



Longlands Primary School

Friday 20th December 2024

A Message from the Headteacher:

Dear Parents and Carers,

Thank you to all of our Longlands community for a positive Autumn term and for making me feel so welcome in my first term as Head Teacher here at Longlands.

As we come to the end of this term we are saying goodbye to Mrs Rossiter and Miss Black. We would like to thank them for their time at Longlands and wish them both all the best for the future.

In January, we are welcoming Ms. Artis, Mrs Baines and Mrs Payton and we wish them good luck as they begin their journey at Longlands.

This week we got into the Christmas spirit with Christmas performances from Early Years, Key Stage 1 and the Longlands Choir who performed alongside our very own musicians. Well done to all staff and pupils involved for putting on such amazing shows!

On behalf of all of us at Longlands Primary School, I would like to wish you a Merry Christmas! We look forward to welcoming the children back in the new year for our Spring term on Monday 6th January.

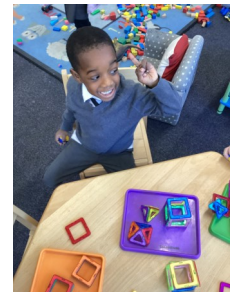
Take care,

Mr Baines

EYFS

This term we have been so incredibly busy learning all the level 2 letter sounds. Lots of children can now read and write simple CVC words like dog, cat, mum and bus. The support the children have received at home with their reading and in completing their homework has really helped them to make progress in their emerging literacy skills. Some children are even writing sentences which is amazing!

In maths we learnt about 3D shapes and we learned the names of cubes, cuboids, cylinders, spheres, square based pyramids and triangular based pyramids. The children then investigated which ones can roll and which ones can stack. We learnt about faces, edges and vertices. We also looked at 2D shapes and counted how many sides and corners different shapes have.



We loved looking at a variety of texts including; 'Owl Babies, Night Monkey Day Monkey' and 'The Fox and the Star'. We learned the words nocturnal and diurnal and found out that we are diurnal as we sleep at night and are awake during the day. We learnt that during the autumn season some animals hibernate and some birds migrate because they want to go to warmer places. We also found out that the sun is a giant star and is made of gas and that it doesn't move. The reason we have night and day is because the Earth rotates on it's own axis whilst also orbiting the Sun.

.....continued EYFS

We have created lots of beautiful artwork and the children are becoming very skilled at cutting and making their own creations using our collage materials. In Monet class the children have thoroughly enjoyed dressing up and performing shows and playing schools and in Matisse class they have been playing 'cinemas'!

As you know we have all been working hard to get ready for our show 'Santa's Busy Night' and what a show it was. We are all very proud of all the children's wonderful singing, actions and for saying their lines so beautifully. Well done Team Monet and Team Matisse!



Next term we will be learning all about Space and the planets in our Solar System.

Mrs Allen, Mrs Sheridan & Mr Murphy

Key Stage 1

What an autumn term KS1 have had! It has been full of learning and fun, with a lot of nativity rehearsals thrown in!

We based our English work on Rapunzel by Bethan Woolvin, which is a twist on the traditional version of the story, with humour built into the pictures. In this version, Rapunzel is not frightened of the witch and works out that if the witch can get in, then she can get out. Throughout the term the children have had many writing opportunities, including writing diary entries, a wanted poster, a story map and poetry. The children also had to think of questions they would ask Rapunzel, whether Rapunzel should stay or leave the tower and role play their favourite parts of the story. This version of the story has made the children discuss how stories can be adapted and edited over time and how different versions of the story can make us feel as readers.



We had a very exciting school trip to Leeds Castle, where the children were able to explore the castle and grounds. The children were able to identify different parts of the castle such as arrow loops, battlements and a moat, bringing the learning from school to life.

During the trip, they participated in a workshop, where they acted out the history of Kings and Queens. This helped them to understand the chronological order of the Royals and the history of Leeds Castle over the last 300 years.

The children were wonderfully behaved and made the school staff very proud! We followed the trip up with further learning about Henry VIII and his six wives, as well as finding castles on a map, showing the different areas of the United Kingdom.

In art, the children designed a castle with a drawbridge where they had to identify the different features they wanted to include. During the last week of term, they will spent time bringing their castles to life, using a mechanism to make the drawbridge move.

.....continued Key Stage 1

The children have spent the term working very hard on retelling the nativity story in a slightly different way, as characters from The Fleece Force! They've spent the time learning several songs, lines and rehearsing how to project their voice if they were on stage.



We are sure you'll agree that they did a great job in their performances and made us all very proud!

We hope you all have a wonderful Christmas and a Happy New Year! See you in 2025, ready for a busy Spring term!

Miss Brook, Miss Black, Miss Taylor, Mrs Laughland and Mr Morand

Lower Key Stage 2

We really can't believe that it is the end of term, nearly Christmas!

The term began with Kindness Week, where Kahlo, Thomas and Basquiat Classes wrote some lovely kindness quotes, which we then took along to Christchurch, to leave for the visitors to the church to enjoy.

As for learning this term, our learning has been centred around our core book, *African Tales*, and what a fabulous few weeks we have had learning so much about the different areas of Africa; a great deal about the geography and culture of the African people. To support our learning about Africa and story-telling, the children had a visit from the African Activities Company, which the children thoroughly enjoyed. During the visit, the children heard stories told by Kwame. He talked about his life in Ghana and when he first came to live in England. He also taught the children some African dance moves and talked about the instruments that he makes and plays. Some of the children even had the chance to play the drums as he told the stories.

Geography lessons have been very exciting, with the children exploring the continent of Africa, its location in the world and the different countries within it. This has included a focus on the Drakensberg Mountain range, the main mountain range in Southern Africa, where the children researched, made notes and then went on to write, as a tour guide, their own short script to introduce tourists to this amazing, historic site.

In English, the children have had a wonderful time as they have learnt about the judge, jury and witnesses in a courtroom. They used role play to examine the evidence within one of the stories from *African Tales*, and this helped them to go on to write a newspaper article about the story.

Also, they have created wonderful story boxes to illustrate the detailed description of a scene from one of the stories (*The Hunter*). There has been lots of discussion around the stories within the book, and more recently we have talked about African proverbs and their meanings.



.....continued Lower Key Stage 2

In Science, the children have been extremely busy learning about the simple functions of the basic parts of the digestive system, they have also learnt about teeth...identifying the different parts and describing each type and their jobs. They have learnt how to carry out a fair test to investigate tooth decay. In this test, hard boiled eggs were left to soak in different liquids for 1 week (yuck!). They explored the damage that occurred to the egg shells (enamel) and so, as part of their conclusion, they were able to make a link with the damage that may occur to teeth through drinking some types of sugary liquids. As part of our topic on Animals Including Humans, we then went on to explore food chains to look at where plants and animals get their energy from and how the food chain always starts with the producer (plant).

In PE, the children have been creating routines in gymnastics. They included balances, jumps, forward and backward rolls and cartwheels in their routines. The children also explored different ways to sequence their routines such as canon and synchronisation.

In music, the children learnt the song 'Ukhalamba'. This song is about the Drakensberg mountain range that spreads across parts of Southern Africa. The word 'Ukhalamba' means barrier of spears which refers to the mountain shape. The children learnt the words and came up with actions for the song.

In art, the children have been working on the skill of watercolour. They started by looking at examples of African landscape watercolour paintings. They then sketched their choice of landscape, learnt the different techniques such as: wet on wet, wet on dry, dragging, glazing and charging. Finally, they used these skills to create their own African watercolour landscapes.

In Basquiat class, the children celebrated the festival of Advent. They created Advent Wreaths and learnt about the meaning behind the different candles. They also learnt about the tradition of Christingle and created their own version to take home.

Well done to all of the children for their hard work this term.

Lower Key Stage 2 Team would like to wish you all a wonderful Christmas and a great new year.

Mrs Rossiter, Miss Almond and Miss Gayson

Upper Key Stage 2

This half term has flown by and we have completed lots of amazing work!

We have been learning all about Ancient Greece and their legacy: democracy, theatre, architecture and much more. We held our own class Olympic games after learning about the events in the Ancient Greek Olympics, which was as much of a religious and social event as it was a sporting one. We kicked off the half term by visiting the British Museum to see the artefacts and art work of Ancient Greece.



Our writing in English lessons has been based on 'The Adventures of Odysseus' which is adapted from the epic poem, The Odyssey. The character Odysseus has been in the Trojan War for 10 years and it is still another 9 years before he returns home to Ithaca. The book describes Odysseus' adventures and obstacles he faces with his crew on their way home, including making some gods angry, encountering a six-headed dragon and a cyclops! We have written a variety of pieces such as newspaper reports, stories, descriptive writing, letters and diaries. We have been blown away by the enthusiasm towards reading and writing.

In Maths, we have been working hard with fractions, remembering to use equivalent fractions to help us add and subtract. We have been impressed with the growth mindset shown by the children. Art and DT involved researching, designing, creating and evaluating a Greek tile/ amphora that depicted a scene from The Odyssey. They are impressive!

Our Science topic this half term was 'light' and we learnt about reflection and refraction whilst conducting scientific experiments and observations. A huge well done to all of Year 5 and 6! Have a wonderful Christmas and Happy New Year from the Upper KS2 team!

Mr Allen, Miss Childs and Mrs Harris

Happy Puzzle Company

On December 11th, we had a very exciting workshop with The Happy Puzzle Company, kindly paid for by The Friends of Longlands School. The children worked in groups to complete different challenges and puzzles.

To start was a penguin balancing task. The iceberg wobbled and the children had to work together to find a way to balance all 24 of the penguins on it. There were discussions about how to balance the iceberg by putting penguins opposite each other, as well as using their tails to help. After this, the children had different puzzles such as organising patterns, copying towers and jigsaw puzzles. It was fantastic to see the children developing their team work and communication skills. I would just like to say a huge thank you to the friends, as the children thoroughly enjoyed their sessions!



Miss Brook

Rock Steady Concert

Wow! What a show! We have such talented musicians and performers amongst the Longlands children who have been working extremely hard each week in their Rock Steady lessons and this really showed.



Dates for the diary 2025

Monday 6th January—Back to school!

Monday 13th January—Year 4 swimming lessons begin

Tuesday 14th January—KS1 trip to RHS Wisely

Monday 20th January—Malone class assembly

Friday 7th February—NSPCC numbers day

Monday 17th to Friday 21st February—Spring Half Term holiday

Monday 24th February—Warhol class assembly

Thursday 6th March—World Book Day

Monday 17th March—Kahlo class assembly

Friday 4th April—Last day of Spring term



Attendance & Lateness

When pupils arrive late for school they miss out on essential instructions given at the beginning of the day. This can significantly reduce achievement, regardless of academic ability. Your child may feel awkward arriving to the classroom when everyone is settled. When one pupil arrives late it disrupts the entire class.

Monet	91%
Matisse	92%
Murakami	95%
O'Keeffe	92%
Warhol	97%

Thomas	94%
Kahlo	92%
Basquiat	94%
Malone	94%
Ashevak	95%
Wei Wei	97%

Wishing you all a very happy and peaceful Christmas and best wishes for the new year!

From all at Longlands Primary School

At The National College, our WakeUpWednesdays guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Proudly endorsed by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

1 REDUCE DOOMSCROLLING

It's concerningly common for young people to spend hours 'doomscrolling' – trawling through social media and endlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

2 TALK ABOUT THE CONTENT

It's important to keep yourself of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising or a product – and that they know how to spot that the creator is being paid to talk about it.

3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something uplifting and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't uplifting and why it's been created in the first place.

4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screen time; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

5 FILL THE VOID

Monitoring and reducing screen time can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screen time, rather than temporarily doing so while they know it's being monitored.

6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day when they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screen time and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screen time reduction into a joint mission, which you and the child can work on together.

10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screen time is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

Meet Our Expert

John Inley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of curricula, curriculum across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



#WakeUpWednesday

The National College

Source: See full references list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>

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