

Head Teacher: Mr Paul Prigg

## MESSAGE FROM THE HEAD TEACHER

It's been an exciting week as we proudly announced our roles and responsibilities.

The children did a fantastic job at presenting to their class their reasons for being elected and we had a democratic voting process to elect them. As we continue into the year ahead, there will be a variety of opportunities for these leaders to help be the voice of their classes and shape our school. We look forward to sharing more with you.

We appreciate that it can be hard if some children were not elected. We always aim to provide opportunities for all children to have responsibilities in class; both big and small. Please remind them that more opportunities are around the corner!

As a school, we've been immensely proud about how well our children have arrived in school and settled to start their learning. **Learning starts at 8:45am.** After 8:45 the children are late and learning time is missed. **The school gates will be closed at 8:45am** and if children arrive after, then they will need to come in via the main office.

We can't stress enough the importance of not missing learning time. As we align with government guidance on attendance, missed sessions (including late after registration closes) results in an unauthorised mark. If 11 of these sessions are accumulated over a 10week period then the government guidance is that a fine is issued.

This year we are planning to share more of our OPAL (Outdoor Play and Learning) project with you. It has transformed how our lunchtimes run and prioritises purposeful play. This week we had a review of how we are getting on and I'm delighted to say that as a school, we are making great progress with the project. Please check our facebook and the notice board for the latest information. Additionally, if you work in construction, the motor industry or pretty much anywhere where you can get your hands on barrels, pallets, tyres, wellies – you name it...please get in touch. Watch this space for our parent PlayFest!

Please keep an eye out for up-and-coming dates!

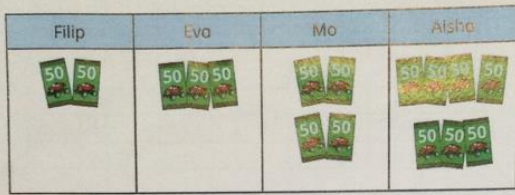
Have a lovely weekend

Paul Prigg

[www.carnforthschool.org](http://www.carnforthschool.org) | 01905 701099 | [office@carnforthschool.org](mailto:office@carnforthschool.org)

# MATHS

How many cards does each person have?



100      150      200      250

Teddy has 8 packs of cards.

How many cards does Teddy have?

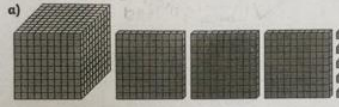
Teddy has  cards.

How much money is there?



2) What number is represented by each image?

Write each answer in words and numerals.

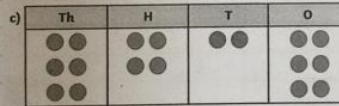


one thousand, three hundred, and five 1,305



2,026

Two thousand and twenty six

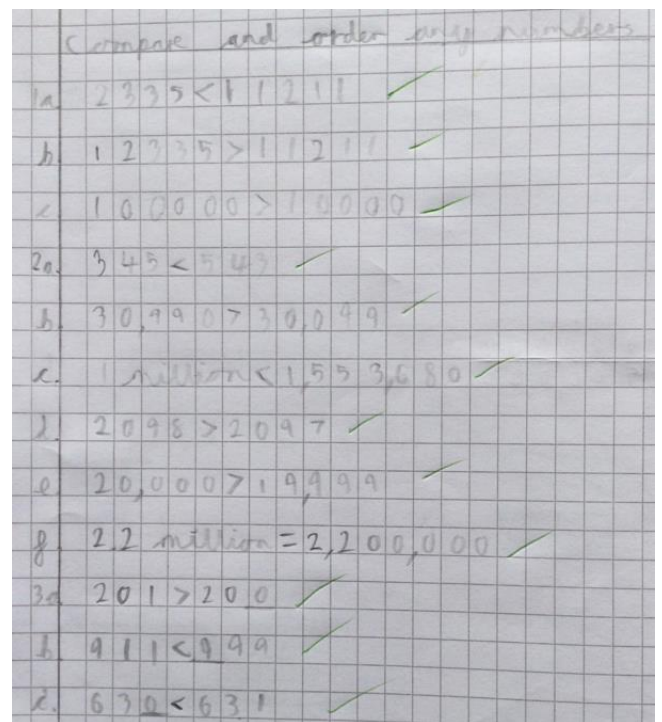


6,720

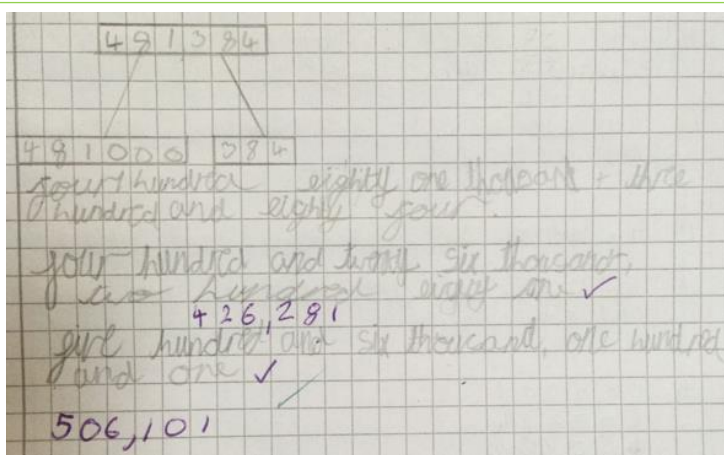
Six thousand, seven hundred and twenty

**Year 4** have been exploring numbers to 10,000 using different representations. They have applied their knowledge to different contexts using both words and numbers. They are looking forward to exploring rounding numbers to the nearest 10, 100 and 1000.

**Year 3** have been identifying numbers to 1000 and representing these in a variety of contexts. They are looking forward to comparing and ordering numbers to 1000 as well as counting in 50s.



**Year 6** have been identifying numbers to 10,000,000 and how these can be compared using place value. We are looking forward to starting our addition and subtraction unit next.



**Year 5** have been exploring numbers to 1,000,000 and how these can be presented in pictorial, numbers and written form.

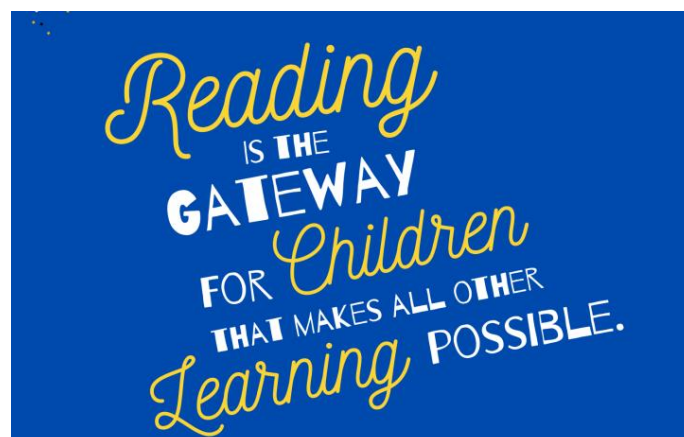
# READING

This year we have teamed up with Warndon Library and each class will be visiting once per half term. The children will have the opportunity to look at books that are linked to their current learning. They will also be able to browse the different books available at the library. The session will also involve a story-time with Julie which the children thoroughly enjoy! Year 1 and 2 have been lucky enough to visit so far and had lots of fun.



Keep an eye out for your child's year group visit and find out what books they got to look at!

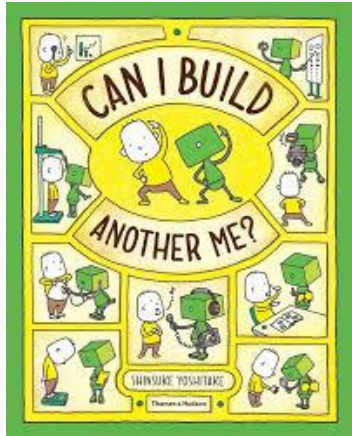
Please continue to read with your child every day. If they read 5 times in a week they will receive a reading sticker. They can also work towards their bronze, silver or gold reading star badge!



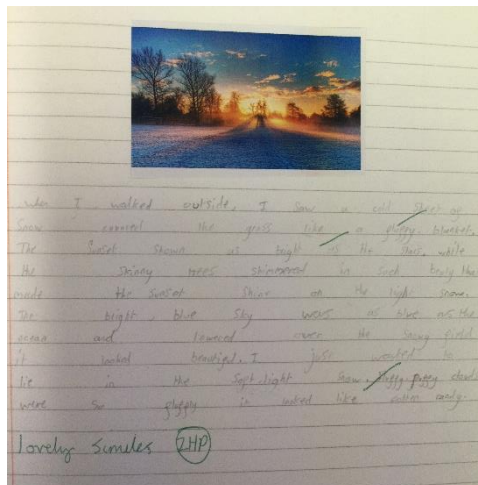
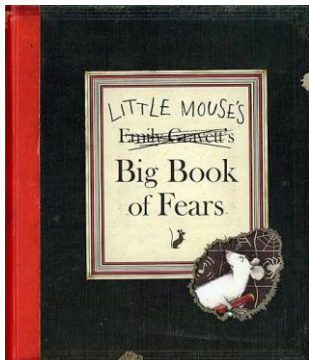
# WRITING

Check out the wonderful writing that we have been up to in Key Stage Two. We have been reactivating a range of skills from our previous year groups as well as refining our writing based on our class texts.

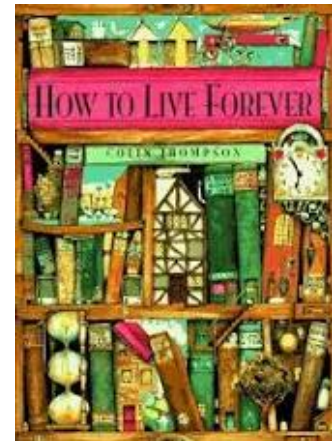
## Year 3



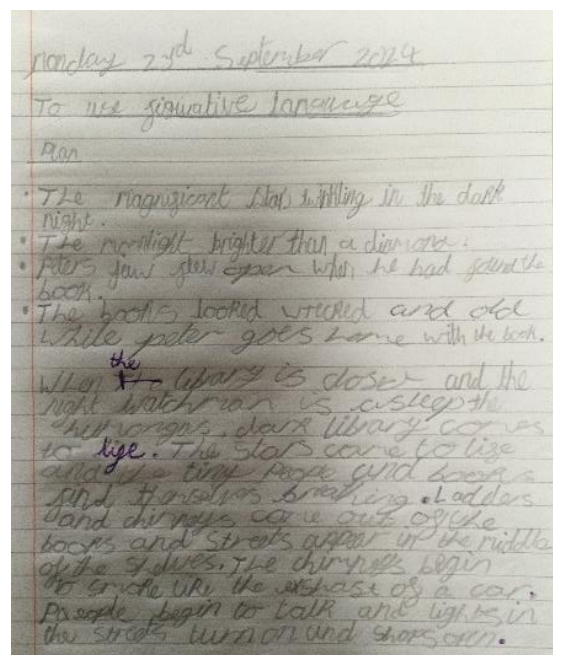
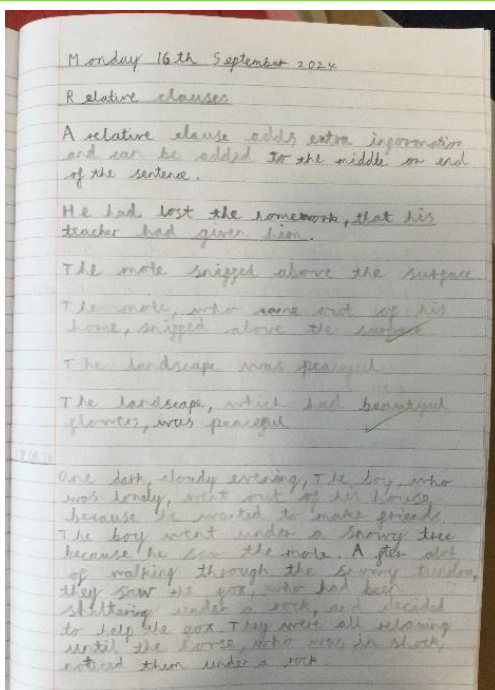
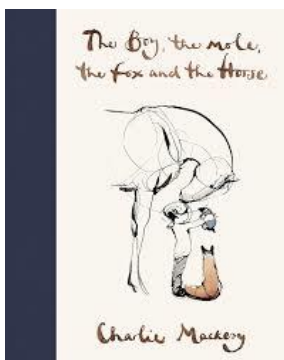
## Year 4



## Year 5



## Year 6



# DESIGN & TECHNOLOGY

To kick off the Autumn term, all classes have undergone a Cooking and Nutrition unit in DT. All classes have spoke very positively about their creations and enjoyed the process of design, make and evaluate. What did you child make? Did they like it? You could try cooking it at home!

Year Four have been making omelettes! We discovered that we have to use a lot of cooking skills like cracking an egg, beating, mixing, pouring and stirring. We also spoke about how to be safe when cooking and about storing food correctly.



Year 3 have made soup! We sliced, peeled and cut the vegetables before we boiled and blended them. We served the soup with bread and butter to ensure our meal was balanced. It was very tasty and the children very much enjoyed it.



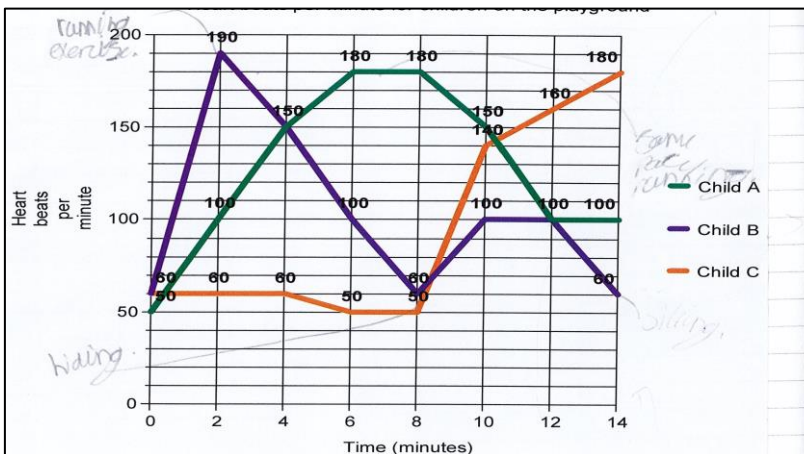
# SCIENCE

**Year 2** have been learning about living things and their habitats. They have been exploring what a living thing is and have identified a range of living things around school. They have also learned about non-living things and things that have never been alive. The children looked around the classroom and found labelled items and had to decide if it was a living or a non-living thing. They then had a range of pictures of different things and sorted them into living and non-living. They used MRS GREN's criteria of a living thing to help them.

**Year 5** have been exploring animals including humans. They have been comparing the gestation periods of different animals and how their mass can affect this. They have looked at how much babies grow in their first year and how boys on average are longer than girls.

The human life cycle

1. Embryo - All humans start smaller than a pencil dot.
2. Fetus - At this time a baby is growing inside its mum's womb.
3. baby - A baby is born after spending nine months inside the womb.
4. childhood - At this stage, you learn to walk and talk.
5. Adolescence - children become teenagers.
6. Adulthood - your body is fully developed.
7. Old age - the last stage in the life cycle of a human.

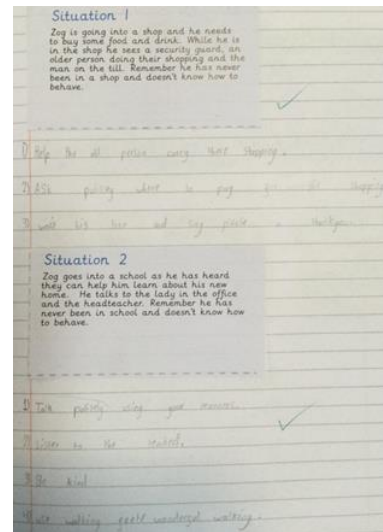
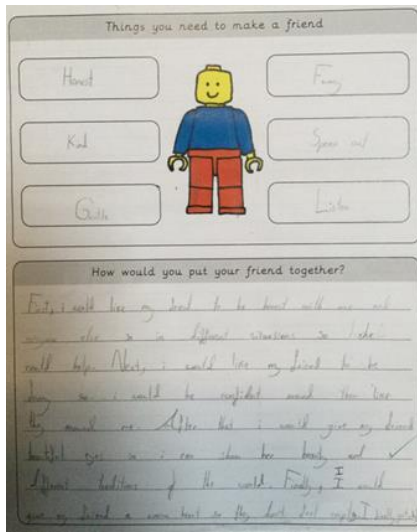
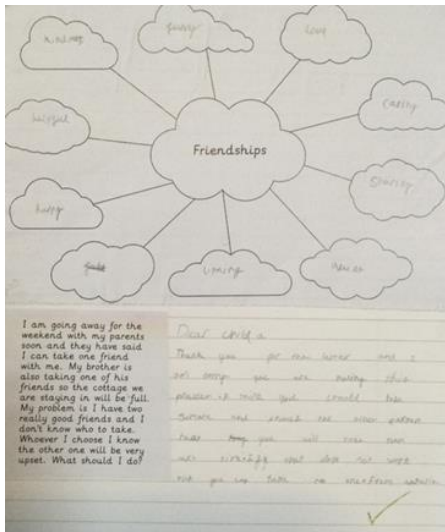


1. Child B.
2. A.
3. 8 minutes.
4. at 8 minutes it was at 50 bpm and at 10 minutes it was at 140 bpm.
5. the sub headings.

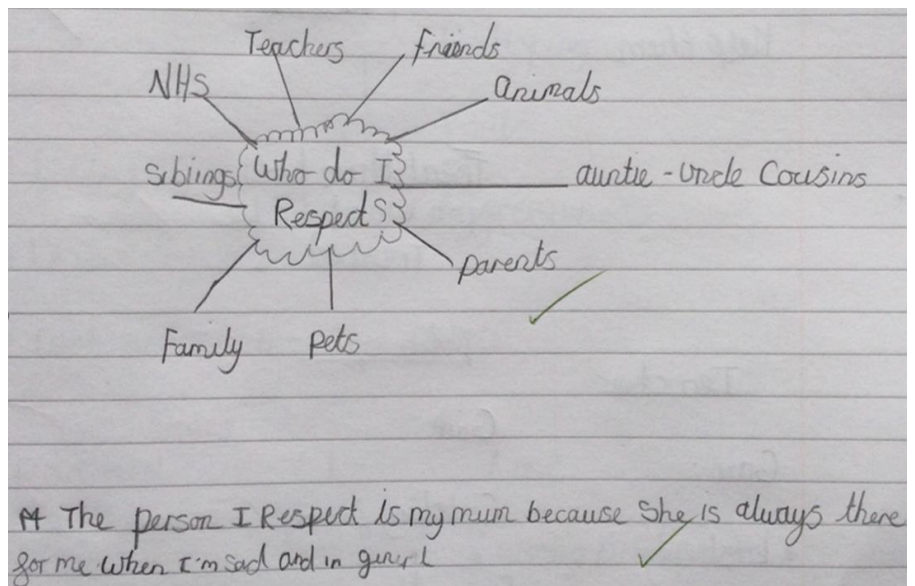
**Year 6** have been exploring the circulatory system and what effects exercises have on their heart rate. We have devised our own investigation to explore how our resting heart rate changes after exercise.

# PSHE

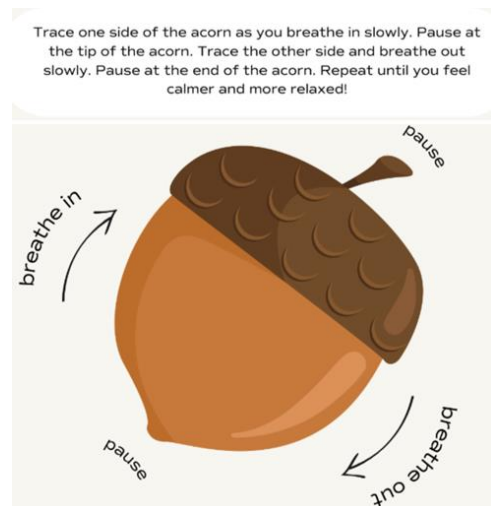
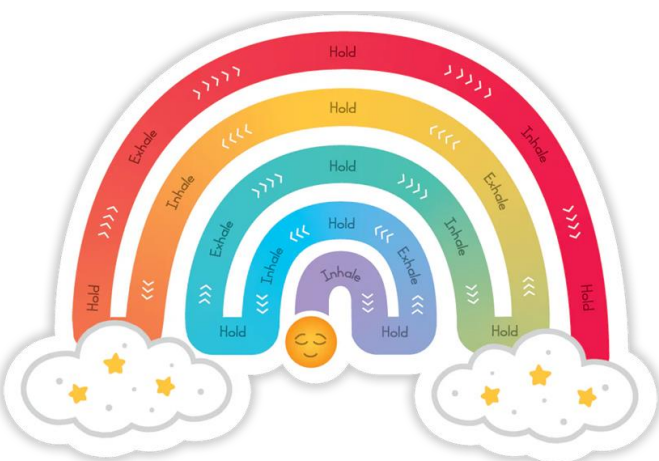
So far this term, we have been looking at respectful relationships including friendships and how we can gain and lose respect from different relationships.



Along with this, we have identified who we respect as part of our Carnforth community and the people we respect the most. It is important to show respect and understand that respect can be lost through our actions. Key Stage 2 have discussed what we can do to change our actions to keep the respect from our peers and teachers.



We have also been looking at different breathing exercises to increase our positive mental wellbeing and ensure we can regulate ourselves. Here are some fun breathing exercises you could do at home:



# COMPUTING

In computing this term, all year groups have looked at being safe online and what we need to do if we do not feel safe online. The important thing we need to remember is to Be Smart Online.



Carnforth Schools's top tips to remember when you're online:

1. You are in control.
2. Block and report it.
3. Do not pass it on.
4. Check device and privacy settings.
5. Tell a trusted adult.
6. Ask for further help.



# What Parents & Educators Need to Know about INSTAGRAM

AGE RESTRICTION  
13+

follow

WHAT ARE THE RISKS?

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

## ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

## UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

## GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

## INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

## PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

## EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

## Advice for Parents & Educators

### AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

### HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

### MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

### USE MODERATORS

Instagram Live has implemented a mechanic called Moderators, meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

### FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

### BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

## Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>

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@wake.up.wednesday

@wake.up.weds

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# MUSIC

Year 3 were very excited to have their first ukulele lesson with Miss Harper. We learnt how to play 'Goats Can Eat Anything' and 'Animal Fayre'. We are looking forward to learning more songs and performing to others soon.

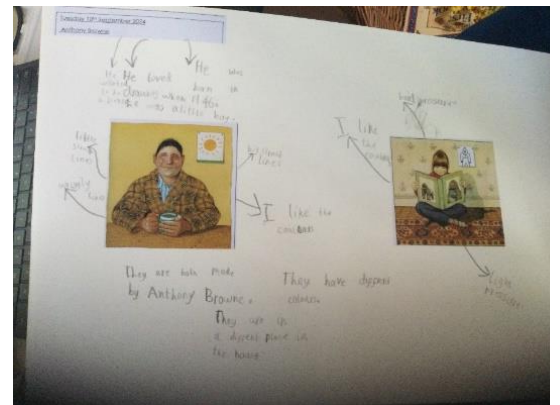
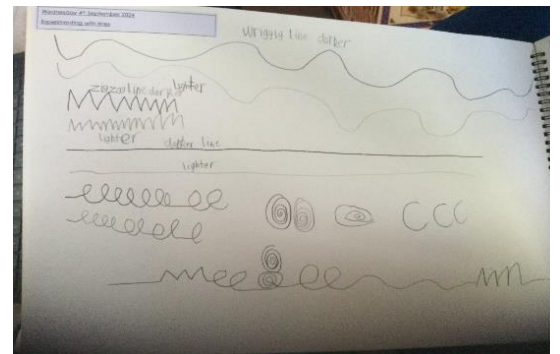


# ART



Year 1 have been looking at the shapes of their facial features and practising drawing them. They used fake and real fruit to make a face inspired by Giuseppe Arcimboldo's artwork.

Year 2 have been experimenting with their drawing skills and have tried out a range of lines, such as curved, straight, zig-zag, and wiggly. They have looked at Anthony Browne's artwork and used one of his pieces to do an observational drawing. They have looked at two pieces of his artwork and identified what drawing techniques he used and what they liked about his artwork. They then compared the two pieces of artwork.



Year 6 have been researching the artist Sir John Tenniel and how perspective can be used to create our own self-portraits. We have attempted our first self-portrait and will explore Austin's Butterfly to perfect our skills.



# MODERN FOREIGN LANGUAGES

This half term we have been expanding our minds, language and culture with French across KS2. Here's some of the topics we've been covering:



We have been introduced to French in Year 3 through exploring greetings and greeting each other – Bonjour!

Year 4 have been building on their French skills by looking at French foods – escargot anyone?



In Year 5 we have been looking at “Monster Pets” and using our French detection to discover facts about Komodo Dragons!

Year 6 are expanding on their super knowledge of French by being able to answer, “Who is in my house?” in French!



# PE

In P.E reception have been learning all about how our body can move in different ways. They have been skipping, galloping and even moving as different kinds of animals. They have been learning how to follow games with simple instructions.

Year 2 have been learning how to move around safely and identify space when copying movements. They have been exploring movements through acting out circus skills. They started off by marching around as a proud circus performer, with shoulders back and head held high. They then stood in a space with feet apart and both arms out in front pretend to throw balls with one hand and catch with the other. They pretended to be on a unicycle by balancing with our arms out wide and one foot on the ground while another peddled

Year 5 have been playing Netball, working on a range of passes, remembering you cannot run with the ball, and practising scoring. They have also been exploring dancing by moving in unison like roman soldiers and creating our own dancing routines.

In dance, Year 6 have been exploring the haka. The haka is a variety of ceremonial dances in Māori culture. They are often performed by a group with vigorous movements and noises before a rugby match. In PE, Year 6 have been exploring rugby and identifying the skills needed to pass and catch the ball.



# ATTENDANCE



2024/2025 Class attendance to 26/09/2024 : %

Year Group	Attendance
Reception	94.44%
Year 1	96.41%
Year 2	96.04%
Year 3	91.51%
Year 4	92.87%
Year 5	91.59%
Year 6	97.42%

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.

## LETTERS HOME

If you haven't received any letter that is relevant to your child's year group, please call into the office.

**Reception & Year 1** : Forest School Letter

**Year 3** : Young Voices Letter, Information and Ticket Order Form

**KS2 (Year 3 to Year 6)** : National Poetry Day

**Whole School** : Club Form, Movie Letter, Harvest Festival Letter and Photo Letter



If you shop at Asda, please download the Asda Rewards App and register:



When registered, click on Cashpots and add our postcode WR4 9HG,  
choose Carnforth School to start raising money for us!

Thank you for your support



# CARNFORTH SCHOOL

## ROLES AND RESPONSIBILITIES

### 2024 – 2025

#### SCHOOL COUNCIL

Year	Names
1	Logan and Mia
2	Isla and Melamy-Rose
3	Georgina and Thomas
4	Lukas G and Arthur
5	Freya and Jack
6	Kyle and Jai

#### READING AMBASSADORS

Year	Names
1	Arthur and Elsie
2	Poppy and Freya
3	Natalia and Willow
4	Jude and Olaf
5	Mariia and Lydia
6	Edward and Riley

#### HEALTHY LIVING AMBASSADORS

Year	Names
1	Veri and Fletcher
2	Harper and Isla
3	Willow and Joan
4	Olaf and Lily
5	Bence and Rafael
6	Bella and Veronika

**ECO PEAR AMBASSADORS**

<b>Year</b>	<b>Names</b>
1	Layla and Archie
2	Damien and Lottie
3	Dexter and Joan
4	Matila and Gracie
5	Archie and Parker
6	Lois and River

**PEER MENTORS**

<b>Year</b>	<b>Names</b>
1	Charlie and Matthew
2	Amelia and Damien
3	Natalia and Maya
4	Cooper and India-Mai
5	Archie and Rueben
6	Kaisha and Grace

**LIBRARIANS**

<b>Year</b>	<b>Names</b>
3	Freddie and Kacey
4	Jude and Alice
5	Preston and Lilly
6	Edward and Preston

**YOUNG TRANSLATORS**

<b>Year</b>	<b>Names</b>
3	Arina and Emma
4	Alice and Sofia
5	Mariia and Reyaansh
6	Daniel and Bianca B



# SPECIAL LUNCH DAY: Thursday 3<sup>rd</sup> October

## Seaside themed lunch

Thursday 3<sup>rd</sup> October

Delicious crispy straight out of the sea fish fingers

or

Not out of the sea yummy fishless fingers

Served with chips & peas and a chilled out ice cream for dessert

Book now on the Squid App to avoid disappointment



# OCTOBER HALF TERM TECH CAMP

IN MULTIPLE LOCATIONS ACROSS THE UK

28TH OCT - 1ST NOV

CHILD CARE VOUCHERS ACCEPTED



ROBOTS INVENTIONS

MINECRAFT + LEGO ENGINEERING

VR & TECH FUN

AGES 5-11 | £45 PER DAY  
9AM - 3PM DAILY

5 DAYS For only **£175**

[www.nextthing.education](http://www.nextthing.education)

## OCTOBER HALF TERM 2024

### What's on?



MINECRAFT ENGINEERING

PROGRAM ROBOTS

SPOOKY FILM MAKING

LEGO ENGINEERING

3D CREATIONS

Different activity theme each day, please check website for your camp activities.

28TH OCT - 1ST NOV LIMITED SPACES

Check out what parents are saying...

"The kids absolutely loved the camp. They could not stop talking about what they did and how much fun they had and begged to go back. Great tech camp!"

★★★★★



## SPECIAL OFFER

# BOOK 5 DAYS FOR ONLY £175



### What to bring to camp



Packed Lunch and Snacks (MUST BRING)

Water Bottle

Medication If Required

Halloween Costume (Friday Optional)

[www.nextthing.education](http://www.nextthing.education) E: [info@nextthing.education](mailto:info@nextthing.education) T: 01442873150

# WHO'S WHO IN SCHOOL 2024/25?

MR PRIGG : HEAD TEACHER

MRS FINNEGAN : DEPUTY HEAD OF SCHOOL

MRS V SMITH : SENCO

OFFICE : MISS WALTERS & MRS RANSCOMBE

MRS HAWKES : NURSERY MANAGER

TEACHING ASSISTANT : MISS ARANYOSI

MISS HEMMING : RECEPTION TEACHER

TEACHING ASSISTANTS : MRS NEWTON-SMITH, MISS SMITH & MRS BEGUM

MISS L JONES : YEAR 1 TEACHER

TEACHING ASSISTANTS : MISS BURNHAM

MISS K JONES : YEAR 2 TEACHER

TEACHING ASSISTANT : MISS HOLLAND & MRS KENWRICK

MISS EAST : YEAR 3 TEACHER

TEACHING ASSISTANT : MISS L RICE

MS FERGUSON : YEAR 4 TEACHER

TEACHING ASSISTANT : MRS AKHTER, MISS J JONES & MR TEAL

MISS WALL : YEAR 5 TEACHER

HLTA : MRS BECK

MR COX : YEAR 6 TEACHER

TEACHING ASSISTANT : MISS PARKES

LUNCHTIME SUPERVISORS:

MRS J JONES, MRS PEGRAM, MISS LORD & MR JEFFERIES

CARETAKER:

MR JEFFRIES