



Newsletter 15

Friday 20h January 2023



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Nursery and Reception

This week in Reception and Nursery, we have begun to find out about Lunar New Year celebrations. The children have found out about traditions, have made some lanterns and explored the Chinese symbols for the numbers 1 to 10.

We have also listened to the story of great race between the animals, which led to the different years being named after each animal. We are about the welcome in the year of the rabbit!



UN Convention on the Rights of the Child

Article 29: Goals of education

Years 1 and 2



ACT 1 SCENE 3

(WITCHES enter and gather around the cauldron. WITCHES do various creepy and gross things)

(MACBETH and BANQUO enter a moment later)

BANQUO: You're my good buddy, Macbeth.

MACBETH: Mine too, Banquo.

BANQUO: Friends forever!

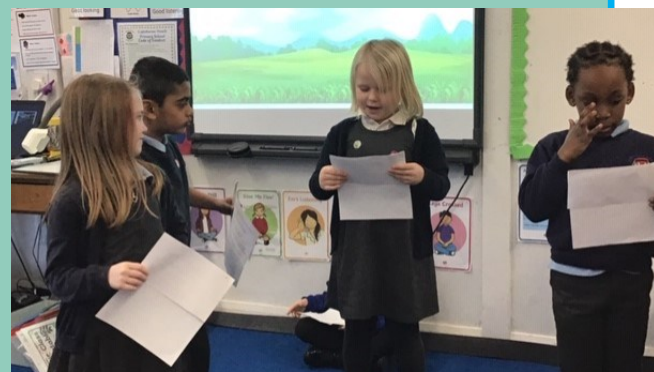
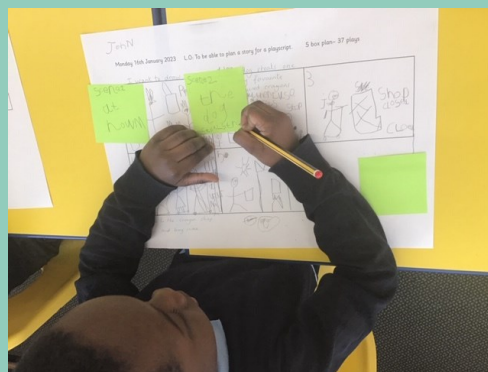
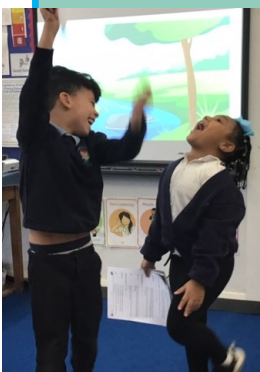
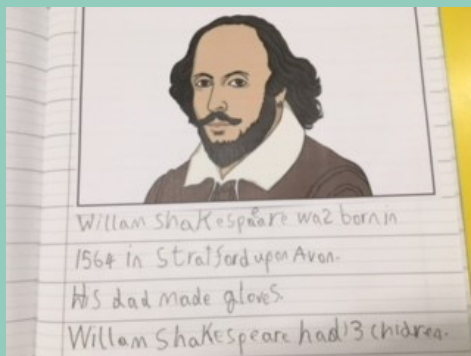
MACBETH: Yeah! *(they high five or do some other special handshake)*

BANQUO: Look at these crazy looking old hags. So withered and so wild in their attire.

MACBETH: Yeah, they're pretty creepy *(sniffs one)* and smelly too!

The children in Years 1 and 2 have been very busy over the last couple of weeks. In Literacy, we have been learning about William Shakespeare's play, Macbeth. We have explored the characters through a range of drama activities, exploring how the witches 'shape shifted' and how the battle scene may have looked.

Looking deeper into the writing style of play scripts, the children have picked out the main features of this text type. Using a simpler play script (The Gingerbread man), the children have learned to use a '5 box plan'. They have included information about scenery, actors lines and stage directions.



Year 3/4

The Tragedy of **MACBETH** *By WILLIAM SHAKESPEARE*



In English this week, we have also explored Shakespeare's Macbeth. The play opens with three strange and scary characters who are witches. We began the lesson by saying some magic words, which the witches said whilst making their potions:

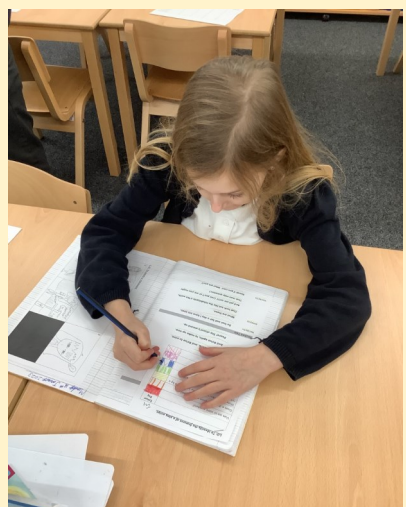
'Double, double, toil and trouble, fire burn, and cauldron bubble.'

Then, we looked at the ingredients and found out that they used all sorts of revolting things, such as eye of newt and toe of frog. The children were each given a copy of the witches' potion and highlighted the rhyming couplets in different colours. Next, in pairs, they came up with two new lines using horrible ingredients and the same rhythm and rhyming pattern as Shakespeare did.

Later on, we had a go at some drama. At the time Shakespeare wrote the play, people believed that witches could shapeshift (transform into animals or objects). Working in small groups, the children were allocated the following roles: the three witches, the director and the sound effects person. Whilst rehearsing the script, the children had to decide: How are we going to move? Which one of us is the leader? Who will say the words? And what can we shapeshift to?

Year 3/4

Looking at Learning



Year 5/6

COMPASSES

This week, the children in Years 5 & 6 have extended their learning about compasses. They learned that they have been used for over 2000 years.

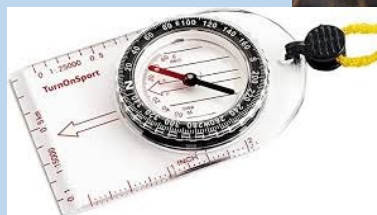
The children discovered that Sir Francis Drake was a Tudor explorer, navigator, soldier and politician. Between 1577–1580, Drake became the first Englishman to circumnavigate the globe in his ship, the 'Golden Hind'. He would have used a compass (along with other specialised navigation instruments.).

A compass is an important tool for finding direction. It helps you to find your way when you are using a map.

The children learned that compasses always point towards magnetic north and that the Earth has a churning molten iron core, which generates a magnetic field around the planet. The needle in the centre of a compass is magnetised, so it is attracted to the Earth's magnetic poles, north and south. A compass needle always points to the geographical North Pole, which is actually a magnetic south pole.

We experimented with magnets, exploring how opposite poles attracted to each other, and alike ones repelled.

Although this learning was geography based, we will be using it to support a science experiment later this term where we intend to make our own compasses.

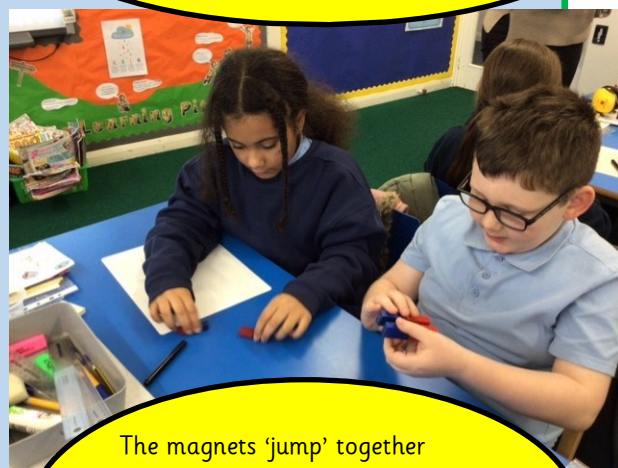


It feels weird when I try to touch the same poles together. It's like they're pushing apart!

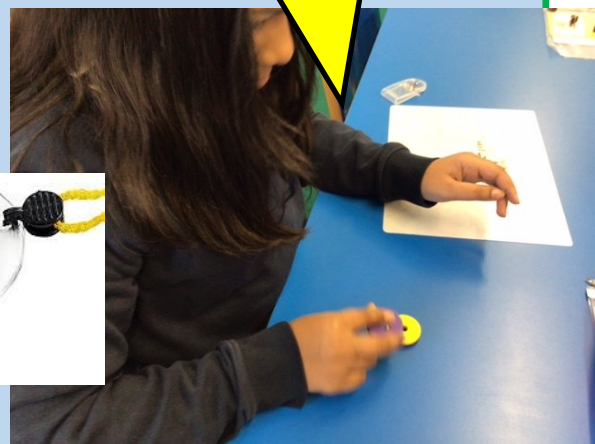
Alfie.



I can make my magnet move without touching it if I try to make the same poles touch. Amy



The magnets 'jump' together when they are opposites poles. Now I know why they say opposites attract. Falak.



Lighthorne Heath Learning Heroes

Nursery and Reception

Mrs Hartley and Mrs Manley have chosen Kyan as our Reception and Nursery class hero this week. Kyan has settled into the class really well and listens carefully to instructions.

Year 1/2

Our Year 3/4 Hero this week is Stefan. During our Science lessons we have been learning to identify and name

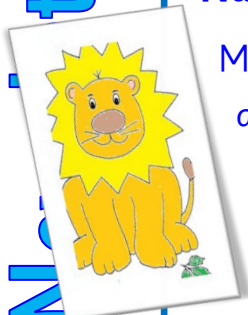
parts of the body. We also thought about which body parts were the most important. Stefan brought in a model heart from home, demonstrating how it pumps blood around the body in order to keep all the other organs working and instigated a class discussion about the importance of keeping our hearts healthy through a balanced diet and exercise. He taught us lots of interesting facts and knowledge. Well done, Stefan!

Year 3/4

Miss Singh has chosen Joey and Abimbola as this week's heroes for making a fantastic start at Lighthorne Heath Primary School. They both have shown an excellent attitude towards learning and have given everything a go. They are a lovely addition to our school.

Year 5/6 Mrs Cox's

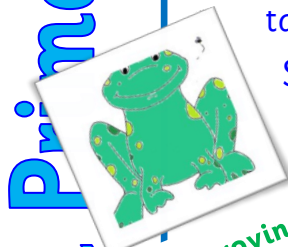
Mrs Cox's hero this week is Lola. She has worked hard in English lessons and has made a great start on her play script. She has used her imagination and challenged herself to use more challenging vocabulary. Keep up the good work Lola!



Co-operate



Persevere



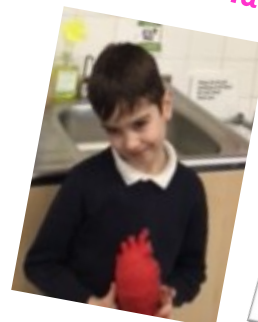
Keep on improving



Use your imagination



Have a go



Concentrate



Enjoy learn-

NSPCC

Number Day

Friday 3rd February 2023

On Friday 3rd February we are delighted to be joining schools and nurseries across the UK taking part in the NSPCC Number Day.

The NSPCC is the UK's leading children's charity. They've been looking out for children for over 130 years. By raising money, we can help to fund their vital services such as Childline – the helpline that's always there for children and young people whatever their problem or concern.

On average, a child contacts Childline every 25 seconds.

To further support the NSPCC, Mrs Hartley is running the London Landmarks Half Marathon in April with a charity place. It will be her first half marathon and longest run ever!

- A fun day of maths activities
- We will be taking part in 'Dress up for Digits'. Pupils are asked to wear an item of clothing with a number on it (football shirt, cap, netball shirt or even a one-sie!). Or get even more creative by dressing in a maths or numbers theme. There are lots of ideas online with no need to buy any new items of clothing.
- We will also be ending the day with a cake sale so we would be very grateful for any donations of cakes.

To help raise money for the NSPCC, we will be asking for donations, and we'd love everyone in the school to take part in this special event.

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*Number Day is supported by Man AHL and Oxford University Press, led by NSPCC.

EVERY CHILDHOOD IS WORTH FIGHTING FOR

NU Convention on the Rights of the Child

Article 29: Goals of education

Super Star Reading!

A reminder that we run a weekly reading initiative at school.

Reading at home is the single most important thing that you can do to support your child's learning. Reading for pleasure is as important as learning the mechanics of reading and has a number of benefits to every child which include supporting children to develop a wide and varied vocabulary, developing emotional literacy, supporting language development and general knowledge, building pupil's confidence and providing pleasure.

Research by the Department for Education confirms that pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career.

It is our expectation that each child reads regularly at home. The ideal is every day (or almost every day) and sticking to a routine is sensible. Short regular reading sessions are more beneficial than less frequent longer sessions, 5-10 minutes (more for older children) each day (before bed time is an ideal time) is sufficient.

We request that an adult at home signs each child school reading record each time their child reads at home. Children that are heard 3 times in a week will enter the weekly prize draw to take home our reading bear and bag. This prize includes a specially chosen book (carefully selected by your child's teacher), a teddy bear to read to, a hot chocolate sachet and some biscuits to enjoy. We ask that you return the reading bag once the book has been read and add a picture of you reading to teddy to the journal.



This weeks read-
ing star is
Amanda.
Congratulations,
Amanda, keep up
the fabulous
reading.

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Diary Dates

Spring Term	
January 2023	
Friday 27 th January	MUFTI Day (non-uniform day), please bring 50p donation towards school fund
February 2023	
Friday 3 rd February	NSPCC Number Day / Dress up for Digits / Cake sale (donations welcome)
Tuesday 7 th February	Winter Sports Lunch
Friday 17 th February	Mufti Day (non-uniform day), please bring 50p donation to school fund Break up for Half-Term
20 th - 24 th February	Half Term Holiday
Monday 27 th February	Spring 2 begins
Thursday 2 nd March	World Book Day (school will be working on a WBD project during the week beginning 27 th February)
Friday 24 th March	Mufti Day (non-uniform day), please bring 50p donation to school fund
Friday 31 st March	School breaks up for the Easter Holiday
Monday 3 April 2023 to Friday 14 April 2023	Easter Holidays

Super Star Reading!

Our Reading superstar this week is Bella

Congratulations, Bella

With best wishes from Mrs Westwood, Mrs Manley and all the staff at
Lighthorne Heath Primary School.

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Emotional Wellbeing and Mental Health



Top tips to support children and young people

Access the NHS website on <https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/> or follow the QR code to view the page online and follow the links for more information.



Be there to listen

Regularly ask how they're doing so they get used to talking about their feelings and know there's always someone to listen if they want it. Find out how to create a space where they will open up.

[How to start a conversation with your child](#)



Support them through difficulties

Pay attention to their emotions and behaviour, and try to help them work through difficulties. It's not always easy when faced with challenging behaviour, but try to help them understand what they're feeling and why.

[Help with difficult behaviour and emotions](#)



Stay involved in their life

Show interest in their life and the things important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



Encourage their interests

Being active or creative, learning new things and being a part of a team help connect us with others and are important ways we can all help our mental health. Support and encourage them to explore their interests, whatever they are.



Take what they say seriously

Listening to and valuing what they say, without judging their feelings, in turn makes them feel valued. Consider how to help them process and work through their emotions in a more constructive way.

[The Anna Freud Centre support guide](#)



Build positive routines

We know it still may not be easy, but try to reintroduce structure around regular routines, healthy eating and exercise. A good night's sleep is also really important – try to get them back into routines that fit with school or college.

[Sleep tips for children](#)

