

The Leys Primary and Nursery School Newsletter

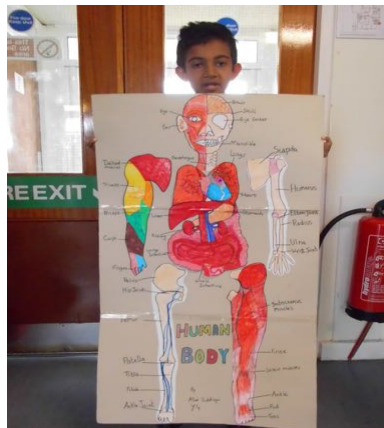
★ Accelerating progress	★ Enriching wellbeing	★ Promoting partnerships	30/04/21
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Have a wonderful Bank Holiday weekend! Back to school Tuesday 4th May

Star of the Week	
Class	Pupil
Zephaniah	Hailey
Anderson	Dylan
Sendak	James
Carle	Jackie
Hargreaves	Filips
Ahlberg	Anthony
Dahl	Ellanora
Freedman	Shaylen
Strong	Christina
Pratchett	Jessica
Morpurgo	Danny
Tolkien	James
Lewis	Lois
Rosen	Mayci-Lou
Shakespeare	Joseph
Dickens	Natalia
Kipling	Emily

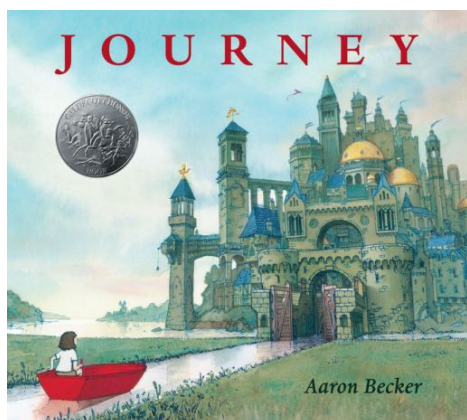


Congratulations to Robert in Year 1 who recently won a competition he entered with the National Theatre for his poster on the Netherlands! It is wonderful Robert! Well done!



This is an amazing poster that Assad in Year 4 made at home on the human skeleton! Very impressed!

Class of the week	ROSEN
Friendship Cup	
Headteacher Awards	YEAR
Joe J	SIX
Gracie	FIVE
Phebe Alys Ryan Asad	FOUR
Bailey Skylar	THREE
Gabriella Laura S	TWO
Oliver Brianna Lexie Robert Kyler May	ONE
Benjamin	RECEPTION



By **Aaron Becker**

Year 2

The whole school have been on a wonderful journey for the last couple of weeks which is taking them to all kinds of magical places! The writing that has come out of this project has been really incredible! This is a showcase of the work carried out by Year 2 so far!!! There is more to come!



Excellence	Respect	Equality	Determination	Courage	Inspiration	Friendship
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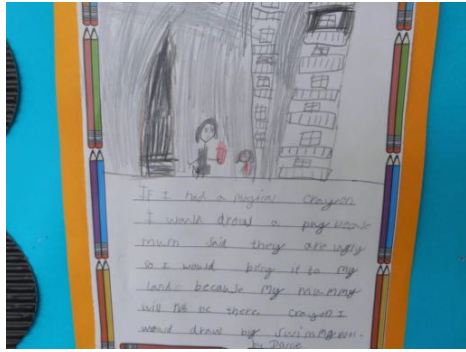
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★ Accelerating progress

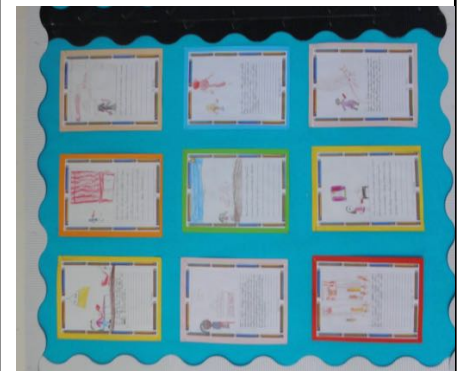
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"If I had a magic crayon I would draw money and food for poor people, because poor people don't have money or food, and it will help them! I would draw lots of animals" by Delilah Y2



CLASS OF THE WEEK



Over the Easter holidays the children were asked to use their knowledge of the properties of material to create a house. This house had to fit a set of criteria: it must have a door that could open and close, it must be waterproof and windproof. There were some amazing designs and this week we had the joy of testing them and evaluating the results. Although we ended up with a few soggy constructions, most of the children had applied their knowledge of materials to create robust dwellings, including a mansion that would make most pop stars jealous! Well done Lewis Class!



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Writer of the Week-
Joe J Y6

Joe J - Kipling class
Setting description - Journey

My heavy heart dropped as I slowly walked into the unknown. It was nothing like I thought an enchanted forest was going to be; it was dense with jade-green trees, forming a canopy shielding me from the sun. Crystal lanterns littered the sky above the magical forest, filling it with a navy-blue light. A small breeze swayed the lanterns side to side, delicately pushing them. The sound of rushing water led me to the small jetty sitting where the water flowed, lit up by the warm glow from the dangling fairy lights.

Sitting on the jetty, my reflection shon back at me as I stared at myself in the river. As I day-dreamed, fish jumped up and down under the sunset. This forest was like nothing I had ever seen before; I waved my hand through the water, causing a warm sensation to cascade through my body. Tiredness swam over me as I lay my head on a small pile of leaves, falling asleep as the birds chirped in the distance.



WELLBEING



In our self-esteem survey, only 53% of the children in Key Stage 2 felt that they were good at solving problems themselves. We all encounter many social situations with peers and family that require problem solving everyday. Right from early years, children need to learn how to share with siblings or peers, negotiate, work in a group, collaborate and self-advocate, without becoming aggressive or abusive towards others. We can all support children to develop these essential life skills by:

- **Teaching children to discuss their thoughts and feelings** - One technique is the "I" statement: "I feel _____ (insert feeling word) when _____ (share what caused this feeling)." These statements encourage honest communication, real apologies and creative problem solving. Some examples of an "I" statements are: I feel mad when my little sister goes into my room without asking me first. I felt sad when you played online and didn't include me.
- **Empower children to come up with their own solutions** - Ask them to describe the problem – identifying the source of conflict is an important step. Then ask open-ended questions such as "What could we do to make the situation better?"; "What would be a fair solution?"; "What's one thing you could do to help your friend/sibling feel better?" Enlist their imagination: "If you could wave a magic wand and fix this problem, what would it look like?" If children can imagine an outcome, they can begin to take steps to reach that goal.

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- **Discuss and model empathy** - In order for children to really grasp social problem-solving, they need to learn how to think about the feelings of others. Literature and films/tv are a great way to teach and practice empathy. Talk about the feelings of characters within story line, really highlighting how they might feel in situations and why. Ask questions like, "How might they feel? Why do you think they felt that way? Would you feel the same in that situation?"
- **Tell an adult** - remind children that there are times they can solve problems on their own, but there are also times when it's very important to get help from a parent, teacher or trusted adult. If they feel unsafe, if someone is hurting them physically or emotionally, if they see someone else being hurt or if they have tried to solve a situation independently but it didn't work, they should "tell an adult."

Spiritual, Moral, Social, Cultural and British Values

Since the Easter break the Year 1 children have been exploring Plants in their Science lessons. They have been on a Spring Hunt around the school to identify different signs of spring. Last week the children planted their own seeds. Over the next few weeks the children are going to observe their pot and record their findings from how their seed is growing. The children worked together to plant their seeds and are continuing to work together to look after their own seeds and others.



Don't forget to book on

☀️ **The Leys Fun and Games Club! Breakfast & After-School Club**

BREAKFAST CLUB

- Breakfast Club runs from 7.30am to 8:45 am and includes breakfast.
- Breakfast club costs £3.50 per child per day.
- Children must be signed into the club by whoever is bringing them to school.
- Children should not be dropped at the gate and sent into the club on their own. Breakfast on offer includes such choices as: cereal, toast, croissants, fruit, and fruit juices.

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AFTER SCHOOL CLUB

- After School Club runs from 3.15 to 6.00 pm in two sessions:
- 3.15 - 5:00pm Session A £7.00 per day per child
- 3.15 - 6.00 pm Session B £8.50 per day per child
- A snack such as sandwiches, wraps, cheese, biscuits, and fruits are served to all children attending the after-school club.

Planned activities available may include:

- Creative art and crafts activities - painting, drawing, cutting, sticking and model making.
- Free play - activities chosen by your child.
- Imaginative play - dressing up and role play.
- Messy play - sand water clay and dough
- Outside play - depending on weather.
- Sports activities - organised by our PE staff.
- Various special events - disco, face painting, cooking, movie & popcorn

Term dates

Start of term: 3 September 2020
Inset day: 2 September
 Term: 3 September -23 October
Half term holiday: 26 October 2020 - 30 October 2020
Inset day: 2 November
 Term: 3 November -18 December
Occasional Day: 7 December
Christmas holiday: 21 December 2020 - 3 January 2021

Inset day: 4 January
 Term: 5 January - 12 February
Half term holiday: 15 February 2021 - 19 February 2021
 Term : 22 February-26 March 2021
Easter holiday: 29 March 2021 - 9th April 2021

Term: 12 April - 28 May
Half term holiday: 31 May 2021 - 4 June 2021
Inset Day: 7 June
 Term: 8 June-21 July
Inset day 22 July
Summer holiday: 23 July 2021 - 31 August 2021

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