

Tel: 01905 701099

Email: office@carnforthschool.org

Headteacher: Mrs Nicola Sheeran-Ball

Message from the Headteacher



It was lovely to see all the children return to school with such enthusiasm and looking rejuvenated to start the new term.

This term we have lots to look forward to including some children having the opportunity to attend residentials, Year 5 attending Llanrug and Year 4 attending Oakerwood Leisure.

This week the children have started the new topic, 'Around the World' which has a geography focus, your child should have had a, 'Wow In,' so please ask them all about it. Please have a look at our website where you will find each class has a parent planner on their page that will provide you with an overview of the learning this term and activities you can do with them.

Thank you for your ongoing support and have a lovely weekend.

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

SPORT and PE

Year 6 have started their new P.E topic of Outdoor Adventurous Activities.

They will be learning to: communicate with others whilst under pressure; build confidence to lead others, showing consideration of obstacles; use critical thinking skills to form ideas and strategies to solve a problem; and confidently and efficiently orientate a map, identifying key features to navigate around a course.



ATTENDANCE

Attendance

Current School Attendance:

| Attendance to date (Since September) Overall attendance 91.85% | |
|---|------------|
| Year Group | Attendance |
| Reception | 88.00% |
| Year 1 | 96.14% |
| Year 2 | 91.88% |
| Year 3 | 95.58% |
| Year 4 | 90.80% |
| Year 5 | 88.93% |
| Year 6 | 94.74% |

FANCY A CHANCE FOR YOUR CHILD TO TAKE
HOME A

£100 HALFORDS VOUCHER

IN JULY 2023?

If your child ends the academic year in July* with their attendance at 96% or above, starting from January 2023, their name will be entered into a prize draw to win £100 worth of Halfords Vouchers.

*The draw will take place in the penultimate week of the summer term.



READING QUIZ

Can you guess the story from these emojis?

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- 🐌 🐳 🌊
- 🐛 🍏 🍏 🍭 🍩 🦋
- 🐅 🍴 🏠
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READING

Book Talk

Pick a few questions each time you read to encourage children to think about the book...

Before reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?
- What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?



During reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?

After reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?



Writing

Expanded noun phrases!



Focus on these questions to help you build a variety of sentences or focus on noun phrases:

- Who/what is it? noun
- Which one? determiner
- What is it like? adjective
- Where is it? prepositional phrase
- What is it doing? clause

Evaluate: Read your sentence back, how does it sound? Is it overwritten, then trim it back; add your own words to the list.

Growling at me, the savage dog in the road approached.

| <u>Determiners</u> | <u>Adjectives</u> | <u>Nouns</u> | <u>Prepositional phrases</u> | <u>Clause</u> |
|---|---|---|--|--|
| A, the, any, this, that, my, our, your, those | Cool, cold, hot, strange, red, thin, bright, savage | Dog, car, house, sea, eagle, marble, bus, snake | Across the road, on the fridge, under the chair, beside the sea, in the road | Who is hungry That is sinking Which is heavy Which is crafty Hissing to itself Stunned by the sea Growling at me |

MATHS

Knowing your times tables (and their associated division facts) supports mathematical learning and understanding and children who have a strong grasp of them tend to be more self-assured when learning new concepts in maths. Here's some ways you can help your children practise their times tables:

Rhyme Time!

Silly rhymes can help children learn tricky tables, e.g.,

$8 \times 8 = 64$ 'He ate and ate and was sick on the floor, eight times eight is 64.'

$3 \times 3 = 9$ 'Swing from tree to tree on a vine, three times three is nine.'

$7 \times 7 = 49$ 'Seven times seven is like a rhyme, it all adds up to 49.'

$4 \times 4 = 16$ 'A 4 by 4 is a mean machine. I'm going to get one when I am 16.'

9 x table on your fingers

1. Hold your hands in front of you with your fingers spread out.
2. For 9×4 bend your 4th finger down (like the picture).
3. You have 3 fingers in front of the bent finger and 6 after the bent finger. Thus the answer must be 36!
4. The technique works for the 9 times tables up to 10.



Super Fingers!

This is a game for two players.

The game is basically a version of rock, paper, scissors but with numbers. Two players count to 3 and then make a number using their fingers.

Both players then have to multiply both numbers together and the quickest wins.

Multiplication Snap!

You will need a deck of cards for this game.

1. Flip over the cards as though you are playing snap.
2. The first to say the fact based on the cards turned over (2 and 3 say 6) gets the card.
3. The person to get all of the cards wins.

PSHE

In PSHE, all year groups are learning about how to keep themselves healthy. Could you think about how to keep yourself safe and healthy? What do you do at home?

Top tips to keep your family healthy and happy

change 4 life

- 1 Sugar swaps**
Swap fizzy drinks, juice drinks and flavoured milks for water, lower-fat milks and no added sugar drinks.
- 2 Me-sized meals**
Remember kids are smaller than adults so give them a smaller portion to begin with, if they're still hungry they'll ask for more.
- 3 Snack smart**
Sugary snacks can all add up! When choosing packaged snacks, stick to two a day max. But remember, fruit and vegetables are always the best snack.
- 4 Eating out**
When eating out look for child-friendly options that include fruit and vegetables. Try to avoid bigger portion sizes such as "go large" or "supersize" deals.
- 5 Get going every day**
Kids need 60 active minutes each day. This can be in short 10 minute bursts throughout the day, try scootering to school, skipping to the shops, or dancing to a song. Keep track of screen time - many parents find it helpful to set a daily limit.

Want more tips to help you stay healthy and happy?
Search Change4Life

SCHOLASTIC

Health

eat well, feel well.

Emotions

when things get you down, share your worries.

Active

play games, run around, get moving.

Learn

discover more about the world we live in.

Think

treat others how you would want to be treated.

Happy

laugh - it's good for you!

You

look after yourself - you're one of a kind!

Resource Bank

We will then be moving onto keeping ourselves safe. This will include how we can keep ourselves safe as well as people in our community who keep us safe. Can you think of anyone in your community that helps keep you safe?

People who help us

Firefighters
Put out fires and help save lives

Doctors and Nurses
Help people who are sick or hurt

Police
Protect us and keep us safe

Refuse Collectors
Keep our towns and cities clean



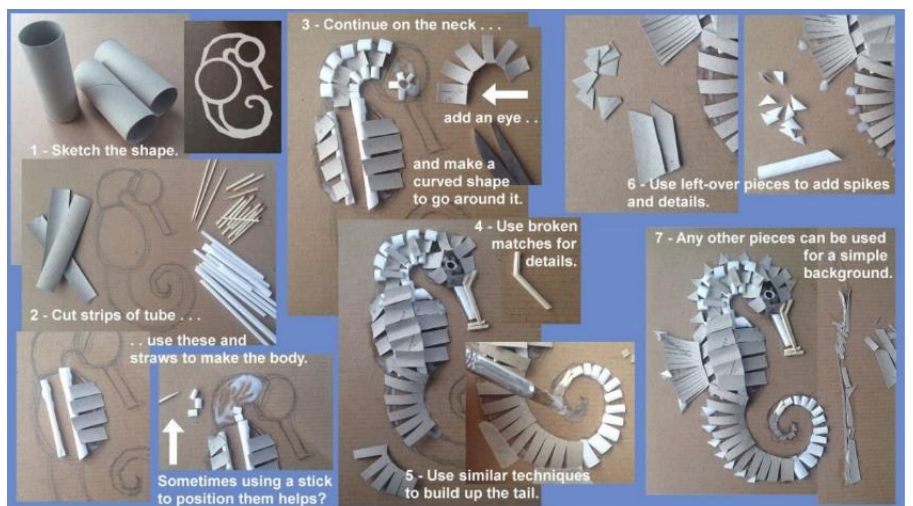
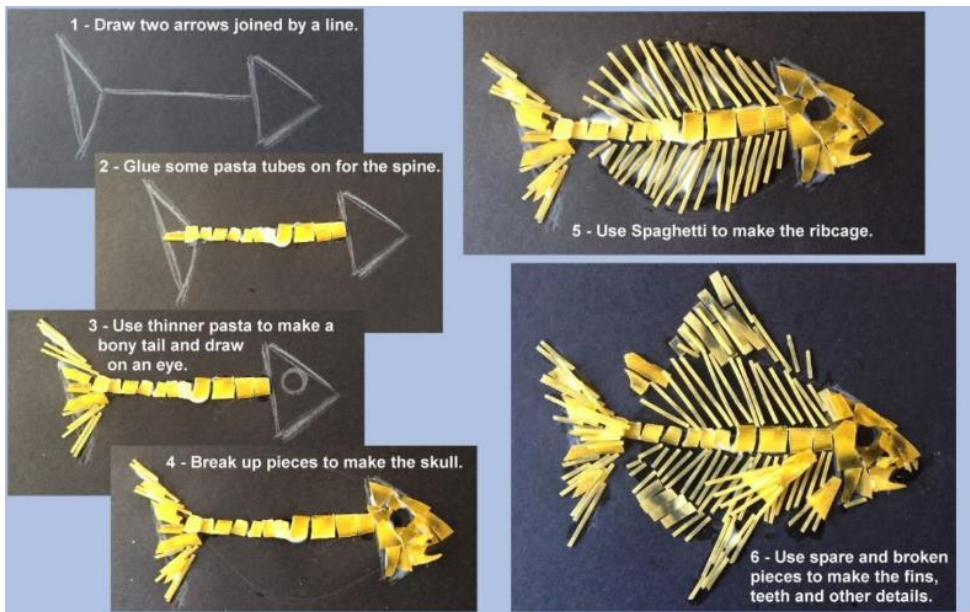
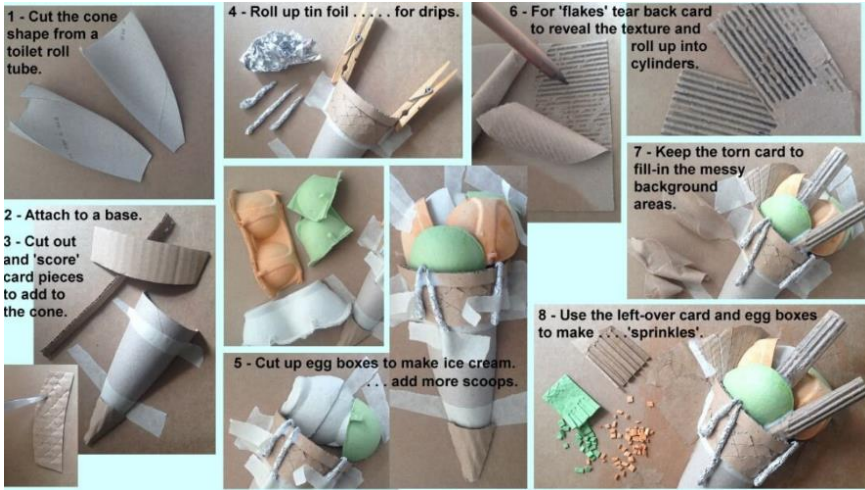
ART CHALLENGE



It's time to get creative!

Can you have a go at making a sculpture out of household items. Here are a few examples.

You could make a cardboard house, a fish out of pasta, a mouse out of an egg box.



POSITIVE WELLBEING and MENTAL HEALTH

Take a little time out!

Grab a brew, a pen or pencil and have a go at spot the difference in the picture below...go on! There are 10 differences to spot!



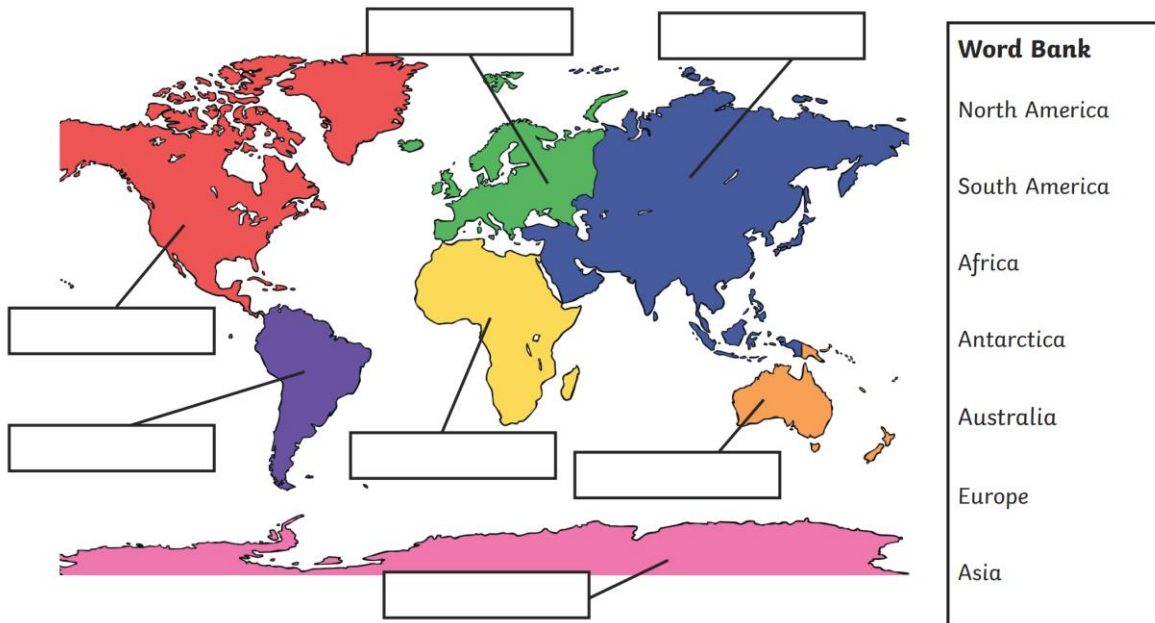
Remember....



GEOGRAPHY

This half term our topic in Geography is, Around The World. Each class will be looking at different places around the world and the physical and human features of these places. Test your knowledge as a family: Can you label all the continents and find some capital cities of countries in Europe?

The Seven Continents of the World



- | | | |
|-------------------------|----------|-------|
| France - | P | _____ |
| Germany - | | _____ |
| Spain - | M | _____ |
| Italy - | | _____ |
| Portugal - | L | _____ |
| Sweden - | S | _____ |
| Norway - | O | _____ |
| Finland - | | _____ |
| Hungary - | B | _____ |
| Ireland - | D | _____ |
| Iceland - | R | _____ |
| Poland - | | _____ |
| Czech Republic - | P | _____ |
| Latvia - | | _____ |
| Belarus - | | _____ |

Online Safety & Gaming

Gaming refers to playing electronic games, whether through consoles, computers, tablets, smartphones or other devices. Gaming remains one of the most popular forms of entertainment, attracting a wide range of age groups from all across the world. Gaming is always looking to develop, often improving on graphical features, accessibility and user engagement as years go by.



Unlike many other forms of media, gaming brings a sense of challenge to the player. Usually there is a degree of skill involved that players need to develop in order to progress. Depending on the type of game, it can also offer players a platform where they can be imaginative and explore their own creativity.

Some games have rich storylines and characters that are engaging and memorable. Many players also use it as an opportunity to compete and socialise with other users whether it be in person or online. More often than not though, people game, because it is fun!

Benefits of Gaming

- 1 Can develop critical and creative skills
- 2 Can bring educational benefit and awareness
- 3 Is available to most audiences and family members
- 4 Is an easy and accessible way to socialise with others



Considerations for Gaming

- 1 Have awareness of appropriate age restrictions
- 2 Parental awareness around purchasing
- 3 Active discussions around socialising safely
- 4 Reporting harmful or offensive content online

Socialising Online

A staple of gaming is the community that surrounds it. Groups and audiences can gather around a specific game, character or theme to build specific fan bases that can interact with each other. Young people may like to socialise online because:

- 1 It gives them a platform to be with friends outside of school
- 2 There is usually a competitive element at play, which can feel rewarding
- 3 It can build confidence and social skills which may not be attainable physically
- 4 It gives opportunity to young people who have difficulty socialising with friends and others



Reporting and Blocking

Gaming communities can range from supportive and educational, to toxic and harmful. In some instances, it can even lead towards more radical content being promoted. When faced with something or someone being harmful online, make sure young people know how to:

- 1 Report the player or piece of content
- 2 Mute or block the player
- 3 Manage their privacy settings or communication options
- 4 Speak with a trusted adult for support



To find out more about Gaming visit the SWGfL hub:
swgfl.org.uk/topics/gaming/

or scan the QR code



Further Support

Professionals Online Safety Helpline: saferinternet.org.uk/professionals-online-safety-helpline

Harmful Sexual Behaviour Support Service: swgfl.org.uk/harmful-sexual-behaviour-support-service/

Report Harmful Content:
reportharmfulcontent.com



GAMING AND ONLINE SAFETY

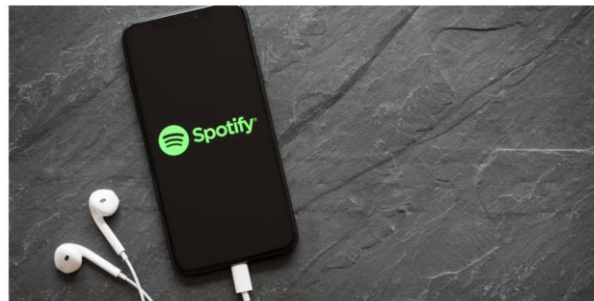


Online safety and gaming are key areas which we need to ensure we have a shared knowledge of to keep children safe

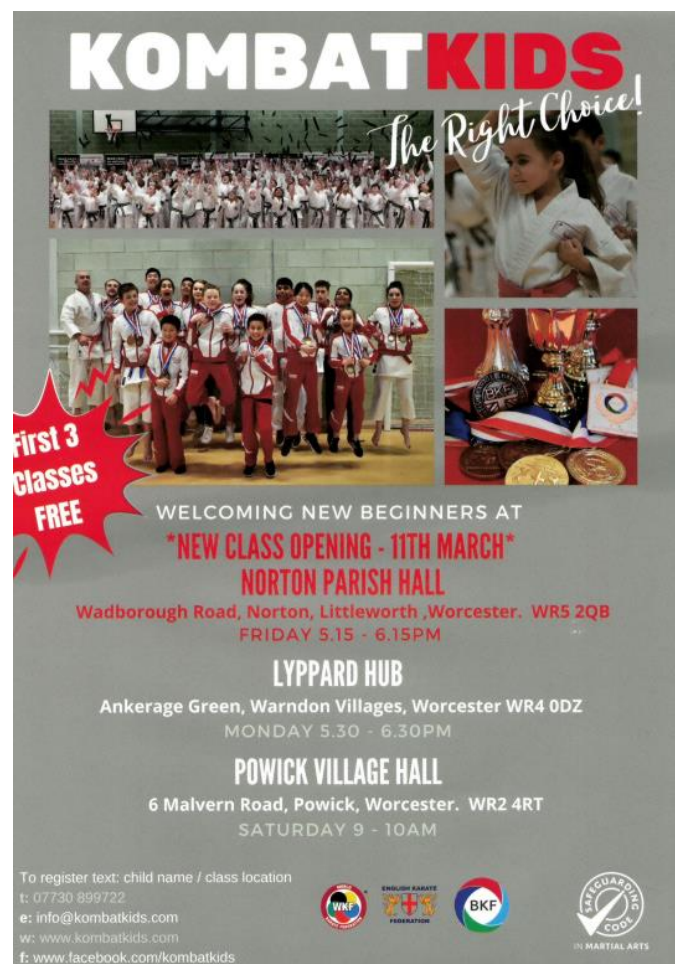
Please see the guidance on the previous page.

Parents guide to Spotify

#spotify



LOCAL EVENTS



KOMBAT KIDS

The Right Choice!

First 3 Classes FREE

WELCOMING NEW BEGINNERS AT





NEW CLASS OPENING - 11TH MARCH

NORTON PARISH HALL
Wadborough Road, Norton, Littleworth, Worcester. WR5 2QB
FRIDAY 5.15 - 6.15PM

LYPPARD HUB
Ankerage Green, Warndon Villages, Worcester WR4 0DZ
MONDAY 5.30 - 6.30PM

POWICK VILLAGE HALL
6 Malvern Road, Powick, Worcester. WR2 4RT
SATURDAY 9 - 10AM

To register text: child name / class location
t: 07730 899722
e: info@kombatkids.com
w: www.kombatkids.com
f: www.facebook.com/kombatkids

IN MARITAL ARTS