



Autumn 1 2021

Newsletter

Working Together



The first half term of 2021-2022 has passed in a blink of an eye, but it has been great to have the consistency of children being in school with some sense of normality. Although there remains management around Covid-19, as we move forward, our aim is to support children to make the best progress possible. To do this, we are focusing on three key aspects:

- Emotional Development
- Physical Development
- Academic Development

Within the school day, we will ensure that all children have a full curriculum, including creative and health-based opportunities, but we will also provide interventions around basic skills, both in school time and outside of the school day.

The work of school is only part of what is required for children to make the progress we all desire. The support we have from families is essential in this and we are hugely appreciative of what parents/carers are doing in relation to this. We know that families are supporting by:

- Ensuring high attendance
- Providing children with correct uniform
- Reading with and listening to children read
- Enabling children to complete homework
- Engaging in everyday activities such as playing games, visiting places, cooking together etc.

All of your support is greatly appreciated, and we will work together over the coming year to do the very best by every child so that they can be confident and successful.

Sharing Information with Families



Sharing information quickly and effectively is essential for a school. The information we share can be specific to classes or may be whole school information that all families need to be aware of.

Like the vast majority of schools, we now use electronic methods in order to reduce paper waste, but which also allows us to send out messages in a swift and effective manner. There may be times when we choose to send out paper copies, but our main outlet will be via our app-based sources.

All parents/carers should ensure that they have access to:

- School Ping (whole school/admin information)
- Tapestry (class information for children in Nursery or Reception)
- Class Dojo (class information for children from Y1 to Y6)

Parents/carers must make sure that notifications are set up, but it would be helpful to check these daily in case a message has been missed.

School Photographer



As various companies are now working in school once again, we have organised for the school photographer to visit next half term. On Thursday 18th November, the photographer will spend the day in school and will take photographs of individuals and siblings. However, sibling photographs will only consist of children attending Harlow Green.

We will give a reminder before the day to help people be organised. This will mean that there will be no PE for children on that day so that everyone can be in school uniform.

We hope that this will lead to some nice photographs of children that can be given as Christmas presents to family members, especially after such a gap since the last official photographs.

Age-Appropriate Activity



Over the last few days, we have become aware of children talking about and playing games referring to the Netflix show 'Squid Game'. This fictional programme involves 'contestants' who are forced to play games in a gameshow style but where losers are killed. It appears that we have a mix of children who have either watched the programme or have watched elements on social media. Additionally, we also have those who haven't seen any of the programme but are learning about it from their friends.

We would like to emphasise that this programme is not suitable for children in primary school and is 15-rated. There is a great deal of evidence showing that young children are not able to understand such violence which can lead to difficulties for them now and in the future.

We will speak with children in Years 4, 5 and 6 over the next few days to explain the need to watch/access appropriate content. We would also appreciate it if families could support this and monitor what their children are accessing.

Thank you for your understanding in this matter.

Food Bank Donations



A massive thank you to all who have donated items for the food bank. As ever, the generosity from our community is humbling and, in this instance, will lead to supporting many people who are struggling to access food.

UNICEF Article 24: We all have the right to healthy food.

Nursery – Birthdays



Children in Nursery have shown a great interest in birthdays and this has led to a lot of birthday cakes being made in the playdough area, mud kitchen, and home corner. To take advantage of this interest, Nursery staff have supported the children to engage in games where they roll the dice and count candles onto birthday cakes. Together teachers and children have enjoyed making party hats for party games using different shape stampers. Of course, the children have baked their own cakes following a recipe, during which they had the chance to feel the different ingredients and described them using their senses of touch and sight. Some of the most fun has been had by taking the children into the hall to play party games and dance which has also helped practise everyone's physical skills!

UNICEF Article 8: We all have the right to an identity.

Reception – Physically Fantastic!



All the boys and girls have had an incredibly active time in Reception. The children have loved having access to the bikes and scooters on the yard to practise their gross motor and balancing skills. Some children even learned how to ride a bike without stabilisers! The children have also been practising their throwing and catching skills in our outdoor area and during the PE session in the hall. The children worked hard to concentrate on their partners and learned how to catch and throw the beanbags with accurate aim. Lots of fun has also been had in the afternoon warm-up sessions each day where everyone has taken part in class dancing, yoga and 'squiggle while we wiggle'. Phew, how tiring!

UNICEF Article 31: We all have the right to rest, relax and play.

Year 1 – Friendship



Making friends, sharing and co-operating with one another is an important part of Year 1. In our PSHE sessions, the children discussed ways to be a good friend and acted out different scenarios to demonstrate what a good friend would do. They thought of so many excellent ways to be kind to everyone. To show their respectful nature to one another, they each made a friendship bracelet for another member of the class.

UNICEF Article 36: We have the right to be happy and safe.

Year 2 – Phenomenal Photographers

Children in Year 2 have been learning how to take fantastic photographs on the iPads, within their Computing lessons. The children have learned about what makes a good photograph and what makes a bad photograph. They now know that the subject needs to be central and they need to frame their photograph so that all of the desired subject fits. They have practised taking photographs of objects in the classroom, making sure their subject is in focus, the lighting is good, and they have chosen whether to hold the camera landscape or portrait.

Over the weeks, the children's photography skills have improved quickly, and the children all know how to take an image, check that it looks right, delete it if it is not the best photo they can take, and many can explain why their photograph is good quality.

UNICEF Article 29: We have the right to develop our talents and abilities.

Year 3 – Exhilarating Egyptians



Year 3's history topic this term has been the Ancient Egyptians. The children have really enjoyed learning about this period of history and the importance of the Nile River to this civilisation. All of the children enjoyed creating a model shaduf which would have been used to take water out of the Nile River to water crops thousands of years ago!

Mummification proved to be a very popular topic and the children created excellent recounts of the process. They were fascinated to hear that the brain was removed through the nose!

The children also enjoyed learning about the Pharaoh Tutankhamun and the discovery of his tomb. They were amazed at the treasures that were found in the tomb and understood that this is why he is remembered today. They even went on to create their own death masks like the one found on Tutankhamun!

Year 4 – How 'Viking' Are We?



In History, Year 4 are studying the Vikings and have looked at how they influenced where we live and how we live today. The children started with the chronology of when the Viking raids took place. Then they looked at houses, lifestyle, work and place names locally – identifying those that are of Viking origin. Did you know that towns and villages with names ending in -thorpe, -ness, -by and -kirk are all likely to have their origins in Viking heritage?

The children have also been looking at how the Viking way of life differed from ours – from clothes to houses and from food to jobs. In the end, the vast majority decided that we prefer our modern times since there were no mobile telephones or games consoles in Viking England!

Year 5 – As-tu un animal?



This term, Year 5 are enjoying learning how to introduce and describe their pets in French. During the unit, the children have had the opportunity to speak, listen to, read and write words and phrases that enable them to say what pets they have or don't have and their pet's name. This block builds on previous vocabulary and phrases that the classes learned in Years 3 and 4. As part of our French work, the children are able to familiarise themselves with a French/English dictionary. Both classes used the dictionary to identify if the words for pets are masculine or feminine nouns. The children have learned that this is related to the sound of the word and how it flows in French. The classes worked very hard on this task and were pleased to demonstrate their understanding of the bilingual dictionary. Bien fait!

UNICEF Article 29: We all have the right to develop our talents and abilities

Year 6 – Thundering into School!



Year 6 were lucky enough to be visited by Ukuma Ta'ai from Gateshead Thunder and the Tonga national Rugby League teams. He gave the children the opportunity to ask questions about life as a professional sportsman and gave some good advice about sticking in and trying hard at school. Following this, Ukuma led a training session, where he introduced drills to develop the children's basic passing skills before refereeing a game and giving advice to the team players before their tournament. It was a fantastic opportunity, and we would all like to say a big thank you.