

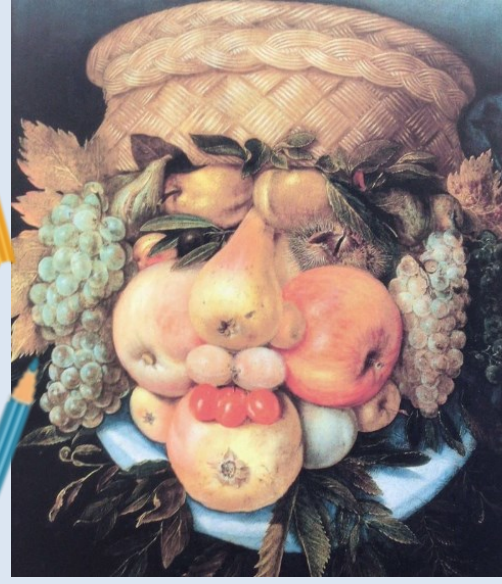


Newsletter 30  
Friday 24th May 2024

01926 640326  
admin2064@welearn365.com



# Nursery and Reception



This week, Reception class looked closely at the painting 'Fruit Basket' by Giuseppe Arcimboldo. We discovered it can be viewed as a fruit basket or a person's head. We worked as a team to identify the fruits in the image and the facial features they represent. The children then had a go at creating their own portrait drawings using a variety of fruits. This activity allowed the children the opportunity to explore artwork by great artists and to communicate their ideas while creating their own art work.



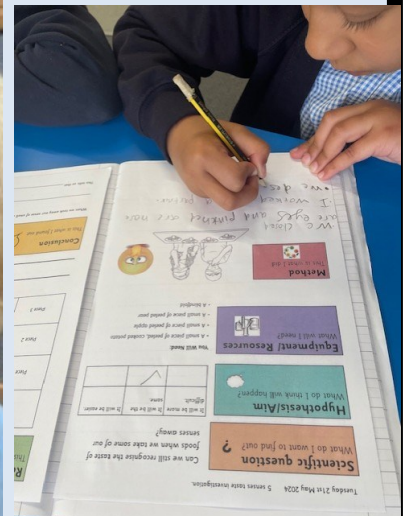
UN Convention on the Rights of the Child  
Article 29: Goals of education



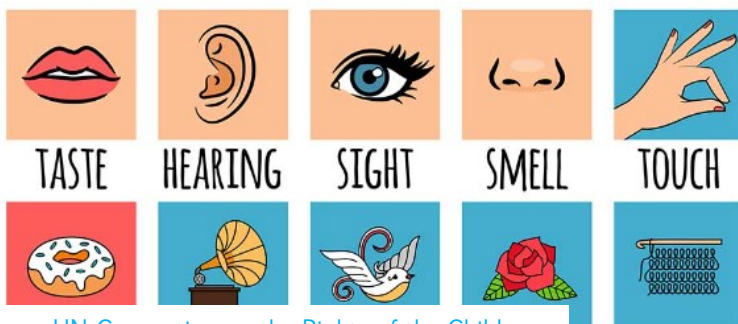
## Years 1 and 2

This week, the children in Year 1 and 2 took part in an investigation to find out if they could still recognize the taste of foods when some of their senses were taken away. In previous lessons the children had identified and grouped foods that provide humans with a balanced diet and also identified the senses and their associated body parts.

During the investigation the children worked in pairs and took turns to feed each other a piece of potato, pear and apple, the taster covered their eyes and pinched their nose whilst eating. The children concluded that it was a little more difficult to identify the tastes of the different foods, learning that the sense of smell works alongside our sense of taste to help us identify flavours of foods and that our sense of sight helps us to identify textures and food types.



### 5 SENSES



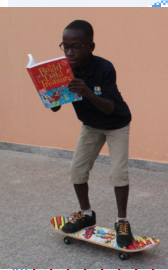
UN Convention on the Rights of the Child

Article 29: Goals of education

RIGHTS  
RESPECTING  
SCHOOLS



# Half Term Reading Challenge



# READING CHALLENGE



## Half Term Reading Challenge

Over the half term we'd love to see children continue to develop their love for reading.

Therefore, we are challenging children to be an extreme reader.

Can you find an extreme (but safe!) place to read?

Please send a photo to [hartley.r1@welearn365.com](mailto:hartley.r1@welearn365.com) for a chance to be featured in the newsletter.

All children who get their challenge slip signed five times over the holidays will receive a small reward.

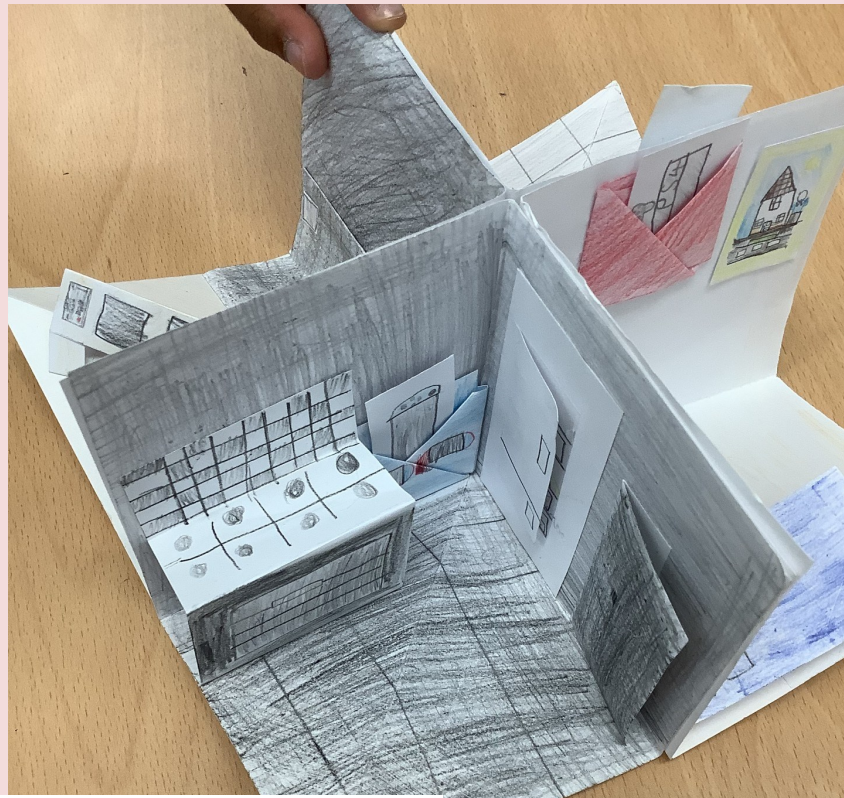
1. Think about different, exciting, fun and SAFE places you can enjoy a book.
2. Ask someone to take a photograph of you reading your book in your "extreme" place.

In preparation for Refugee Week, the children in Years 3 and 4 were challenged to create pop-up houses to be displayed in the Warwickshire Library for children and families to enjoy.

Throughout this project, we discussed who refugees are and why someone might be forced to leave their home. We carefully considered why our homes are special and important to us, and how difficult it is for families to leave their homes due to circumstances beyond their control.

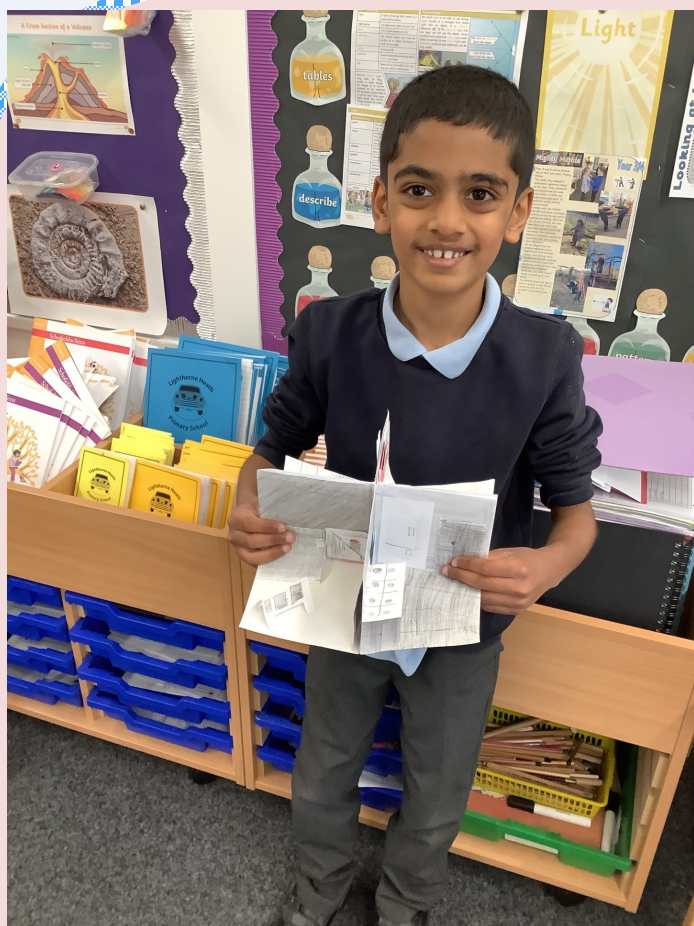
As part of their task, the children created pop-up models representing their homes. Each child had the opportunity to design a bedroom, living room, kitchen, and garden, adding various pieces of furniture and amenities that pop out to engage the viewer. Through this project, the children developed important transferable skills such as listening, following instructions, problem-solving, and creativity. They refined a range of design and technology skills, including cutting, shaping, folding, and joining.

Once the children finished crafting their houses, they wrote a paragraph explaining why their home is important to them. The children have made spectacular pop-up houses that have exceeded my expectations. They should be so proud of themselves, and I can't wait for other families to see and enjoy them. Well done, Year 3 and 4!





# Looking at Learning





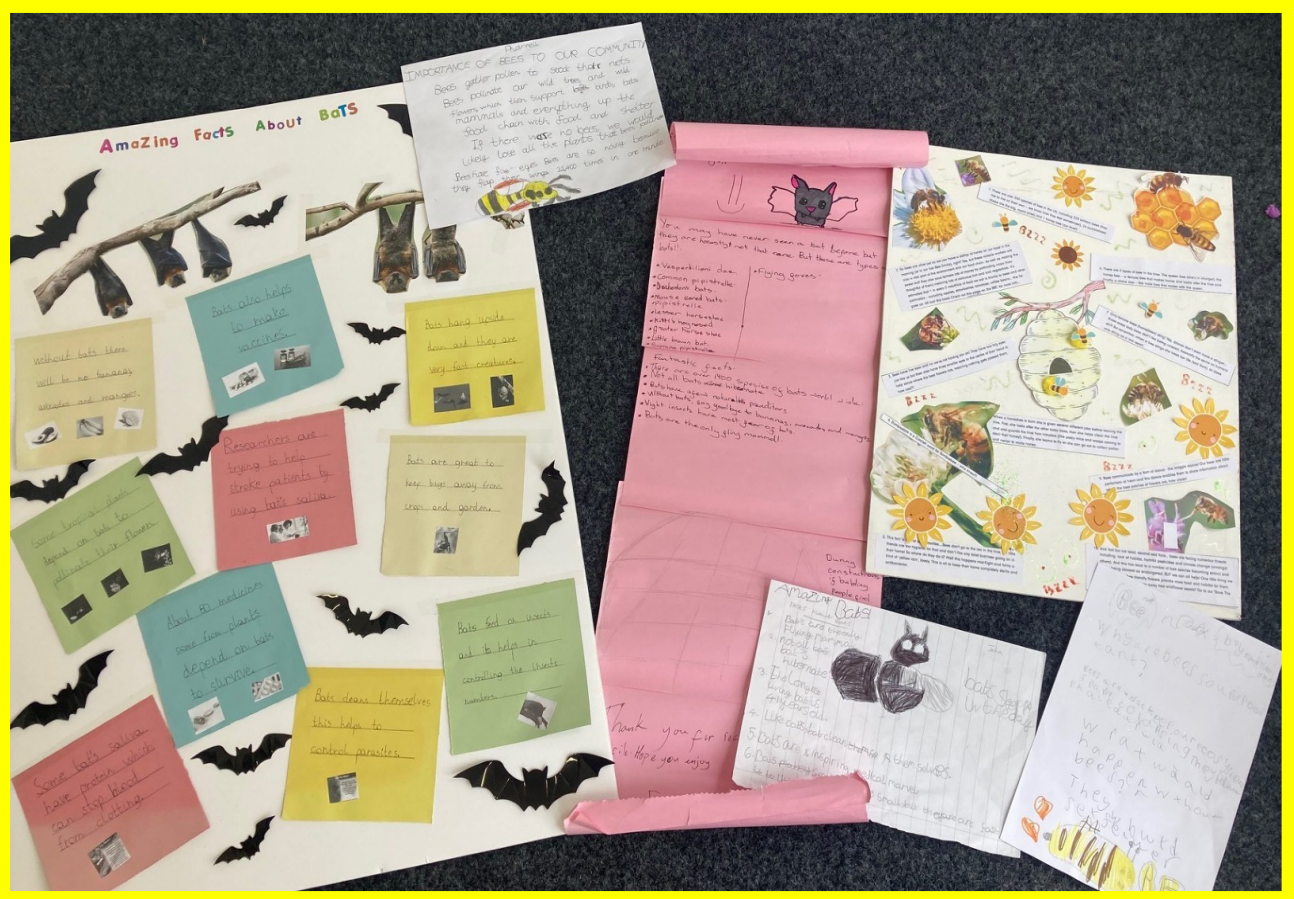
## Bee and Bat Home Learning

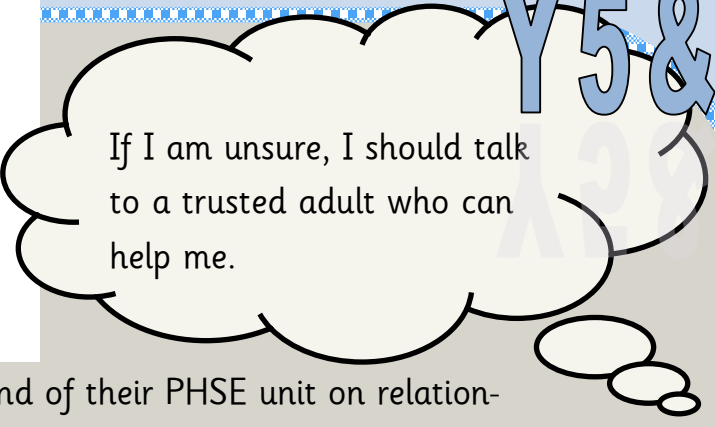


Following the wonderful response to the Bat and Bee home learning that Mrs Hill set over Easter, three names have been picked at random from the children that took part.



Congratulations to John (Year 2), Emilia-Rose (Year 3) and Abimbola (Year 5) who will attend the Champion Science Workshop afternoon on Wednesday 5<sup>th</sup> June 2024 from 1-2.30pm.





The children in 5&6 have come to the end of their PHSE unit on relationships this week. Through this unit they have explored and learned about:

**I will learn about...**

- My characteristics and personal qualities
- Positive and negative consequences of online communities
- Rights and responsibilities in online communities or social networks
- Screen time and how to stay safe when using technology

**I will explore...**

- How to build my self-esteem
- How online communities may be unsafe, uncomfortable, helpful or unhelpful to me
- Online games and how they may be unhelpful or unsafe
- Screen time and how I can look after my health
- How to resist pressure to use technology in a way that may be risky or harmful towards others

This week we have talked specifically about how to stay safe when you are online. We looked at different scenarios and had to decide whether the information was private or okay to share. It was interesting because some of our responses were dependant on the situation. We discussed how sometimes people that may try to interact with us are not what they seem and that we should follow the SMARTT rules in order to ensure our safety

**The SMARTT rules**

- S – SAFE** Keep personal information like pictures, names, passwords or address offline and protect your information and others' by making strong passwords. Follow your home or school system for reporting problems.
- M – MEETING** People you meet online are still strangers, so don't arrange to meet them in real life or through another app or game. Always tell an adult if someone asks you to do this.
- A – ACCEPTING** It's really easy to quickly accept invitations by clicking links, opening e-mails, clicking on pictures etc. This is how many online viruses are spread so always check with a safe adult before you do this.
- R – RELIABLE** It's really difficult to tell what information is reliable and helpful online, and to know if the people you meet online are really who they say they are too. Keep your chatting online to friends and family you know in real life where you can, and check with an adult before you talk to anyone new, or use a new app.
- R – RIGHTS + RESPONSIBILITIES** Remember that you need to treat people with respect and kindness online in the same way as if you were chatting face-to-face with them. Think before you post, share or reply to someone in case it may be unkind or unhelpful.
- T – TELL** If something online is worrying you or a friend, tell a trusted adult. If it is making you feel uncomfortable, listen to your instinct and talk to someone who can help you work out if something is not right, and what you can do next.



Sports



On Monday, we held our annual school sports morning where children in Years 1–to 6 had the opportunity to participate in a range of competitive and non-competitive games and activities.

The children all enjoyed the morning and it was lovely to see them competing. Thank you to parents and other family members who joined us on the day. An enormous thank you to Mr Rellis and his colleagues at Onside Coaching for organising and running the event for us.





# Diary Dates<sup>9</sup>



Summer Term		*= New additions to the diary dates
<b>May</b>		
Monday 27 <sup>th</sup> May- Friday 31 <sup>st</sup> May. Half Term.		
<b>Monday 3<sup>rd</sup> June school closed for INSET</b>		
<b>Children return to school on Tuesday 4<sup>th</sup> June</b>		
<b>June</b>		
Thursday 20 <sup>th</sup> -Friday 21 <sup>st</sup> June	Y 5/6 residential at Gulliver's Land	
<b>July</b>		
Monday 8 <sup>th</sup> July	End of Year Reports will be sent to parents this week	
Thursday 4 <sup>th</sup> July	Y1-4 Cotswold Wildlife Park	
Friday 5 <sup>th</sup> July	Educaterers Wimbledon lunch	
Tuesday 9 <sup>th</sup> July	Y 5/6 National gallery online workshop session 1-2:30pm	
Thursday 18th July*	Nursery (+parent) morning workshop at British Motor Museum	

Please remember that next week, 27th May—2nd June is Half Term.

Monday 3rd June is INSET day and school is closed.

We look forward to seeing all children on Tuesday 4th June.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility





# Emotional Wellbeing and Mental Health



## Mental Health in Schools Team Tips For Wellness



Growing for  
wellbeing week -  
3<sup>rd</sup> - 9<sup>th</sup> June

### Get outdoors

Being outside can help decrease your anxiety levels, as well as lessen stress and feelings of anger. Exercise can also help with this and it's even better when you're outside!

Regular access to green spaces has been linked to lower risks of depression and improved concentration and attention. Cycling and walking both release our 'feel-good' hormones known as endorphins. These hormones help to relax your mind and make you feel happier. This boosts your mood and reduces your feelings of anxiety. Research shows that those who regularly cycle also have a significantly lower risk of feeling stressed!

#### Our tips for getting outdoors:

1. Check out the QR code for **75 fun outdoor activity ideas!** There are some great suggestions for things you can do outdoors during the summer holidays, why not create your own 'summer holiday bucket list' of all the activities you would like to try?
2. Have a look in your local area for any **parks or green spaces** you can go to. Some parks have a variety of activities you can do, such as football, mini golf, tennis and foot golf! Follow the QR codes for some suggestions.
3. Try a new outdoor activity, such as **disc golf!** There are disc golf courses available in Stratford (Gilly's Disc Course) and Leamington (Quarry Park Disc Golf Course).
4. Follow the QR code below to the **best trails in Warwickshire**, where you can walk, mountain bike or climb outdoors with family and friends. There are plenty routes to choose from!



75 outdoor activities!



Coombe Abbey facilities



War Memorial Park facilities



Warwickshire trails

#ThanksKids recognises the efforts and kindness of children and young people, and thanks them with personalised #NHSSStars certificates. If you know a child or young person that deserves recognition for going above and beyond, don't wait, nominate! [thankskids@covwarkpt.nhs.uk](mailto:thankskids@covwarkpt.nhs.uk).

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.



# Lighthorne Heath Learning Heroes

## Nursery & Reception

Mrs Hartley and Mrs Manley have chosen Zoe as their learning hero this week. Zoe always impresses us with her positive attitude to learning and her kind and caring approach to her peers.

This week, Zoe added so much detail into her fruit portrait and showed great perseverance. Well done Zoe!



Lighthorne Heath Primary School Newsletter

Co-

## Years 1 & 2

This week Mrs Hill and Mrs Munday have chosen Summer L as their hero. Summer has continued to work hard with her writing in class and really impressed us when she independently complete her work in Literacy and science this week. Summer was also a superstar during our school sports morning, joining in enthusiastically with all the races. What a fantastic effort you are putting into your learning Summer!

Have a go



Concentrate

Perse-

## Years 3 & 4

Miss Singh has chosen Jessica as this week's hero for her enthusiasm for reading. Jessica reads most evenings with her mum and has made significant progress. She is reading more fluently and has excellent comprehension. Keep up the great work, Jessica!



Keep on improving

## Years 5 & 6

Mrs Cox's hero this week is Jonah. He made a fantastic 3D fish inspired by our work on 'Wear it Green' day. He showed incredible concentration to successfully complete the task to a high standard. He also showed fantastic knowledge about nature when we discussed which different creatures we might like to use for our work. Keep it up, Jonah.



Enjoy learning

Use

UN Convention on the Rights of the Child

Article 29: Goals of education



**Emirates FA CUP**

**NUTRI GANG**

**FA CUP FINAL MENU** Friday 24th May

**GF Football Crazy Breaded Fish Fillet (f)**  
or  
**(vg) Veggie Plantburger in a Bun (G)**

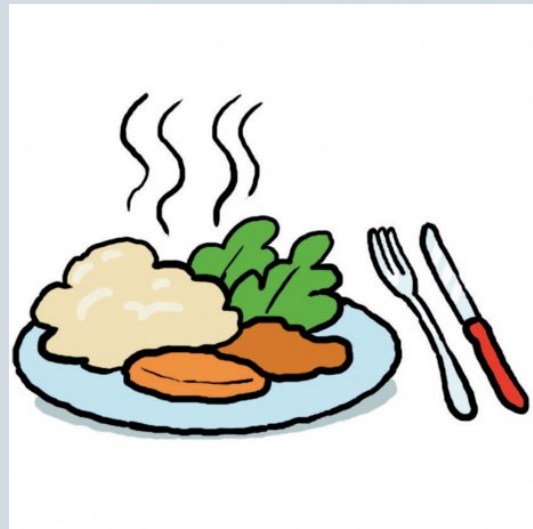
**Served with Chipped Potatoes, Peas, Baked Beans or Salad**

**(v) Football Mini Jam Donuts (G)**  
or  
**(v)(h) Iced Shortbread Goalie Biscuits (G)**

Allergen Key  
V - Vegetarian  
VG - Vegan  
G - Gluten  
D - Dairy  
F - Fish  
GF - Gluten free  
H - Homemade

**educaterers®**

**A FOOD STORY**



**THE CHAMPIONSHIPS WIMBLEDON**

**WIMBLEDON MENU** 5th July

**Gluten Free Breaded Fish Fillet (F)**  
or  
**(v.h) Vegetable Tartlets (G.E.D)**

**Both served with Chips, Peas Baked Beans or Salad**

**Strawberry Whip (D) with a Mini Shortbread Biscuit (G)**  
or  
**(v, h) Lemon Drizzle cake (G.E)**

Allergen Key  
V - Vegetarian  
H - Homemade  
VG - Vegan  
G - Gluten  
D - Dairy  
F - Fish  
E - Egg

**The first Wimbledon Tournament took place in 1877. That was 147 years ago!**

**educaterers** **A FOOD STORY**



## Healthy Lunch Boxes

As parents may be aware, our school dinners are carefully planned and follow national guidance about foods that should be served in school..

Our menu ensures that children have the energy and nutrition they need to get the most from their whole school day.

Unfortunately, we have noticed an increasing number of children bringing unsuitable packed lunches to school. These include lunches containing multiple chocolate bars, no fibre or protein and foods with high levels of salt and sugar. We politely request that parents consider whether the lunches provided are suitable for a busy day learning.

### A healthy packed lunch should include:

- A good portion of starchy food, e.g. wholegrain roll, tortilla wrap, chapatti, pitta pocket, pasta or rice salad;
- A portion of lean meat, fish or alternative, e.g. chicken, ham, beef, tuna, egg, beans or hummus;
- Plenty of fruit and vegetables, e.g. an apple, satsuma, handful of cherry tomatoes or carrot sticks, small tub of fruit salad or small box of raisins;
- A portion of semi-skimmed milk or other dairy food, e.g. reduced fat cheese, yogurt or fromage frais;
- A drink e.g. fruit juice, semi-skimmed milk, yogurt drink or a bottle of water.

This checklist is adapted from the Department of Health's Food in Schools Toolkit.

Cakes and biscuits are allowed but encourage your child to eat these **only as part of a balanced meal.**





# Upper Lighthorne Family Litter Pick followed by free refreshments



Join the Timebank cafe team at

11am-1pm on

Wednesday the 29th of May

meeting at the Lighthorne Heath

Village Hall

## Upper Lighthorne Community Photo Competition

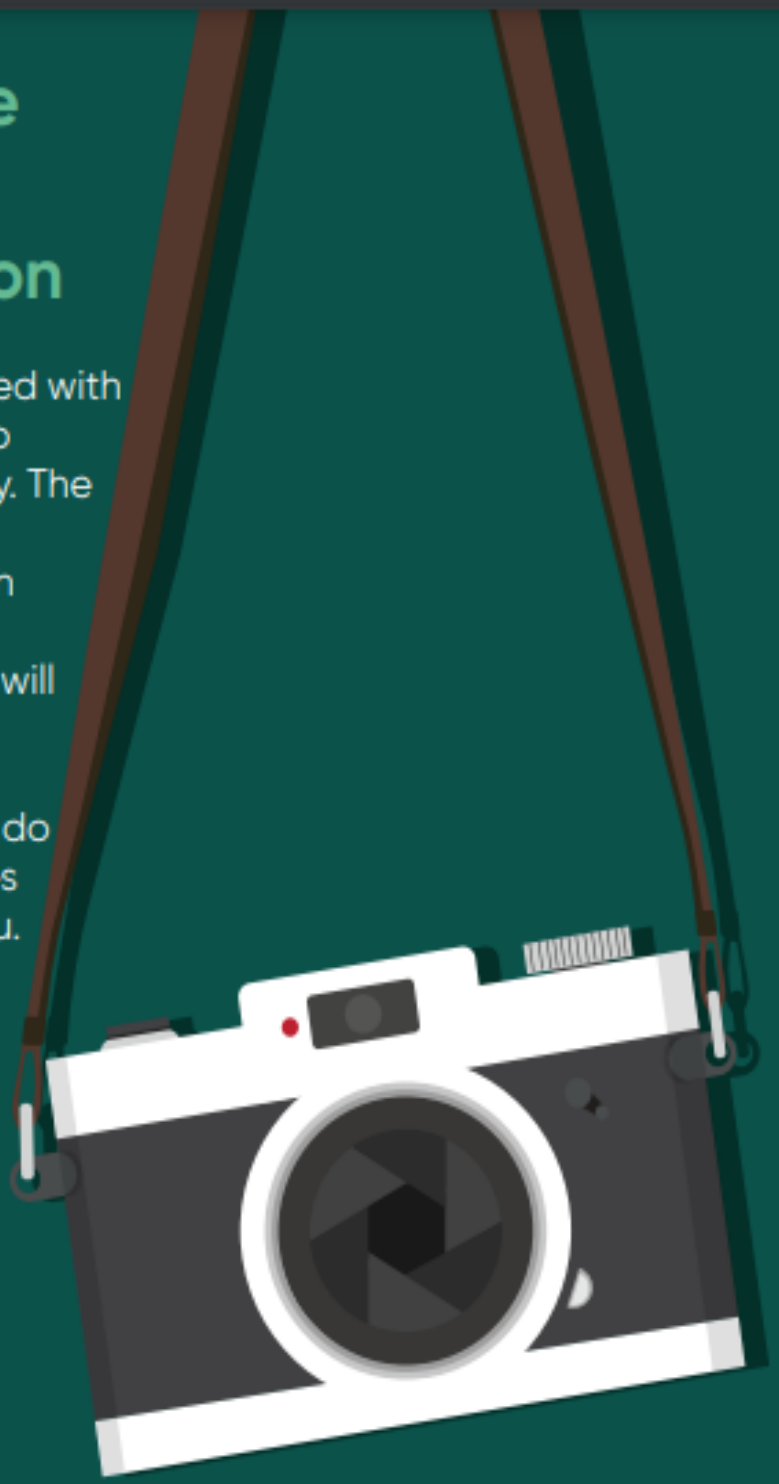
Upper Lighthorne has partnered with Trustgreen to organise a photo competition for the community. The competition has three age categories and is open to both children and adults.

The winners of each category will receive a prize worth £30.

To participate, all you have to do is take a photo that showcases what community means to you. Along with the photo, write a brief description of what you value about your community.

The deadline for competition entries is the 1st of June and the winner will be contacted shortly after. Good Luck!

Send your image, description, name and age over to [photocomp@trustgreen.com](mailto:photocomp@trustgreen.com) or scan this QR Code to enter.



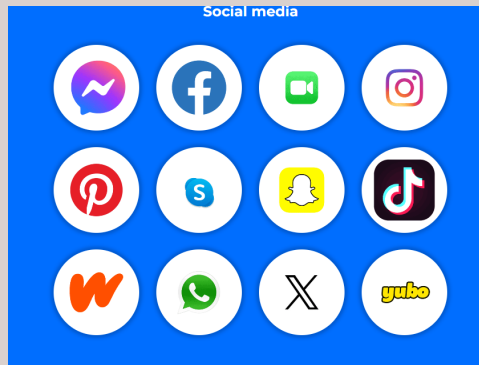
Trustgreen



Upper  
Lighthorne



• Online Safety and Social Media



Unfortunately, we are finding that an increasing number of children at school are requiring support with problems that have occurred due to their internet use out of school. This includes sending/ receiving inappropriate messages, accessing inappropriate videos and images and the normalisation of undesirable behaviours including swearing and offensive language.

Managing these situations is taking a significant amount of adult time in school each week and we are seeing increasing numbers of younger children (including nursery aged children) that appear to be given unsupervised and unrestricted access to the internet.

Please can I ask that all parents and carers speak with their child individually about their online behaviours and review each child's access to particular sites and apps? Please see the age rating guide overleaf for more information. The following site: has some links to online guides on how to set parental controls for some sites:: <https://www.internetmatters.org/parental-controls/social-media/> and

the following link provides advice about setting controls on YouTube: <https://www.internetmatters.org/parental-controls/entertainment-search-engines/youtube-app/>

If any family would like additional advice or support regarding internet safety or device controls do get in touch and we will do our best to assist.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 18: Parental Responsibilities










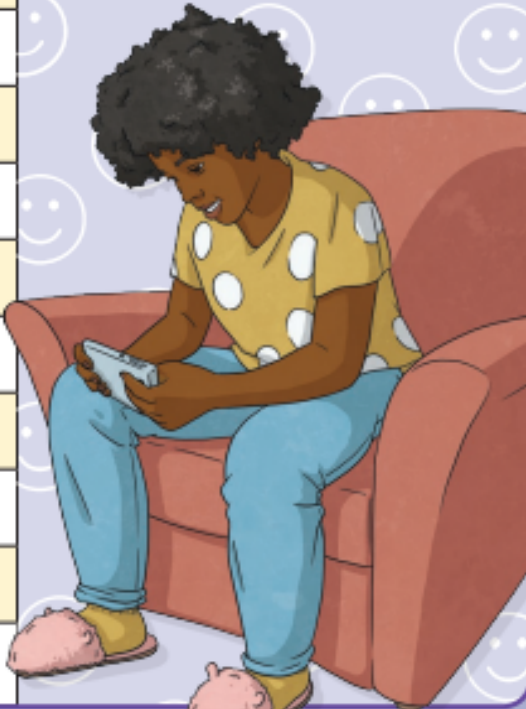









Online Safety

# Age Restrictions for Social Media Platforms

## Why are there age restrictions on social media platforms?

Many social media platforms have an age restriction of 13 years or over. This is because you have to be at least 13 years old to give consent for your personal data to be collected and processed.

What is the minimum age for UK account holders on these social media platforms?

13	16
 Facebook	Vimeo 
 Instagram	Telegram 
 Snapchat	Tumblr 
 TikTok	
 X (formerly Twitter)	
 Pinterest	
 Twitch	
 Reddit	
 Messenger	
 Discord	
 Skype	
 YouTube	
 WhatsApp	



The above age restrictions are based on the age required by the individual platform. This may differ from the age ratings suggested on app stores such as Google Play or App Store.

Social Media Disclaimer: This resource/information is not intended to encourage or discourage the use of social media. Please do not sign up to social media sites after using this resource/information.

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