

BISHOP'S TACHBROOK C of E PRIMARY SCHOOL

Friday January 19th 2024

Newsletter 17

C. Kilbey

Mrs C. Kilbey
Head Teacher



Worship this week...

In worship this week we Mrs Pepin retold the story of [The Stompysaurus by Rachel Bright](#). The Stompysaurus wakes one morning, looking forward to a new day, until things start to go wrong. His brother annoys him, his breakfast isn't his usual favourite and NOTHING is going right as he arrives at school! His anger builds and builds....We talked about how we all might feel like this on some days and need a little help from others. The children thought of different strategies they could use to help them. Mrs Pepin blew up a balloon to demonstrate how our feelings can grow and grow when we are in the yellow zone and seem overwhelming (the children really thought the balloon might pop) but how it really helped to use our strategies when we get our early warning signs to stop us from getting in to the red zone and feeling out of control.



In Picture News the team asked us 'Is an e-reader better than a book? A study from a university in Spain found that print reading could boost reading skills by six to eight times more than digital reading: this was especially so for primary school pupils. The children talked about different things they read, and reflected that books can open new worlds of possibilities for us, both real and imagined, however we choose to read them.



Individual Liberty

We are all provided with the opportunity to learn to read. Sometimes learning to read can take perseverance and resilience, which we can be responsible for.

Things to talk about at home ...

- > Do you enjoy reading? If so, what type of books?
- > Talk to someone at home about the types of books they like to read.
- > Do you think you would prefer to read printed books, or books on an e-reader?
- > Do you think that one day, e-readers will replace books?

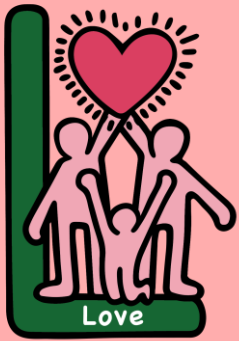




Icy Investigators

This week the children in both Reception classes have been taking a really close look at some ice. They used magnifying glasses to investigate. They enjoyed watching it start to melt and used some fabulous vocabulary to talk about what they were observing. Well done, Reception.





Care for the birds

As part of their learning about 'Winter Wonderland' the children in Reception have made some fat balls for the birds. They didn't enjoy the sticky, oily, smelly fat – but knew they were helping the birds in this cold weather we are having. What kind children!



The children have also been making nests for the birds in the classroom, thinking really carefully about what materials would be most comfortable for the birds.



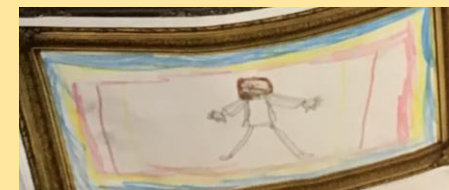


What does God look like?

The children in Year 1 have been learning about what Christian people might think God is like. This week they thought about what God would look like, knowing that in the Bible it says that God created man in His image (Genesis 1:27).

They all had two attempts at drawing God – the first one at the start of the lesson before they had talked together about ideas, then the second one after they had read about God in stories from the Bible and looked at some other artists' impressions.

What do you think about their ideas?





Helpful or harmful?

In PSHE, Year 2 looked at medicines and cleaning products they might find at home. They discussed whether they were helpful or harmful and came to the conclusion that they can all be helpful as long as we use them safely. If we don't use them safely then they can be harmful. They thought about rules that we have at home to keep us safe from medicines and cleaning products that can be harmful.



We are working to achieve a school improvement award to further promote the social and emotional well-being, mental health and wellness for pupils and staff in school. The children in Year 2 have also worked in small groups to share their thoughts in the online questionnaire.



Amazing Artists

Year 3 have been discovering how emotions can be expressed in art through different patterns, textures and colours. They generated some ideas then designed an abstract landscape to show an emotion.

I wonder what emotions you think Poppy was trying to represent in her landscape design?

Well done, Year 3!





Supportive Sports Stars

Year 4 were showing 'encourage' as they supported each other and cheered each other on in PE this week. Their game of dodgeball was great fun and they used words of encouragement when their friends had been tagged out, and when they had done well which meant everyone felt happy to join in and enjoy the game.

Well done, Year 4.



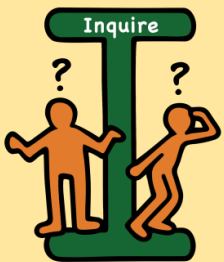


The wise man and the foolish man

In RE, Year 5 were digging deeper into the parable of the wise man and the foolish man. They used teamwork to create a Bible stand and placed it in sand and then with plasticine feet to explore the idea of 'standing firm'. (Although the sand base was pretty firm' they were still able to grasp what Jesus had been teaching about by imagining what would happen if the sand was deeper.

Great work,
Year 5!



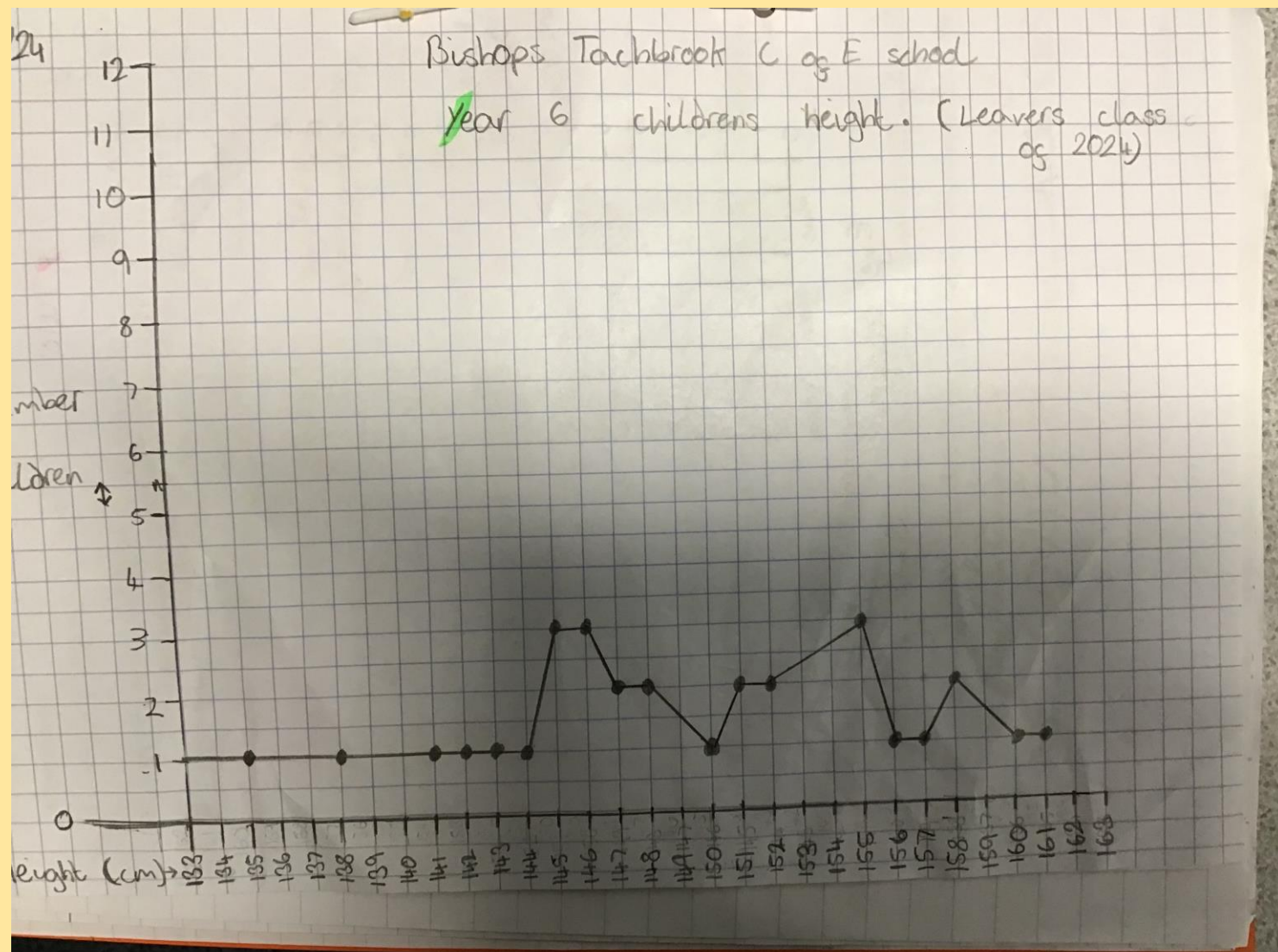


Investigating height

As part of a topic about evolution and inheritance, Year 6 have been investigating different attributes within the class. They have considered eye colour and height this week.

The children represented the data they had collected about height as a line graph, expecting to see a bell shape in their results with more children being of average height with a few shorter and a few taller.

What conclusions do you think they made?



A Umrah

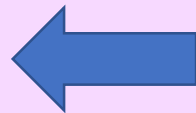
Umrah is a religious pilgrimage that Muslims do. Abraham in year 6 has been lucky enough to go on this pilgrimage. He has written about his experience:

You start off at the miqat, which is a place where if you don't make an intention for Umrah, you are not allowed to do Umrah and it will not be valid. So, you have to do the intention before you reach the Miqat. The intention is a prayer you have to recite to make an intention for an Umrah, You have to do two nuful after that (nuful is a prayer of thanks). When you make the intention, men also have to wear the Ihram, that is 2 pieces of cloth that you have to wear to show equality. Once you arrive and you are in Mecca, you have to keep on reciting this prayer.

Masjid Al Haram is the largest mosque in the world, it is also the place where the prophet Abraham and Ismail built the Kaaba. You have to enter the mosque with your right foot. The first thing you have to do is Tawaf. This is where you have to circle the Kaaba seven times and raise your hand when you reach the black stone and say, God is the greatest, God is the greatest, there is no God but God (the black stone is a stone that was given to the prophet Abraham, it was once white but now it is black because of everyone's sins). There is a whole other feeling there, it is quite emotional.

Next, you have to drink the zam zam water because the prophet Abraham's wife ran on two mountains, Safwa and Marwa, and a spring came out of the ground. The water has a whole other taste, the taste was quite sweet. Now you have to go on the Safwa and Marwa 7 times like Sarah. Finally, you have to cut your hair to show equality - men have to shave their hair, while women cut one inch.

لَبَّيْكَ اللَّهُمَّ لَبَّيْكَ
لَبَّيْكَ لَا شَرِيكَ لَكَ لَبَّيْكَ
إِنَّ الْحَمْدَ وَالنِّعْمَةَ لَكَ وَالْمُلْكَ لَا شَرِيكَ لَكَ



This is the prayer you have to recite before entering the Miqat. You can listen to it by [clicking on this link](#). How does it make you feel when you listen?



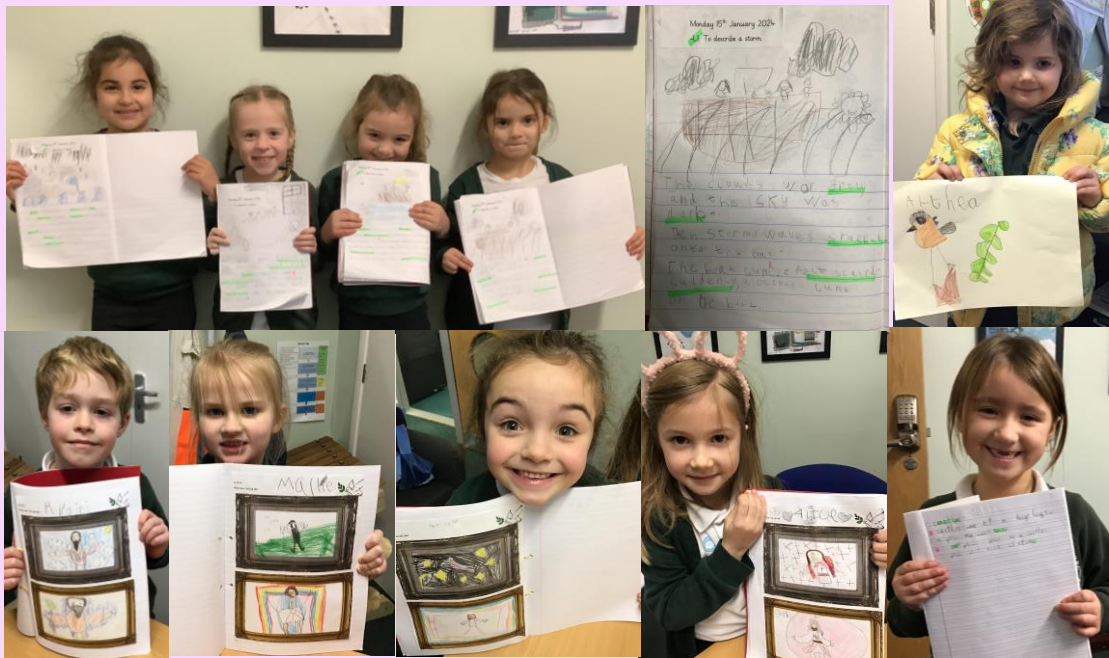


Awards from home

We celebrated some swimming awards this week in celebration worship.

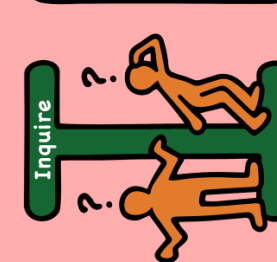
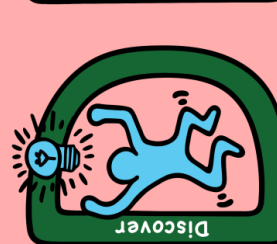
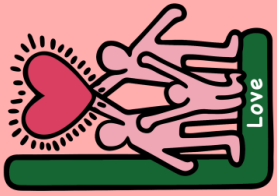
Ava-May has achieved Stage 1 swimming and is growing in confidence in the water.

Chase has achieved Stage 3 swimming and is going to find out what 'sculling' is when he starts his Stage 4 journey.



Awards in school

This week it has been lovely to be able to celebrate a range of children's learning achievements. We have been treated to some creative descriptions of a storm, fascinating ideas of what God might look like, a detailed artistic drawing of a bird, and an independent non-chronological report about castles. Well done: Anaayah, Emilia, Beatrice, Evie, Althea, Ruari, Marlie, Alice and Evie.

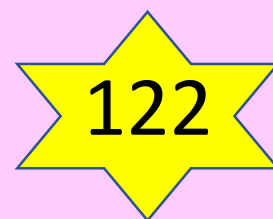
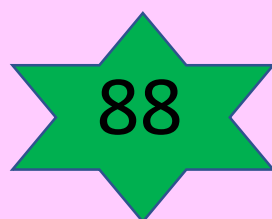
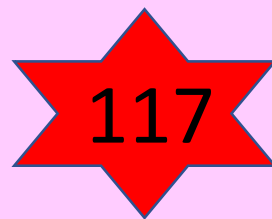
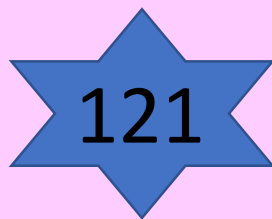


IDEALS time:

We have changed the way we celebrate our IDEALS in school after the School Council shared that children really missed our raffle ticket rewards. The children are now given a raffle ticket by members of staff if they are seen displaying any of our IDEALS. One ticket per class is then drawn each week and the children are invited to come to enjoy a game, a glass of squash or water and some fruity treats on a Friday afternoon.

Across school, all raffle tickets are counted and given as house points that will count towards the 'Wear What You Want' day at the end of term for the winning house.

Raffle Ticket Totals this term...



Mental health and wellbeing update

As a school, we know that understanding the **social, emotional and mental health** needs of our children is incredibly important in helping our children to feel safe, happy and ready to learn. Throughout school, we aim to support children in understanding their own emotions, alongside the feelings of others, and to learn ways they can respond to these feelings appropriately, building their resilience and coping strategies when facing challenges.

As you will be aware from [our school website](#) and through our 'Meet the Teacher' discussions in September, in addition to the delivery of our PSHE and RSHE curriculum, we have embedded several different approaches and strategies across all year groups. These include **Protective Behaviours, emotional coaching, zones of regulations** and work on developing a healthy **growth mindset**, each aiming to help our children to self-regulate in order to complete everyday tasks, including learning and developing their own mental health and helping to build healthy relationships with others, showing a mutual respect.

We have also recently introduced the **Thrive Approach** to support our children as they learn to think about their emotions, choices and friendships, enabling them to develop into confident, skilful young people. Many of our children also access pastoral and social groups during lunchtimes or as a short intervention when required.

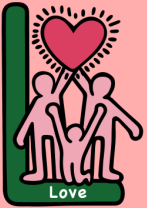
Where children have needed more support, the school employ a **child counsellor** to work with individuals. We also have staff trained in **bereavement counselling** and several members of our staff are recognised as '**Mental Health first aiders**' for both adults and children.

We are always looking at ways to further promote the social and emotional well-being, mental health and wellness for pupils and staff in school and are currently working to achieve a school improvement award to help us to identify ways to develop this further.

To help us evaluate our current provision, we would really value your input. Your views are important in helping us understand what we are doing well and how we can do even better and we would appreciate it if you could complete a short questionnaire which will be sent out during this week. If you have any queries, please do get in touch.

Important information:

Mrs Dixon is looking for volunteers to support with art lessons on a **Wednesday afternoon**, working with Year 1 and Year 2 children. If you would like to support please contact school on admin3141@welearn365.com or call 01926 426020 for more information.



We would like to remind parents not to park on the yellow zig-zag lines, or block residents' drives at drop-off and collection times. It can be very busy at the front of school at drop-off and collection and the Sports and Social Club have kindly allowed parents to use their car park and walk the short distance to school. Alternatively, please use the access on Underhill Way if you are driving to school as there is much more space to park safely at that entrance. Thank you.

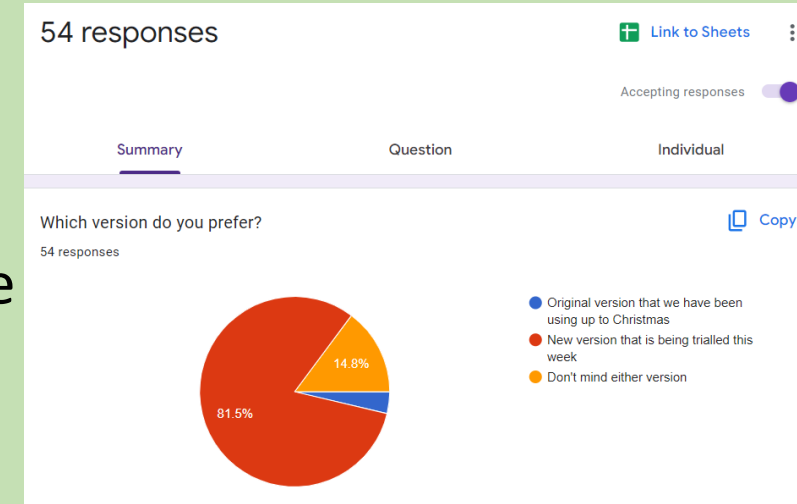


Changes to the newsletter layout - feedback

Thank you to all parents who shared their thoughts about the new style of newsletter. There was an overwhelming majority of parents preferring the new layout (44/54 responses). I would like to thank you for your encouraging comments too, and have made some tweaks as a result. (I have arranged the news from classes in age order to help it easier for parents to find their child's class more easily this week – great suggestion, thank you!)

In response to comments about the timing of when the newsletter is shared... It takes approximately 3-4 hours to organise, collate and publish the information on the newsletter (which is why many schools only publish one newsletter per half term). I enjoy sharing the learning of our fabulous children with you weekly, and want to continue this, although can't spend 3 hours on a Friday during school time working on it. Sharing at the weekend is the only way that the newsletter can remain weekly - I would like to thank you for your understanding.

Once again – a huge thank you to parents who shared their thoughts.



If you didn't share your thoughts last week and would like to, there is still time. Please [click on this link](#) to share your ideas and comments. Thank you!

Reminder:

Please can you remind your child/children that equipment is not to be used before or after school. This includes the climbing equipment and also the footballs, hoops, tennis racquets, basketballs etc.

We do not have staff available to be outside to be on hand for first aid at these times. Balls being thrown or kicked could also hit parents or younger siblings, so we request that no equipment is used at these times to prevent any accidents or injuries.

Thank you for leaving all scooters and bikes in either the bike shed or the outdoor classroom and not bringing any wheeled toys onto site.

The doors to classrooms open at 8:45am so children should arrive and come straight into class please.

Thank you for your support with this.

Attendance Matters:

Children's attendance at school really does matter. Unsurprisingly, there is lots of research that shows that children with a higher percentage of attendance make most progress in school academically and socially.

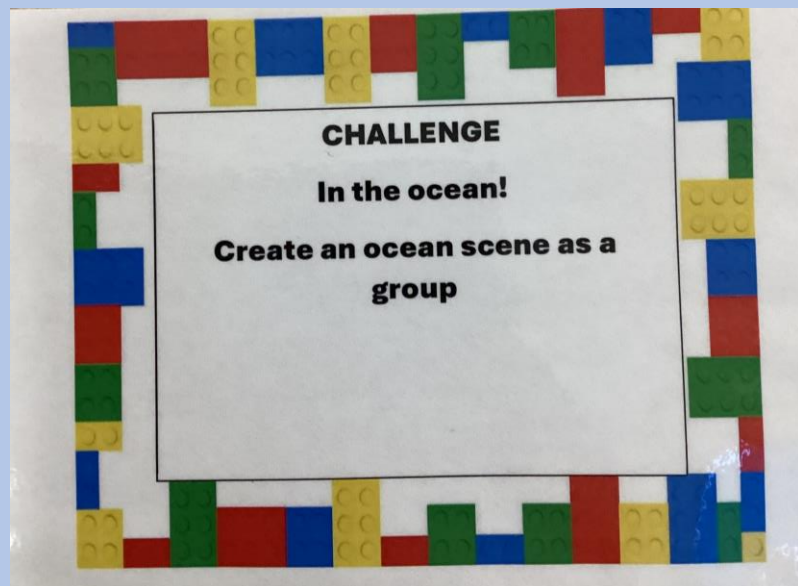
Please have a look at the [school website](#) to find out when you need to keep your child at home, and when they can come in.

If you need school to administer medicine to your child please speak to the office to complete the forms required.





Lego Club



Dates for your diary:

- w/c 22.1.24 is Week B
- Fridays – Year 5 Forest School
- Tuesdays – Year 3 Swimming
- Mon 5th Feb – Music concert for parents (Y2, Y4 and Y6) 5:30pm
- Thurs 8th Feb – Chinese New Year - **Special Menu**
- Mon 12th Feb – Fri 16th Feb – HALF TERM
- Wed 21st Feb – Sports Hall Athletics Y5/6 team
- Thurs 7th Mar – Spring Learning Celebration
- Thurs 7th Mar – World Book Day – **Special Menu**
- Tues 12th Mar – Spring Learning Celebration
- Wed 20th Mar – Voice in a Million Concert (Wembley Arena)
- Mon 25th Mar – Fri 5th April – EASTER BREAK



Secrets of Success Champions

Hunter, Tommy, Ruari, Aliyah, Chloe, Lila, Amelia, Scarlett





Stars of the week:

RB – Joshua

RP – George

Year 1 – Oscar

Year 2 – Aaleigha

Year 3 – Abigail

Year 4 – Henry

Year 5 – Priya

Year 6 – Isobel





Marvellous Mathematicians

RB – Lachlan

RP – Althea

Year 1 – Marlie

Year 2 – Chase

Year 3 – Abi

Year 4 – James

Year 5 – Max

Year 6 – Ellie





Head Teacher's star of the week:



Claudia for the positive energy she brings to school. She always has a huge smile and can be found encouraging other children. She has boundless enthusiasm whenever I see her in whatever she is doing. Thank you for encouraging and shining, Claudia.

