



Longlands Primary School

Tuesday 30th April 2024



A Message from the Headteacher:

Dear Parents and Carers,

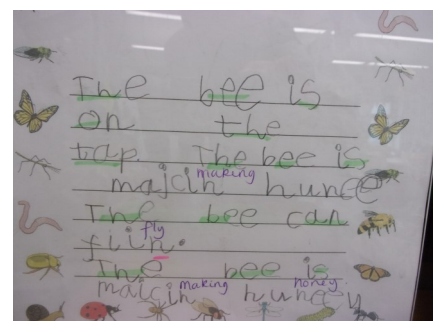
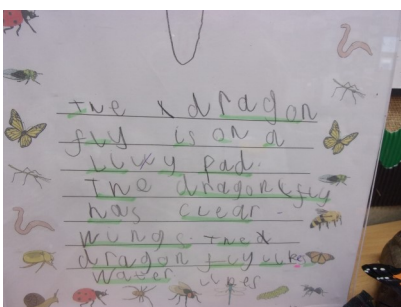
Welcome back to the summer term although the weather has certainly not been showing an indication of summer since our return! I hope that you had an enjoyable Easter break with your children and that everyone has returned to school suitably refreshed and energised. This half term has already been busy with phase groups having been on educational trips and the other two phases going on trips this week. As I have mentioned in a previous communication, this is a year of lasts for me as my departure date from Longlands grows nearer. The summer term is always very busy and this year is no exception. With an exciting term ahead which will include sports day, national assessments, class assemblies and activity around the Year 6 leavers, I look forward to seeing and talking to many of you over the coming weeks. We have tried to map out all the important dates, activities and events which will be happening between now and the end of term. Please do take the time to read them and save the dates as necessary.

Miss Owen

EYFS

Monet and Matisse have been as busy as bees whilst embarking on their new topic on Minibeasts! They really enjoyed learning about different minibeasts last week and loved the book 'Mad About Minibeasts' which we used as our stimulus. The children wrote poems all about different minibeasts, they wrote facts and drew pictures and took part in quizzes whereby they had to guess which minibeast was hiding after reading clues. In maths they did lots of counting and subitising and they had to sort out which ladybirds had 6 spots and which had 'not 6'. They also designed and made beautiful 3D minibeasts using junk modelling which are displayed in the classrooms.

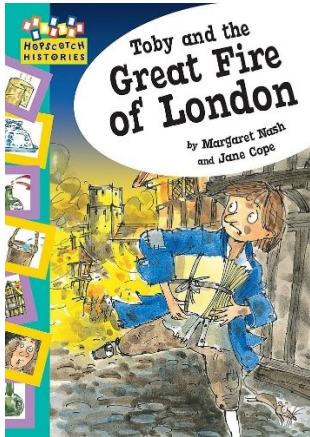
In Phonics they have begun learning level 4 which is all about adjacent consonants in words. This week we are learning all about the story of 'The Very Hungry Caterpillar' and will be thinking about which foods are healthy and which foods are unhealthy. We will be learning all about the life cycle of a butterfly and will be observing our real caterpillars getting bigger and eventually turning into chrysalises. On Thursday we are going to Hall Place to learn more about minibeasts and their different habitats and the children are very excited about going on a bus!



Mrs Allen

Key Stage 1

This term, we will be learning about the Great Fire of London. So far, we have read the text: *Toby and Great Fire of London*. In English, we wrote a recount of the story that included all the main events of the story and this week we are beginning to write diary entries as Toby.



In History, we have created a timeline of events during the Great Fire of London. We learnt that it started in Pudding Lane in a bakery. We also found out that they had to pull the houses down in order for the fire to stop.



In DT, we have designed a Tudor style house as these were the houses that lined the streets of London in 1666. This week, we are going to be creating the houses using junk modelling and card.

In PE, we have been practising our Athletic skills. We have been taking part in relay races, long jump, target shooting, hurdling and skipping.

Miss Taylor, Miss Gayson, Ms Laughland, Mr Morand and the KS1 team

KS1 Trip to the Observatory

To celebrate our learning through the text: Look Up by Nathan Bryon. We took a trip to the Greenwich Observatory. We saw a room called the Octagon Room which was designed by Sir Christopher Wren, who we have been learning about at school recently. He rebuilt St Paul's Cathedral after the Great Fire of London.

We were also able to see lots of telescopes like the one Rocket has in our story: 'Look Up'. We also watched a planetarium show. In the show, Ted and his plant zoom through the Solar System on a quest to find the best planet for them to live in. They went to all the planets in the Solar System and we learnt lots about each planet. Ted discovered that Earth was the best planet for him to live in. It felt amazing to feel as if we were zooming through space ourselves.

A huge thank you to all the adults who helped on the trip!



Miss Gayson

Lower Key Stage 2

What a brilliant start to our new term, with learning centred around our core book, *Arthur and the Golden Rope*.

The children have been getting to know the character of Arthur and have completed English work using a few different genres. Firstly, they have looked at how persuasive and exciting language, as well as tone, are used to advertise holidays. This led the children onto carrying out research on Iceland (where the story is set). They then went onto creating their own scripts for an online advertisement, which they performed for the class. Also, as Vikings is our topic in History, we have studied Norse myth story telling and the techniques used to engage listeners, including story stones, alliteration and repetition.

History lessons have started with our key question, 'Were the Vikings really so villainous?' and we have begun learning about why the Vikings first came to Britain, what the word 'Viking' means, what Britain was like before their arrival, and some information about King Alfred the Great...why was he so 'great'?

Maths topic learning this term has included:

Year 3, Fractions (the meaning of part and whole, unit and non-units, how to find a fraction of an amount).

Year 4, a continuation of Decimals (multiplying and dividing by 10 and 100, changing fractions to decimals and vice versa).

In Science, the children have been adding to their knowledge of 'Light'. We have explored the questions: What is light? How do we see? We have also carried out an investigation, looking at which materials are the most reflective and what it is about their properties that makes them reflective or not.

In PE, Year 3 and 4 have been working with Mrs Ward to learn the rules and skills involved in playing Tag Rugby.

Music lessons have included learning the words from our new song from Sing Up, Viking Rock. The song has two vocal parts (rounds) so we have been using this technique during our lessons. We have also been thinking about how we can really bring out the drama and excitement of the song, using some actions or gestures, e.g. stamping feet or raised fists at 'Viking rock!'.

Well done to all in Years 3 and 4, you have worked really hard!



Upper Key Stage 2

We've made a positive start to the Summer term. We are in full swing of SATs preparations as well as being engrossed in our new book/World War 2 learning. In Maths, we have been working on statistics using various charts and graphs and interpreting data. Year 5 have been working with angles and shape. We've been impressed with their attitude towards their maths learning. We've started our Power of Reading book, 'Rose Blanche', which is set in Germany at the start of World War 2. This follows a young German girl's perspective of the war over time and how discrimination affected residents of her local area. The children have been very mature and understanding, showing good empathy towards this sensitive area of learning. They have taken part in freeze frames, poetry performances as well as producing some fantastic writing. To support our learning, we have also focussed on World War 2 in our History lessons. We have looked at the cause of World War 2 and discussed the importance of reliable sources. To recap our prior learning of 'Earth and Space', we visited the Royal Observatory where we took part in workshops, toured the Observatory itself and watched a planetarium show. The children all enjoyed the trip and got a lot out of it – the planetarium being a particular highlight. We look forward to the Year 6s showing off all their knowledge in their SATs and a half term full of fabulous learning!



Mr Allen, Miss Childs and Mr Thurston

Other News!

Governors' Day 2024!!

On Friday 4th March 2024, the children and teachers at Longlands had the wonderful pleasure of hosting our school Governing Body for the day. Every academic year Governors will spend the one school day in the school speaking to staff and students, find out their thoughts on the school and how we can improve. This year we spent the day:

- visiting all the classes with learning walks around the school
- viewing class displays and children's books

watching assembly and participating in break and lunch time activities

We thoroughly enjoyed seeing how happy, polite and respectful the children and staff were and witnessing the ideas and initiatives that are discussed in our meetings being brought to life. As a group we:

- discussed how we can strengthen ourselves as a Governing body
- how we can support the staff and students as we prepare for and Ofsted inspection

reviewing key topics such as the school curriculum and safeguarding

We reflected on the importance of our role and are committed to providing strategic leadership and accountability. Our goal is to ensure that children receive the best education and achieve their maximum potential here at Longlands Primary School.

Stephen Morgan

Chair of Governors

A polite reminder about scooters..



At Longlands we pride ourselves in welcoming all our children and families onto the playground at the start and end of the school day. We are also pleased that so many children and their younger siblings chose to come to school on scooters. As the playground is very busy at these times, please can we remind you that for everyone's safety scooting is not allowed on the playground and children must push their scooter if it is brought onto the playground.

Thank you for your support.

Dates for the diary 2024

Wednesday 1st May—LKS2 trip to Kent Life

Friday 3rd May—FOLS own clothes day

Thursday 9th May - SENco coffee morning

Friday 10th May—O’Keeffe class assembly

Friday 17th May—Thomas class assembly

Friday 24th May—UKS2 trip to Imperial War Museum

Friday 24th May—FOLS disco

Monday 27th May to Friday 31st May—half term holiday

Monday 3rd June—1st day of summer 2 term

Friday 7th June—Matisse class assembly

Friday 14th June—Sports Day (reserve date in case of weather Monday 17th June)

Friday 14th June—Murakami class assembly

Thursday 20th June—Class photos

Friday 21st June—Year 6 UKSA trip

Friday 5th July—Monet class assembly

Tuesday 9th July — Rock Steady concert

Thursday 11th July—Summer concert TO BE CONFIRMED

Thursday 18th July—Year 6 Production

Monday 22nd July—Year 6 Leavers Service at Christchurch

Wednesday 24th July—Inset day

Monday 2nd September—Inset day



Attendance

Monet	97%
Matisse	99%
Murakami	95%
O’Keeffe	98%
Warhol	98%

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

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to build an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nos.org.uk for further guides, hints and tips for adults.

What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from. Some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of tension, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This endless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into a realm of the online world which isn't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a caffeine, chilled-out environment. Such overstimulation can become too much for young people in their teens, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes employ offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means far less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

KEEP SCROLLING

WIN TO WIN

27 new posts

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.



ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide occurs frequently, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

NOX NOTIFICATIONS

Stop those –jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.



MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.



Meet Our Expert

Belinda Jarrold has more than 20 years' experience in the field of relationships and mental health education (RME). As well as delivering workshops and training for young people, parents and schools, she is also an expert writer on RME for the Department of Education.



The National College



National Online Safety

#WakeUpWednesday

FOLS News!

Bunny Hop was a fun event for the children and what a fantastic amount raised! FOLS have kindly agreed to purchase new reading books for the class reading areas that the children in each class have specifically asked for.



Monet class

APRIL '24

AN UPDATE FROM



A HUGE WELL DONE TO EVERYONE WHO TOOK PART IN THE BUNNY HOP AND RAISED A WHOPPING £1130 - EXTRA SHOUT OUT TO MONET WHO RAISED THE MOST IN THE SCHOOL!



WE HAVE LOTS OF EXCITING EVENTS COMING UP THIS TERM - WE NEED LOTS OF HELP WITH VOLUNTEERING AND SPONSORSHIPS - PLEASE LET US KNOW IF YOU CAN HELP.



MRY 24TH KS1 4.30 - 6 KS2 6.30 - 8

DISCO TICKETS ARE NOW LIVE - PLEASE CHECK PARENT MAIL FOR BOOKING LINKS TO PURCHASE YOUR TICKETS



INFLATABLES DAY
SAVE THE DATE!
SATURDAY 29TH JUNE
12-3

WE ARE STILL LOOKING FOR VOLUNTEERS AND PRIZES FOR THE FETE - IF YOU CAN HELP PLEASE GET IN TOUCH.
TICKETS ON SALE SOON



WHAT CAN WE DO TO HELP FOLS?

MONTHLY DONATION: COULD YOU SPARE THE PRICE OF A CUP OF COFFEE EACH MONTH? GET UP A STANDING ORDER FOR AS LITTLE AS YOU CAN - NO AMOUNT IS TOO SMALL. £5 OR ANY AMOUNT.

VOLUNTEER: AS LITTLE AS AN HOUR CAN REALLY HELP.

MATCH FUNDING: CAN YOU BE AT WORK IF THEY DO MATCH FUNDING - THIS COULD DOUBLE THE FUNDS WE RAISE.

DATES FOR YOUR DIARY

 Child's Day 26th May	 FOLS Day 30th May 12:00-3:00pm	 Book of Days Book Sale Dates to be Announced
 Ice Cream & Sweets 26th June 12:00-3:00pm	 FOLS ADMIT ONE 26th June 12:00-3:00pm	 Fete 29th June 12:00-3:00pm Announced

LET US KNOW IF YOU CAN HELP