our governing body team for all their hard work, dedication and commitment that enables us to effectively support the school. Our governing body meets up to 5 times in the academic year to support and challenge the school leadership team to continue to drive improvements so that we can provide the best possible quality of education for our pupils. We do this by being a supportive partner to the school's leadership team, asking questions around decision making, and reviewing data, in the context of the views and needs of all stakeholders of the school. Our focus is predominantly strategic in nature rather than operational. There is a lot going on. The school is bedding in a new curriculum in some subjects, has a new leadership structure with tighter integration with Inspiring Primaries Academy Trust (IPAT) leadership, and we are continuing to improve support and training for teaching and learning.

We are always looking for new governors to join our governing board, so if you are a new parent at the school or a returning one who would be interested then please get in touch with the school office and they will pass your details on.

I would like to thank all parents for their continued support and commitment to our school and staff. We look forward to working with you all as the children take their journey through school this year.

Kind Regards,  
Hugo Venter  
Chair of Governors

**Next (School) Week's Calendar (\*=Parents Invited):**

Day	Event
Mon 25/09	Oak Class forest school.
Tue 26/09	Ukulele lessons - Maple Class.
Wed 27/09	
Thu 28/09	
Fri 29/09	<b>Macmillan Coffee Morning @ Claybrooke Village Hall</b> Celebration Assembly PTA AGM & Stay and Play <b>Rescheduled to Friday 6th October</b>

**Advance calendar:**

**Please see dates for the rest of the academic year. We hope this gives you a chance to plan your diaries in advance.**



## Claybrooke School Calendar 2023- 24



# Autumn Term 2023

Date	Event
Fri 29/09	Macmillan Coffee Morning @ Claybrooke Village Hall (Y6 supporting)
Fri 29/09	
Tue 01/10	School individual photographs (9am)
Tue 03/10	Harvest Festival 2pm TBC
Fri 06/10	PTA AGM 3:30pm <b>Please note new date</b>
w/b 09/10	Parent Consultations
	Parents' Eve 1 Tuesday 10/10

	Parents Eve 2 Wednesday 11/10
	Parents' Eve 3 Thursday 12/10
w/b 16/10	<b>HALF TERM</b>
Mon 23/10	School re-opens
Tue 24/10	Topic Showcase 2.30-3.00 *
Thur 02/11	PTA Spooky Discos
17/11	Children in Need
Thurs 23/11	PTA Christmas Craft (In school)
Fri 01/12	Maple & Oak Theatre trip to see 'The Lion, The Witch & The Wardrobe'.
Fri 08/12	PTA Christmas Bazaar
Mon 18/12	Willow Class theatre trip. TBC
Tue 19/12	Claybrooke Nativity & Christmas Carols @ St Peter's Church 1:30pm (TBC)
Wed 20/12	Claybrooke Nativity & Christmas Carols @ St Peter's Church 6:00 pm(TBC)
Fri 22/12	Break up for Christmas holidays
	End of Autumn Term

## Spring Term 2024

Date	Event
Mon 08/01	School re-opens
	Young Voices Concert (Only for those signed up)
Wed 07/02	Claybrooke Book Fair 2024 (Until 14th Feb)
w/c 19/02	<b>Spring Half-Term Week</b>
Mon 26/02	School re-opens
Wed 28-02	Class Photos
	Topic Showcase 2.30-3.00 *

w/c 04/03	Reading Festival Week
Thu 07/03	World Book Day: Stay & Read 8.45-9.15 *
w/c 11/03	Parent Consultations
Fri 17/03	Red Nose Day
Wed 20/03	Maple Class production TBC
	PTA Easter Egg Hunt
Fri 22/-3	Break up for Easter
w/c 25/03	Easter Holidays
w/c 01/04	Easter Holidays
Mon 08/04	School re-opens
Mon 06/05	Bank Holiday

## Summer Term 2024

Date	Event
w/c 13/05	KS2 SATS Week
Mon 22/05	Saffron Lane Athletics
w/c 27/05	Summer Half-Term Week
Mon 03/06	Start of Summer 2nd
Wed 19/06	School Sports & Picnic
Wed 26.06	Reserve Sports Day & picnic
w/c 01/07	Annual Reports Out this week. Date TBC

Wed 28/06	Oak Class Production 2.00-3.00 & 6.00-7.00 *
Fri 05/07	Leavers' Assembly 9.30-10.30 *
	PTA Disco, incl. Leavers' 3.30-7.00
Tue 09/07	Last Day of School Year
Wed 10/09	Summer holidays begin
Tue 29/08	School reopens for pupils

**E Safety:**

We will provide information about a different aspect of E safety every week in this publication; we hope you find it useful. This week's topic is:

## What Parents and Carers Need to Know About WhatsApp

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about WHATSAPP

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients; not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

**AGE RESTRICTION**  
**16+**  
in UK and Europe; rest of the world 13+

**WHAT ARE THE RISKS?**

**EVOLVING SCAMS**  
WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

**CONTACT FROM STRANGERS**  
To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

**FAKE NEWS**  
WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual, either.

**VIEW ONCE CONTENT**  
The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content – but a recently added WhatsApp feature now blocks this, citing increased privacy.

**CHAT LOCK**  
Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

**VISIBLE LOCATION**  
WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safely on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

## Advice for Parents & Carers ...TYPING...

**EMPHASISE CAUTION**  
Encourage your child to treat unexpected messages with caution; get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

**THINKING BEFORE SHARING**  
Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

**ADJUST THE SETTINGS**  
It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

**CHAT ABOUT PRIVACY**  
Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'Locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

**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.

**...HEY OSCAR...**

**NOS National Online Safety®**  
#WakeUpWednesday

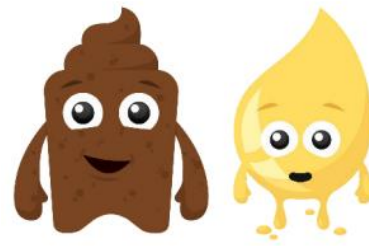
Source: <https://blog.whatsapp.com/an-open-letter> | <https://faq.whatsapp.com/1077019839582332> | [https://faq.whatsapp.com/381005898188245/?helpref=hc\\_inov](https://faq.whatsapp.com/381005898188245/?helpref=hc_inov)  
<https://www.whatsapp.com/security> | <https://blog.whatsapp.com/chat-lock-making-your-most-intimate-conversations-even-more-private>  
<https://www.cara.com/learn/whatsapp-scams>

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.09.2023

Check out the link below to free training offered by ERIC – the children’s bowel and bladder charity

<https://eric.org.uk/family-events/>



## How well can you do on the happiness calendar?

Self-Care September 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1 Find time for self-care. It's not selfish, it's essential	2 Notice the things you do well, however small	3 Let go of self-criticism and speak to yourself kindly
4 Plan a fun or relaxing activity and make time for it	5 Forgive yourself when things go wrong. Everyone makes mistakes	6 Focus on the basics: eat well, exercise and go to bed on time	7 Give yourself permission to say 'no'	8 Be willing to share how you feel and ask for help when needed	9 Aim to be good enough, rather than perfect	10 When you find things hard, remember it's ok not to be ok
11 Make time to do something you really enjoy	12 Get active outside and give your mind and body a natural boost	13 Be as kind to yourself as you would to a loved one	14 If you're busy, allow yourself to pause and take a break	15 Find a caring, calming phrase to use when you feel low	16 Leave positive messages for yourself to see regularly	17 No plans day. Make time to slow down and be kind to yourself
18 Ask a trusted friend to tell you what strengths they see in you	19 Notice what you are feeling, without any judgement	20 Enjoy photos from a time with happy memories	21 Don't compare how you feel inside to how others appear outside	22 Take your time. Make space to just breathe and be still	23 Let go of other people's expectations of you	24 Accept yourself and remember that you are worthy of love
 25 Avoid saying 'I should' and make time to do nothing	26 Find a new way to use one of your strengths or talents	27 Free up time by cancelling any unnecessary plans	28 Choose to see your mistakes as steps to help you learn	29 Write down three things you appreciate about yourself	30 Remind yourself that you are enough, just as you are	

ACTION FOR HAPPINESS

Happier · Kinder · Together

# Rugby World Cup



**Thursday September 28th**

## **Argentinian Empanadas**

(a spicy mix of minced beef and potatoes all wrapped in a pastry packet)

## **Italian Pizza Margarita**

(Cheese and tomato pizza)

Served with

## **Diced potatoes**

## **English Garden Peas and Salad**

## **South African Malva Pudding**

(sweet sticky syrup sponge)

## **French Crepe Suzette**

(pancakes with lemon and sugar)

educaterers  A FOOD STORY

