

Dear parents and carers,

In-Service Training (INSET) Days—School Closed

School will be closed for staff continuing professional development on the following dates:

Monday 23rd November 2020

Monday 4th January 2021

Autumn Half-term Term Holiday

Monday 26th October 2020—Friday 30th October 2020.

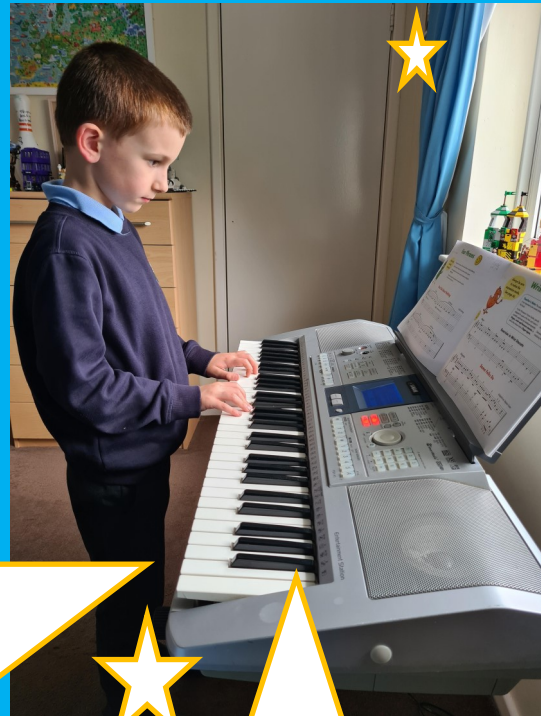
Flu Vaccinations

The provisional date for pupils to receive their flu vaccinations is Friday 11th December. A letter will be sent to you electronically approximately two weeks before this date. The letter contains a link to an online consent form.

The immunisation team will vaccinate one “bubble” at a time, decontaminating their working area in between each bubble and at the end of the session.

Have a great weekend!

**Best wishes, Juliette Westwood, and
all the staff at Lighthorne Heath**



How wonderful to see some of our children's fantastic learning outside the classroom.

Congratulations to these two children on passing a first piano exam and cooking up a delicious recipe!





Smoke-free Zone!



School is a smoke-free zone!

This is a polite reminder that smoking is prohibited on our school site. Please would parents and carers also kindly refrain from smoking outside the school gates.

Second-hand smoke is dangerous, especially for children. When you smoke a cigarette (or roll-up, pipe or cigar), most of the smoke doesn't go into your lungs, it goes into the air around you where anyone nearby can breathe it in. Second-hand smoke is the smoke that you exhale plus the "sidestream" smoke created by the lit end of your cigarette. When friends, family and other people using our school site breathe in second-hand smoke – what we call passive smoking – it isn't just unpleasant for them, it can damage their health too. People who breathe in second-hand smoke regularly are more likely to get the same diseases as smokers, including lung cancer and heart disease. Most second-hand smoke is invisible and odourless, so no matter how careful you think you're being, people around you still breathe in the harmful poisons.

Pregnant women exposed to passive smoke are more prone to premature birth and their baby is more at risk of low birthweight and cot death. Passive smoking is especially harmful for children as they have less well-developed airways, lungs and immune systems. Children who breathe in second-hand smoke are at higher risk of breathing problems, asthma, and allergies.

The only way to protect our school community from second-hand smoke is to keep the environment smoke free. The best way to do that is to quit smoking completely. If you're not ready to quit, please make every effort to keep your cigarette smoke away from other people at the school gates. Health professionals recommend avoiding using e-cigarettes (vapes) around pregnant women, babies and children. Thank you, in anticipation of your understanding and support. Please use the link below for 10 self-help tips to stop smoking:

<https://www.nhs.uk/live-well/quit-smoking/10-self-help-tips-to-stop-smoking/>



UN Convention on the Rights of the Child
Article 24 Health and health services

Floppy's Phonics



What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make - such as 'sh' or 'oo' ; and blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Why phonics?

Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7 years.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'.

How do we teach phonics at Lighthorne Heath Primary school?

Our approach enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secure word recognition skills by the end of key stage one (Year 2).

Phonics is taught in discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme / phoneme correspondences. We use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills. Children are taught that phonemes should be blended, in order, from left to right for 'all through the word' reading. Teachers demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words.

The ORT Floppy's Phonics Sounds and Letters systematic synthetic phonics programme provides our school with all the structure and resources we need to deliver really effective synthetic phonics teaching for all children – as well as enriching their vocabulary and language comprehension.

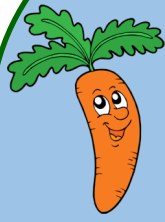
You can log on to Floppy's Phonics at home for access to e-books and additional learning material. Please ask your child's class teacher if you have forgotten your class username and password.

www.oxfordowl.co.uk



UN Convention on the Rights of the Child

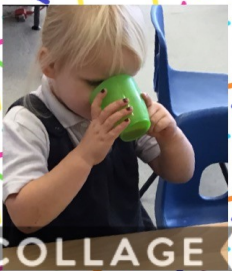
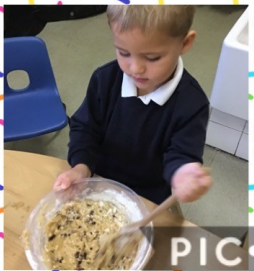
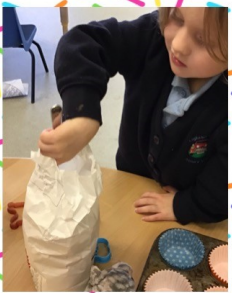
Article 29: Goals of education



Nursery and Reception Are Carrots Orange?



This week Reception and Nursery have continued to explore our topic of 'Are carrots orange?' exploring food and growing. The children planted cress seeds and decorated their own pots. They will be carefully observing any changes to the seeds over the next few days. The children also enjoyed the innovate stage of our topic deciding on a carrot recipe to make and working cooperatively to make it. They picked a carrot juice and carrot muffin recipe.



PIC COLLAGE



UN Convention on the Rights of the Child

Article 28: Right to Education

Article 24 Health & Health Services: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well

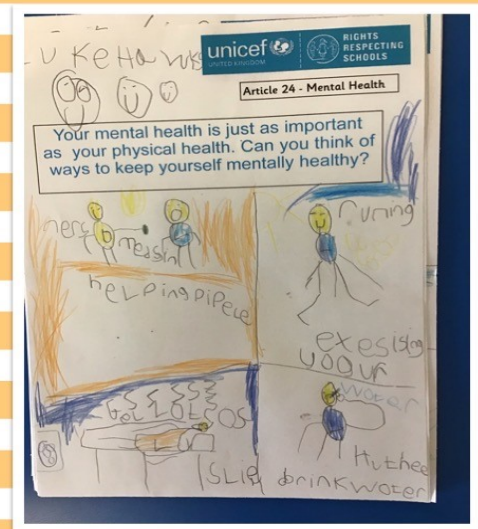
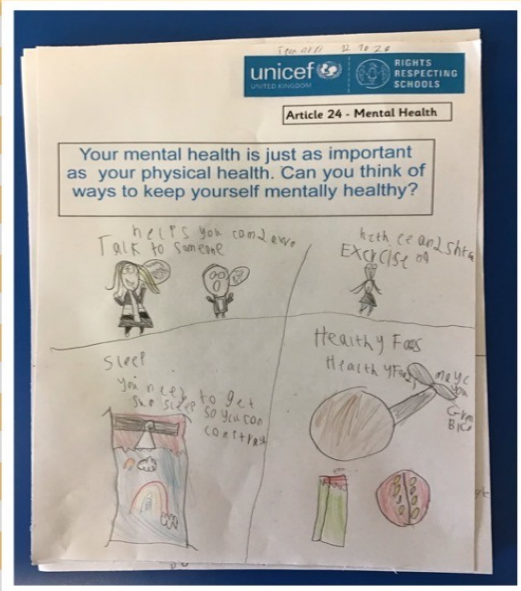
Year 1/2/3

World Mental Health Day



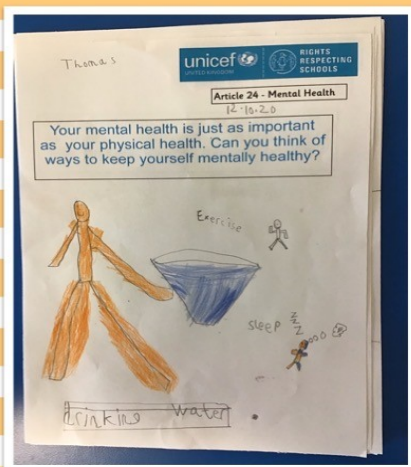
In line with World Mental Health Day and Article 24 of the UNICEF Rights of the Child, we have been thinking about our mental health and different ways that we can stay healthy.

We learnt about the importance of sleep to help us to keep healthy.



We discussed why it was important to talk to people about our worries too, no matter how small or trivial they may seem.

PIC•COLLAGE



Looking at Learning



Year 4/5/6

Burps, Bottoms and Bile

LO: To make a working model

Tuesday 13th October 2020



This week class 4,5,6 finished making 'Gigantagut.' This model replicated the process of digestion. The children worked in teams to cover the four distinct phases:

- 1.Ingesting
- 2.Digesting
- 3.Absorbing and
- 4.Eliminating.

We tested our Gigantagut to make sure the food could work it's way through the whole system and made the necessary adjustments when it got stuck.

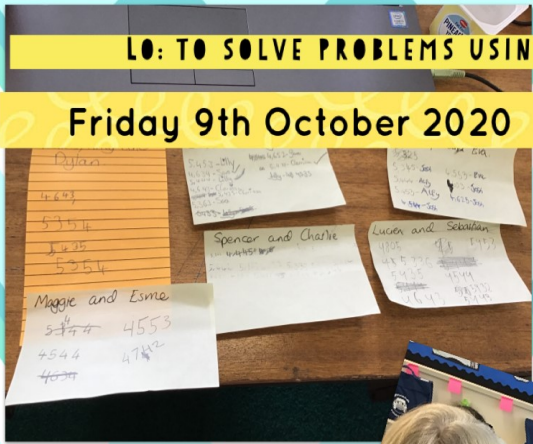
The children wrote play scripts to explain their part of the Gigantagut, which we will be recording using the iPads tomorrow.

PIC•COLLAGE

Year 4/5/6 Mathematics Place Value

LO: TO SOLVE PROBLEMS USING ROUNDING

Friday 9th October 2020



Today 4,5,6 worked together to solve a problem using rounding. They used their knowledge of rounding and place value to make numbers that would round to 5,000 to the nearest 1,000 using 17 counters on a place value chart.



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Year 4/5/6

Bonjour!

LO: To talk about preferences in French

Thursday 15th October 2020

This week the children have been learning about food in their French lessons. Today they learnt how to say which foods they liked or disliked. In groups they played a game to practise what they had learned.



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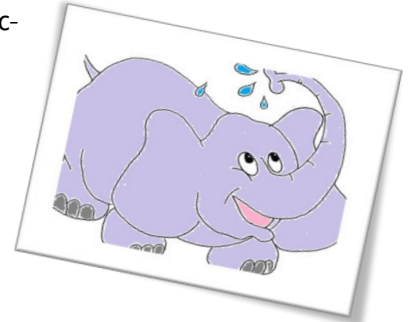


Lighthorne Heath Learning Heroes



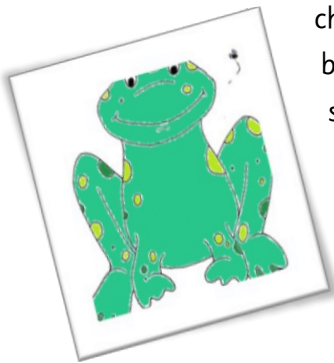
Nursery and Reception

Jessica is real star in the Reception classroom. She always tries her best at everything she does. She is the first to want to complete any learning activities and is very creative. This week she has really persevered when creating a piece of art, spending lots of time colouring and adding detail with a range of materials.



Year 1/2/3

India has shown a really good attitude towards her learning and, like our elephant learning character, she hasn't given up when she finds things challenging. She's been just like the frog and has kept improving and it has been lovely to see her beaming with pride at her achievements thanks to all of her hard work, just like the dolphin.



Year 4/5/6

Our nomination for Hero is Charlie R. The learning characters he has shown so beautifully this week are 'Be co-operative' and 'Don't give up.' He has helped out his fellow classmates when they have got stuck with maths. He has supported other children when they have struggled, and kept up their morale,. Charlie even helps other children if their shoelaces come untied! It's been lovely to see this nurturing and caring side to his personality.



UN Convention on the Rights of the Child

Article 29: Goals of education

