

Message from the Headteacher

This week the children have been working hard on learning about structures and mechanisms with our Design and Technology curriculum. Within this they design, make and evaluate an idea that they have created in order to solve a problem. This term the project will end with a Cool Earth Day which will focus on raising awareness of environmental issues, our responsibility to them and healthy living. The different areas that will be covered are: Biodiversity, Energy, Food, Travel, Waste, Water and will end with an Eco Promise.

Thank you to all those who attended the cake and tea afternoon, it was a great success.

As always, if you have any other queries or questions, please contact the school who will direct your query to the appropriate member of staff. My door is always open so please feel free to contact me or Mr Prigg. We regularly update school news on the website so please look there for new information.

Mrs Nicola Sheeran-Ball

ATTENDANCE

Attendance to date (Since September)	
Overall attendance 91.41%	
Year Group	Attendance
Reception	87.78%
Year 1	90.08%
Year 2	91.26%
Year 3	93.18%
Year 4	93.29%
Year 5	89.94%
Year 6	93.25%

Please remember that if your child(ren) are unwell and will not be attending school, please make sure you contact the school to inform them **each** day they are absent.



READING



Check out this website for lots of ideas and suggestions of games and activities that can help all ages of children, right from birth, with their language development:

[Activities for babies, toddlers and kids: Fun games to help development and bonding - BBC Tiny Happy People](#)



TINY *Happy* PEOPLE

Your words build their world



Have a look at this clip about rephrasing words that children get slightly wrong without telling them they have used it wrong.

[How to help when toddlers say words wrong - BBC Tiny Happy People](#)



Writing



COUNTDOWN!

Set a timer for 3minutes!

Using 3 letters or more (and the letters only once as they appear) create as many different words as you can.

Give yourself 1 point for every word no one else has/

Give yourself 5 points for creating a longer word than your partner.

I	S	E	P	M	D	U	I	D	E
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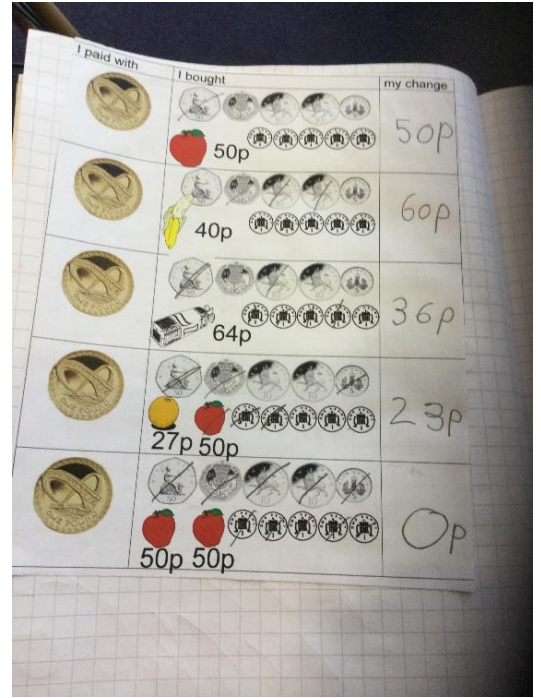
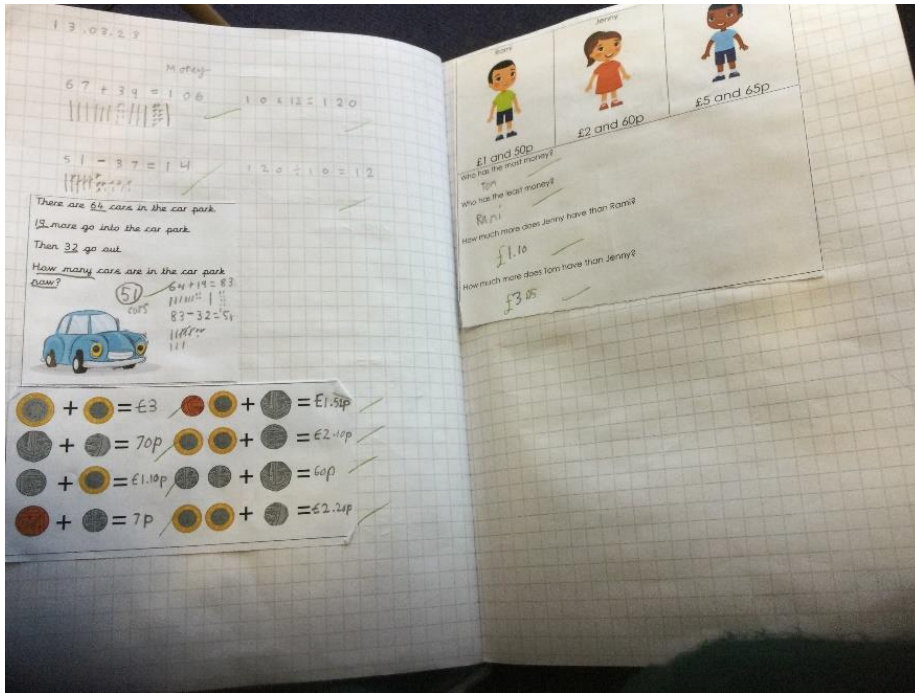
MUD

J	S	E	N	O	E	M	L	K	G
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D	A	P	D	E	A	A	S	I	F
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MATHS

We love Maths at Carnforth School! This week Year 2 have been busy recognising coins and combine amounts to make a particular value as well as making different combinations. They have also been applying this to problem solving and using what they already know using addition and subtraction. Great work Year Two!












Year Three have also been hard at work measuring in different lengths and applying this to problems as well as converting between units – great work Year Three!



PSHE

Now the weather is improving, see if you can get outside and have a go at some of these mindfulness activities with your children.

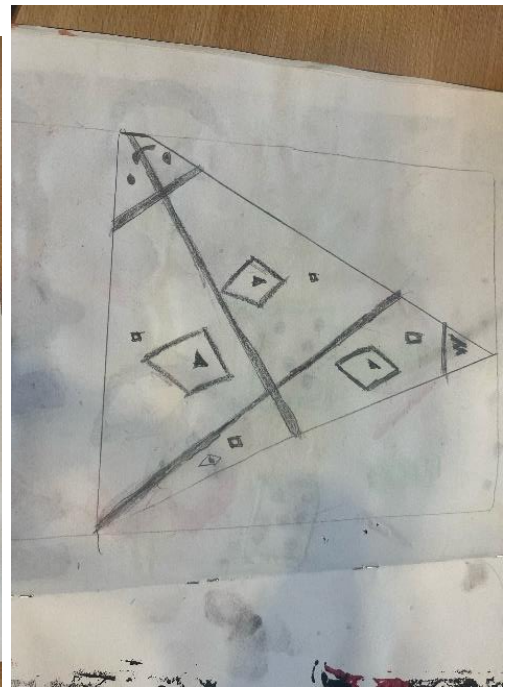
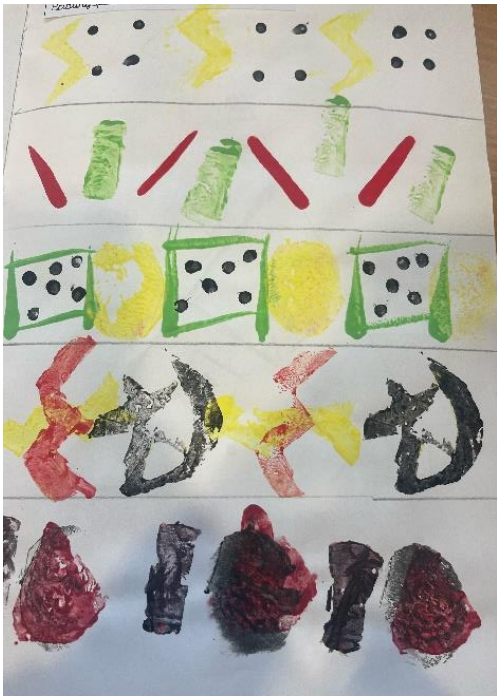
 <p>Sit quietly with your child, close your eyes and identify five sounds you can each hear.</p>	  	 <p>Ask your child to hug a tree and put their ear against the trunk. What can they hear?</p>
 <p>Find a pond or use a bucket of water and get your child to touch it gently on the surface. How many ripples can they make? What if they use two fingers? Or a stick? Or a rock?</p>	 <p>Get one person to collect a small pile of items they find around the garden or park. The other person must close their eyes and guess what each item is focusing on the texture alone.</p>	
 <p>Ask your child to collect several pebbles of different sizes and stack them on top of each other to create a tower. How tall can they go? What is the best way to arrange the pebbles to make the tower taller?</p>	 <p>Find a soft patch of grass where you can see the sky and ask your child to sit or lie down. Get them to closely look at the sky and the clouds and describe the colours they see without saying 'blue' or 'white'.</p>	

ART

In Year 2, they have been printing following a Jamaican print. They have discussed the textures, colours and shapes within the prints. They have also explored how much paint is needed to be applied and what can happen if you add too much or too little.

They designed their own Jamaican prints using Styrofoam and then explored, with their partners, the Austin's butterfly technique looking at how to change their initial design to improve it.

Here is some of the children's work as they worked through the process.



POSITIVE WELLBEING and MENTAL HEALTH

Welcome to Louise!

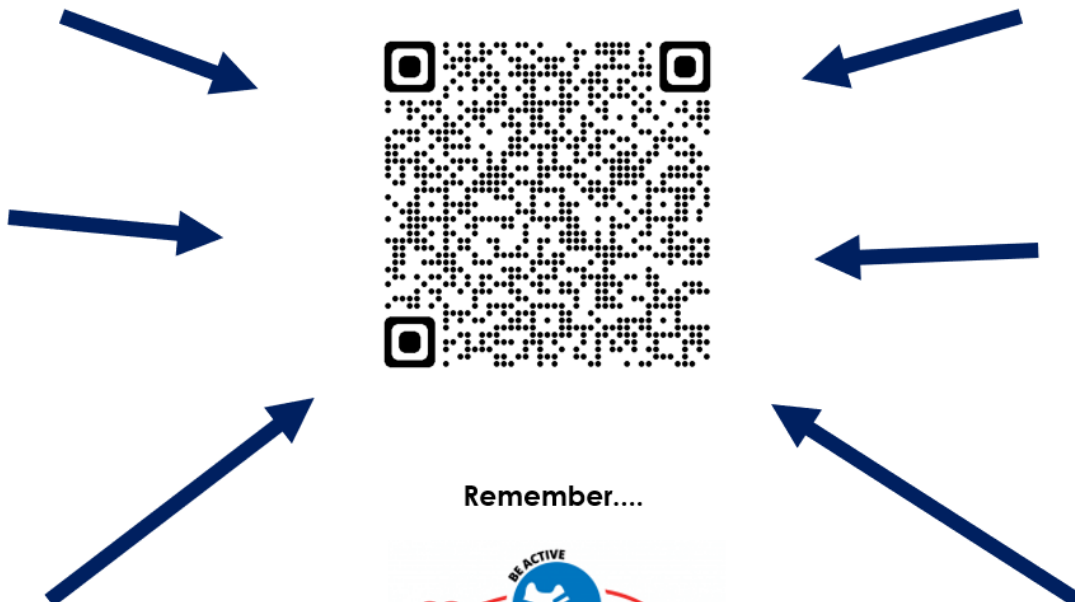
"Hi my name is Louise, I'm an Education Mental Health Practitioner. I work for The Wellbeing and Emotional Support Teams (WEST) in schools service, we are based within a variety of schools throughout the county and offer mental health support to all children, young people, parent/carers and staff through a collaboratively Whole School Approach.

*The Service is designed **to help children and young people ages 5-18 years access mental health and wellbeing support early on in educational settings.** It's all about ensuring children and young people can get access to the right help as early as possible.*

We provide Low Intensity evidence based workshops, one to one sessions and parenting groups, based in Cognitive behavioural Therapy, Where children can to develop self-help skills and strategies for managing feelings in anxiety/low mood, we explore this through CBT interventions such as 'Worry Management', 'Thought Challenging', 'Behavioural Experiments' and parenting work ' helping your child to overcome fears and worries'.

I would love to hear your opinion.

Please scan and complete the survey below...



Remember....



DESIGN AND TECHNOLOGY

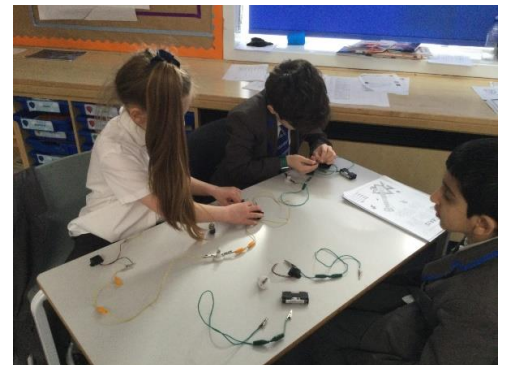
This term there is a D.T focus for each class where they are researching and building a structure for a purpose. The children have been working hard and have created wonderful things!

Reception: We have been looking after the environment and where our rubbish goes, landfill/rubbish tip or to a recyclable centre to be made into something new. We also explored who help us look after our school environment within school such as Jo, Kerry and Steve and how they move our rubbish from our school bins to the big bins and then it is collected by a bin man or refuse collector. We are recycling materials which will link to using recyclable materials to make a kite.



Year One: Tom's dad is stuck in the north pole with a broken leg and Tom has got to find a way to get him to safety - by building a car which will move on ice! We have been testing vehicles on ice to see which materials work best and the type of tyres that we could use to build our car.

Year Four: We are building a warning system for a volcano. We have researched different alarm systems and have been experimenting with differing structures.



SPORT and PE

Year 6 have been enjoying playing tennis.



They have been practicing bouncing the ball strategically to win a point and have worked really hard on their control over how hard they hit the ball.

They also started playing proper matches trying to hit the ball onto their opponent's side of the court.



Our year 5 and 6 football team have enjoyed playing their first few games within the league and are showing great improvements with their techniques and teamwork skills.

Our results so far are as follows:

Stanley Road v Carnforth 2-1

Carnforth v Lyppard Grange 0-1

Red Hill v Carnforth 0-0



10 WAYS GAMING CAN SUPPORT POSITIVE OUTCOMES in Children and Young People

Gaming, of course, is phenomenally popular with children and young people. In 2021, for instance, more than three-quarters of teenagers played online games, with almost 70% of primary school aged children doing likewise. If enjoyed in moderation and supported by a healthy routine (staying hydrated, good sleep habits, taking breaks and so on), gaming can actually benefit a person's mental health. As long as we stay alert for potential risks, games can be much more than what we see on the surface: they can be a way to socialise, an avenue for creativity and a route to solving problems. Check out our top ten tips on how gaming online can sometimes work to your child's advantage ...

THE FEEL-GOOD FACTOR

Gaming is so popular because at the base level, it's enjoyable for the player. Succeeding in any game or contest releases dopamine in our brains: the 'feel-good' chemical that makes us happy or excited. Those emotions can be incredibly beneficial for mental wellbeing – as long as young players don't become reliant solely on playing video games to make themselves feel happy.

ACHIEVEMENT & PRIDE

A sense of achievement is incredibly important to all of us and can be particularly valuable to someone who's feeling unhappy or distracted. It's easy to get caught up in our thoughts, which can sometimes take a negative turn. So even achieving something small – like finishing a difficult level in a Mario or Sonic game – can feel like conquering Everest and give us renewed optimism.

SOCIAL SALVATION

Gaming can be an incredibly social activity. When playing online with trusted friends, what usually start out as chats specifically about the game can often develop into conversations about school and life. Even if they've had a bad day, simply knowing that a friend is there, on the other end of their headset, can provide young gamers with a sense of security and some welcome laughs.

TEAMWORK MAKES THE DREAM WORK

In many online games, teamwork is crucial to winning. Often, people who are struggling with their mood tend to feel like they fail or let others down a lot. Working as a team with trusted friends or family in a game can reinforce a young person's self-importance: striving for a common goal and succeeding together can remind them that they're an integral part of something bigger.

REAL-WORLD RELATABILITY

Because many major releases are shooting or action games, when some people hear "gaming" they think of guns, explosions and violence. What's less recognised is how many titles explore relatable issues such as overcoming anxiety or coping with grief. These games allow young players to understand their emotions more deeply and realise they aren't alone in how they might be feeling.

A DIGITAL COMFORT

Video games can provide a reliable constant. No matter what happens in school or between friends, playing a favourite game is something that youngsters can look forward to all day and can help them de-stress. Let's not forget, games are fun – and, when approached safely, an interactive activity in which the player has a degree of control over what happens next can feel immensely reassuring.

PROBLEM-SOLVING PRACTICE

It can be difficult for young people to handle the feeling that nothing is going right or that their problems are insurmountable. Gaming can help alleviate that by presenting challenges to be overcome, either solo or alongside trusted friends. Defeating a powerful monster or solving a tricky puzzle reminds young gamers that even the most daunting obstacles can be faced and conquered.

THE GREAT ESCAPISM

A certain amount of escapism is fabulous – allowing us to temporarily park some stress while exploring a world other than our own. For children, gaming can be like reading a novel or watching a film: a moment in the day when the fantastical becomes real, firing their imagination and immersing them in a story. Who wouldn't want to venture to the stars? Or battle monsters to save the planet?

TRIED & TRUSTED

There can be reassurance in repeating tasks. It often promotes a controlled outcome, which is ideal when life feels overwhelming or out of control. Replicating an experience, such as playing the same level of a game over and over to perfection, gives the player a sense of control and familiarity: it's like listening to a favourite song that always makes you feel happy or confident.

ENCOURAGING CREATIVITY

Inventiveness is a huge part of many modern games: in Minecraft and Roblox, for example, players regularly dream up amazing structures or new ways to play. Using our imagination to create something (whether digitally or physically) is massively beneficial for the brain; that's why Lego is sometimes used in the medical sector as both a stress reliever and a brain injury rehabilitation tool.

Meet Our Expert

Daniel Lipscombe is a writer who specialises in technology, video gaming, virtual reality and Web3. Author of 15 guidebooks for children on games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft, his work has also been published in the likes of PC Gamer, Kotaku, Pocket Gamer and VG247.



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