



Longlands Primary School

Wednesday 28th February 2024



A Message from the Headteacher:

Dear Parents and Carers,

The second half term of Spring is now well underway. As you will see from the pieces written by our phase groups, school is a hive of activity and learning. February is the mid-point of the academic year and is yet another reminder to me of how quickly my last year as Headteacher is passing. The process to appoint my successor has taken place and the governors will be informing you of the outcome as soon as they are able to do so. As I am sure you can appreciate, there are lots of HR related protocols and procedures to follow before an announcement can be made. Thank you in advance for your understanding and patience.

I know that both the staff and children are looking forward to World Book Day next week. It is always such a fantastic day in school and I can't wait to see what the children produce with their "Book in a Jar" creations.

Our Governing Body will be holding their annual Governor Day in school this Friday. This day is an opportunity for the Governors to see a day in the life of Longlands, visit lessons and spend time with the children at break and lunchtime. They will also have the chance to join the parents and carers of Warhol class assembly this Friday afternoon. Please be warned in advance, the hall will be busy!

Miss Owen

EYFS

The children in Monet and Matisse classes have been having a wonderful time engaging in their new topic on dinosaurs! We have already learned so much. We found out that special dinosaur scientists are called palaeontologists and that the reason that we know dinosaurs used to be alive is because they found their bones. Some of us pretended to be palaeontologists and gently swept away the sand from the 'bones' in our classroom to see what we could find. We talked about why some dinosaurs had long tails, long necks and bony plates and we thought about why they might have become extinct. We have learned that dinosaurs used to lay eggs and that some were carnivores, some were herbivores and some were omnivores. The books we have been using as stimulus for our learning are 'Dinosaur Roar' and 'Tyrannosaurus Drip' and we have written speech bubbles from the characters, learned that adjectives are describing words and spent a long time on counting out groups of objects to match numbers. In PE we have started ball skills and we are very much enjoying learning to control balls in different ways. We are so proud of ourselves that we have learned all our phonics from levels 2 and 3 and we will be spending the next few weeks going back over them and making sure we know how to write all the letters and that we can read them in words.



Mrs Allen

Key Stage 1

What a busy February we have had in KS1!

On Friday 2nd February, we celebrated Number Day. The children came in with number themed costumes. The money raised went to the NSPCC charity.

The children took part in a variety of Number Day challenges such as: crack the code, number bond and times table flowers and number of the day. The children had lots of fun and celebrated their work in assembly.



In art, the children explored different African patterns and then designed their own in their art books. They then created their design on cardboard with string to create a stamp. Then they painted the stamp and used this to create an African Pattern on fabric.



In English, the children created their own recipes for a fruit skewer. They included imperative verbs and clear instructions. The children loved eating their creations.



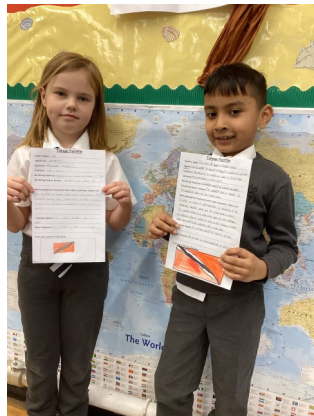
Miss Gayson, Miss Taylor, Ms. Laughland, Mr. Morand and the KS1 team

Lower Key Stage 2

What an exciting start to the new term years 3 and 4 have had!

We have begun our learning through our Power of Reading book, *Gregory Cool*. The children have discovered that Gregory has gone to Tobago, to stay with his grandparents and his cousin for the summer. They have found out that Gregory takes a while to settle in but soon discovers lots of positives. Over the next few weeks, we are going to explore his 'journey' in more detail.

Of course, the story links beautifully to our learning in Geography, where we are studying the Caribbean island of Tobago, and comparing Tobago with England. Last week, we began by finding out that the Caribbean is made up of several small islands. The children explored atlases to locate the different islands. Looking at the countries which are close by and discussing what they know about these countries. The children then went on to complete the map of the Caribbean, identifying the 19 islands using atlases for support.



In Music, we have just started to learn a little history about Caribbean (Jamaican) musician Bob Marley and we are learning the song, *Three Little Birds*.

This term, we have continued our Maths topics:

Year 3, exploring multiplication and division and Year 4, Fractions (mixed, improper, addition and subtraction).

In PE, Year 3 have just started to learn the skills involved in playing netball, and Year 4 are revising their throwing techniques, continuing to build on the skills they learnt in year 3.

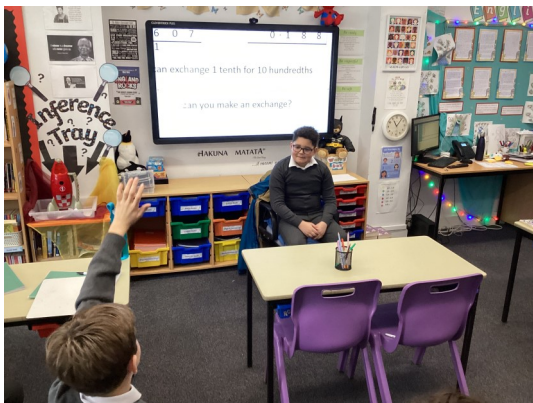
Mrs Rossiter, Miss Almond, Miss Black, Mrs Harris and the LKS2 Team

Upper Key Stage 2

What a busy start to the half term! We have started reading 'Cosmic' by Frank Cottrell-Boyce. The children have really enjoyed reading about Liam Digby (the main character) and the often humorous events that have happened to him. The children have produced some amazing writing, imagining they are various characters from the story as well as taking part in activities such as 'hot seating.' This is where children pretend to be a character from the story and answer questions posed to them by the other children. This activity helps us to really think about how a character may be feeling and what they might be thinking.

Alongside our book 'Cosmic', we have been learning about the Earth and space during our science lessons. We have been conducting our own research about space after posing our own scientific questions. We will also be conducting an investigation about the size of our solar system.

In maths, Year 6 have been learning all about decimal numbers. They have been looking at the value of digits, adding and subtracting them and also multiplying and dividing them! Meanwhile, Year 5 have also been working with decimals with a focus on adding them. We look forward to more amazing learning taking place over the remainder of this half term.



Mr Allen, Miss Childs and Mr Thurston

Maths

AIM High Challenge Day

A few Year 5 and 6 children participated in the AIM High Maths challenge day at Days Lane School, hosted by The Mathemagician, Andrew Jeffreys. It was a fun day to learn some new problem-solving skills, encourage curiosity and notice patterns through playing lots of mathematical games. This involved finding winning strategies for card games and learning how to find the rule to patterns of numbers. We also learnt Ninja addition skills to mentally add and subtract quickly. The children were forced out of their comfort zone to challenge themselves and we had an enjoyable day. Here is what the children had to say:

Amelia (Y5): I liked the 5 by 5 grid game to show that even though I got some rows with no scores, I got the highest score overall with my strategies.

Azaiah (Y5): I had never heard of one of the adding strategies of $7+8$ to double the numbers and see which number is in the middle.

Barney (Y6): I've learnt new strategies on how to add up quickly.

Cooper (Y6): It's nice to work in groups. We are able to use extra methods that he showed us. I liked how he made it fun and was energetic.

Laasya (Y6): I learnt how to add quicker than I usually do.



NSPCC Number Day

Thank you to everyone for taking part in Number Day! The costumes were amazing and there was a wide variety of activities taking place across the school, from making board games to unraveling mathematical mysteries. The children thoroughly enjoyed their day whilst also learning about the fundamental work of the NSPCC.

It was very difficult to choose the winners of the best dressed as clearly plenty of effort went into costume designs. This year, the prize went to Arthur (EYFS), Lilah (KS1), Francesca W (LKS2) and Lily C (UKS2).

Happy Number Day from everyone at Longlands!



Miss Childs

Wrap around care

The children attending wrap around care continue to have a lot of fun with activities including kite flying, building, ball games and table tennis. The children also love to sing and dance and they have been putting on shows to each other!

In the playground the children have been creative with the chalks drawing pictures of their friends and rainbows.



Wrap around care is popular so please ensure you are booking on the app in plenty of time to secure the sessions you require. If you need wrap around care at short notice then please contact the school office.

If there is a change to who will be collecting your child from wrap around care please contact the school office in advance or in the case of a last minute change then please call wrap around care on 0208 300 2368 ext 1010.

Orienteering

Do you want to get outdoors more? Do you want more opportunities to read a map? Why not try orienteering? Use the link to find some free, great and exciting courses near you, no experience required!

<https://www.dfok.co.uk/schools/newsletters>

Other news!

Amelia in Malone class has recently cut her hair and donated it to the Little Princess Trust. Her pony tail measured approximately 20 inches!

The Little Princess Trust provides free real hair wigs to children and young people, up to 24 years of age, who have lost their own hair through cancer treatment or other conditions.



<https://www.littleprincesses.org.uk/our-story>

At the FOLS Christmas fete, Amelie and Delilah in Malone class had a stall selling bracelets.

They used their initiative and came up with their stall name - BRILLIANT BRACELETS. They made the bracelets, set up the stall, sold out and then made more bracelets during the fete.

The girls raised a fantastic £17 for FOLS!



Dates for the diary 2024

Friday 1st March—Warhol class assembly

Thursday 7th March—World Book Day

Friday 8th March—FOLS Quiz Night

Monday 11th March - The Big Plastic Count Week

Monday 11th March—SEnCo coffee morning

Friday 15th March—Red Nose Day

Friday 15th March—Kahlo class assembly

Tuesday 19th March—Rock Steady Concert

Monday 25th March—GB Athlete in school

Monday 25th March—Sponsored Bunny Hop during PE this week

Tuesday 26th March—Parents Evening

Wednesday 27th March—FOLS Easter cake sale

Thursday 28th March—Parents Evening

Friday 29th March—Easter Holidays begin

Monday 15th April—Inset day



Attendance

Monet	94%
Matisse	98%
Murakami	96%
O'Keeffe	96%
Warhol	96%

Thomas	93%
Kahlo	94%
Basquiat	90%
Malone	95%
Ashevak	96%
Wei Wei	94%

From Miss Owen and the Longlands Staff Team.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on our core message which we believe trusted adults should be aware of. Please visit www.nationonline.com for further guides, blogs and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're perusing and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrails young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM



Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Covers the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN



Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: it alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT



If your child stumbles across unwanted content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS



Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen-free times and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping an alert eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to develop their independence – but you can still occasionally peek to see what they're looking at. Be transparent about your own social media use and try not to second-guess judgement about your child's.

7. TURN OFF PUSH NOTIFICATIONS



Even for adults, it's tempting to check an email or message as soon as the next sound ping. Push notifications encourage people to scroll their phone and spend time on their device, so turning these off will help your child to practice mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER



Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it more easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES



Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and mental space for our mental wellbeing. Spending hours on social media can mean us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE



Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Nawar-Ahm is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEND needs.

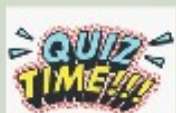


#WakeUpWednesday

AN UPDATE FROM



📅 DATES FOR YOUR DIARY 📅



Quiz Night
8th March 7pm



Bunny Hop (in PE lesson)
w/o 25th March



Own clothes day
3rd May



Disco
24th May
4:30 - 6:11 6:30 - 8



Summer Fete
29th June 12-3



Let us know if you can help?

FOLS CAKE SALE

Wednesday 27th March
After School

PLEASE BRING DONATIONS TO SCHOOL DROP OFF - ENSURE INGREDIENTS ARE SUPPLIED ALONG WITH CAKES. NO NUTS!



MAKE THE RULES DAY
WE RAISED
£460.50

THANK YOU FOR YOUR SUPPORT



WHAT CAN WE DO TO HELP FOLS?

MONTHLY DONATION
COULD YOU SPARE THE PRICE OF A CUP OF COFFEE EACH MONTH? SET UP A STANDING ORDER FOR AS LITTLE AS YOU CAN - NO AMOUNT IS TOO SMALL.
50 PXX
AN XX

VOLUNTEER
AS LITTLE AS AN HOUR CAN REALLY HELP



MATCH FUNDING

ASK YOUR HR AT WORK IF THEY DO MATCH FUNDING - THIS COULD DOUBLE THE FUNDS WE RAISE

EASY FUNDRAISING

This month, simply by doing our normal shopping we raised

£216.61

Complete how far we've got and how you've got on yet?

See all our Longlands Primary School Parents Accounts