



Bruche Primary School Academy

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We've had another great week in school this week! Our children in year 5 attended Padgate Academy for a forensic Science workshop this week, they all really enjoyed it and some children are now inspired to work in CSI in the future!

Next Friday we will be sending out your child's interim school report. Please make sure you look out for it and check your child's bags. Your child's class teacher will be referring to the information on it at the parents evening after half term.

Some of you may have seen that a bench has been placed at the front of school. The bench was donated by Eve Shepherd's parents in 2015 after their daughter Eve, who attended Bruche. Eve's bench has been in our reading garden since 2015 but we have now decided it was time to move it to the front of school so that it can be enjoyed by everyone. The flowers placed on the bench this week acknowledge the anniversary of her passing – something we do every year.

Have lovely weekend everyone!

Mr Jones

Communication Corner

Diary Dates

07/02/2024 Y6 Parents coffee morning
07/02/2024 Parents Evening booking in day
09/02/2024 Open the book Assembly
09/02/2024 Interim School Report to Parents
09/02/2024 Close for Half Term
19/02/2024 School opens after Half term
19/02/2024 Parents Evening
22/02/2024 – 07/03/2024 Children’s PAN artwork on display in the Gateway Exhibition Centre
08/03/2024 Open the book Assembly
11/03/2024 Living eggs arriving EYFS
18/03/2024 some of our children perform at Parr Hall
28/03/2024 Non Uniform Day
28/03/2024 School Closes for Easter
08/04/2024 School Opens after Half Term
18/04/2024 Tempest Photographs
29.04.24- 03.05.24 Scholastic Book Fayre week
02/05/2024 Polling Day – (School open as normal)
06/05/2024 May Bank Holiday
08/05/2024 Nursery Welcome Event 5.00pm
24/05/2024 School Closes for Summer Half Term
03/06/2024 School Opens after Half Term
12/06/2024 Reception Welcome Event 5.00pm
14/06/2024 Sports Day – Morning EYFS
14/06/2024 Sports Day – Afternoon KS1 & KS2
18/06/2024 Sports Day (back up day if the weather is bad on 14/06/2024)
19/06/2024 Y6 to Robinwood
21/06/2024 Y6 return from Robinwood
08/07/2024 Transition Day for the children
08/07/2024 School reports to parents
09/07/2024 Transition day drop in for parents to meet new class teacher 3.30pm – 4.00pm
15/07/2024 School report drop in for parents after reports 3.30pm – 4.00pm
18/07/2024 Y6 Leavers Assembly – Parents Invited
18/07/2024 School finishes for Summer
19/07/2024 INSET Day – School Closed
22/07/2024 INSET Day – School Closed

Parents Evening booking

We will be taking bookings over the phone for Parents Evening as we did last year. The office will be open to take bookings on **Wednesday 7th February between 10am-4pm**. We recommend that you phone on this day to ensure that you are allocated a time to suit yourself as the bookings fill up quickly.

Special Mentions

Nursery - Noah Ratcliffe – For demonstrating a wonderful enthusiasm towards taking part in activities as well as having a kind, supportive and helpful attitude towards others.
Well Done Noah!

Reception – I would like to award my special mention to **Ava Whaley** this week. Ava is working hard to form her letters more accurately. She has shown a growing confidence in writing more independently and using her own ideas the label and annotate her work.
Keep up the great work, Ava! Well done!

Year 1 –Myles Mullaney for working so hard in all lessons this week! I am so proud of you Myles!

Year 2 –Marley Rae Johnson for producing excellent Maths work and contributing well during lesson time.

Year 3 –Alexander Jones for his amazing progress in his handwriting and always participating in lessons!

Year 4 –Pixie Rae for her great effort in her writing this week. Well done Pixie.

Year 5 – Oscar Cooper for his excellent behaviour and enthusiasm on our trip to Padgate!

Year 6 –Ryan Hircombe - for a super attitude to school

Early Years News

Nursery

This week we have been identifying the features of non-fiction books and the children have enjoyed creating their own information books about Antarctica.

In maths we have been discussing and comparing objects, sorting them according to whether they are thick or thin and the children have enjoyed finding resources in the classroom to demonstrate this as well as making playdough biscuits, sandwiches, cakes, sausages etc. to show thick and thin. In phonics we have been listening for the sounds at the beginning of words and the children have been sorting objects and images according to whether they begin with the letters p, s or m.

The children have also enjoyed baking and decorating their own biscuits and comparing the thickness of them before and after they were cooked.

Well Done Nursery you have all worked hard this week.

Have a lovely weekend.

Mrs. Wallace

Reception

This week in Literacy the children have been using their phonics knowledge to write about Noi's Dad. The children had to write sentences including CVC words and the children have also been making puppets for our story; drawing the characters and labelling them using a sound mat to write letters accurately.

The children have been using a part-whole model in maths to show the composition of 5. The children have used magnetic counters to split 5 into two parts. As an extra challenge, the children have also been writing number sentences focusing on number formation.

Have a good weekend everybody.

Miss Bostock

Key Stage 1 News

Year 1

In Literacy this week we have wrote a set of instructions. We spent the first half of the week ordering pictures and labelling them with adverbs of time. We then spent lots of time discussing 'bossy' verbs and why we use them in instructions. We then spent the end of the week writing our instructions and we are so proud of our writing! We have also sequenced a familiar story this week in preparation for writing a short narrative next week.

In Math's this week we have continued with addition and looked at recognising patterns with number bonds. We used part whole models to discover related facts and worked independently to record number sentences. Year 1 have also looked at doubling this week and they used counters to express their knowledge!

In History this week the children have looked at shops in the past and compared them to now. We looked at what you can buy in a supermarket and compared it to how many shops people had to visit in the past. We discussed the meanings of:

Greengrocer

Bakery

Butchers

Flea market

Haberdashery

Chemist

Fishmonger

We really enjoyed looking at shops in the past and how much they have changed since the 1960s.

On Friday the children were artists for the day and completed some lovely work with Mrs Jones. The children revisited some skills and enjoyed learning new ones.

Well done Year 1!

Mrs Lewis

Year 2

Year 2 have had another wonderful week!

In Writing this week, we have looked at editing sentences and understanding past and present tense. We also extended sentences using adjectives and conjunctions. On Thursday we started our diary entry writing and shared some of our paragraphs with each other. We were all so impressed with the adjectives that had been used to describe the fire! Some of the words included; ferocious, roaring fire, blazing and frightening!

In Maths we focused on Subtraction using number lines, tens and one and quickly moved on to subtraction using the column method. We are getting so much more confident solving these calculations and explaining our methods.

In DT, we finished sewing our puppets and decorated these with buttons, felt, glitter and sequins. We evaluated our puppets and enjoyed role playing with them.

In Computing, We looked at different technical devices in our world and sorted these into two groups. We could comment on which devices are used indoors and which are used outdoors.

In RE we ended our focus topic on Christians and discussed how Jesus is believed to be the light of the world. We looked at Christingles and how they are made using oranges and a few other bits. We now understand people light the candle at the end of a service to spread a magical glow around everyone. Each element of a Christingle has a special meaning and helps to tell the Christian story.

Miss Kerrigan

Key Stage 2 News

Year 3

In English this week, we have looked closely at adventure stories and what makes these stories exciting, to help us prepare for writing our own adventure stories shortly. The children had a chance to create their own character from the stone age to be able to use their drawing to inspire the creative sentences they created about her.

We have been delving deep into learning our 8 times tables this week! We have used our knowledge from our 4 times tables to help us spot patterns in the 8 times tables. The children identified that the 8 times tables were just double the 4 times tables.

In History we completed a shared reading lesson on the Amesbury Archer, a famous ancient man from the Amesbury area whose burial site was found with lots of gold and bows in with him. A burial site of this age with this amount of precious metals in with him shows how wealthy the Amesbury Archer was.

In Geography we focused closely on the different courses of a river- the upper course, the middle course and the lower course. The children were able to identify how the water flows differently in each course of the river and why it is like this.

We also had Spanish this week where the children were practicing how to speak and write about their favourite animals!

Mrs Hogan

Year 4

This week in Year 4, in English we have been learning about the RMS Queen Mary. We had read in Edward Tulane that the Tulane family were going from New York to London on the Queen Mary. We watched a video of her maiden voyage and then read a recount of being aboard before researching things we would like to find out to write our own non-chronological reports about her.

In Maths this week, we began with continuing to look at subtraction with multiple exchanges. We then looked the vocabulary we use in addition and subtraction and how certain words tell us what operation we might have to do in the problem. We have then started looking at 1 and 2 step word problems.

In History, we have been looking at the two city-states Athens and Sparta. We have compared at how they are similar and different in areas such as education, boys and girls and careers. We have then decided which of the two states we would prefer to live and then wrote a balanced argument.

In Science, we have been looking more at classification and looked back at last week's classifying vertebrates and then moved on to classifying invertebrates. We used lots of pictures and in our groups had a go at sorting them into all the different invertebrate groups. Later this year we will be going on a bug hunt and classifying what we find but sadly will have to wait until the spring.

Homework

LBQ - Maths - 1 and 2 step word problems.

LBQ - English - Determiners

Reading Plus - 2 x at home

Reading 3 x reads in diary

TT Rockstars - 5 minutes daily.

Mrs Shone

Year 5

Well what an excited week! Of course, went on our school trip to Padgate Academy! We had an amazing time in our forensic science lesson dusting fingerprints, analysing footprints and using the microscopes.

In Maths, we looked at the written method of multiplication for 4-digits by 1-digit (e.g. 4536×4) and then progressed onto multiplying 2-digits by 2-digits (45×33). We will continue this next week.

In writing, we focussed on description. First, we described a hero and villain from Norse mythology ready for our story. We then described Asgard (the god's home) using similes, prepositions and expanded noun phrases.

For our history topic, we looked at King Cnut and how he became the ruler of England. We created a timeline of the events that led to his take over of the throne.

Finally, in Science, we conducted an experiment all about air resistance. We made parachutes of different sizes and timed how long it took for them to hit the fall. We discussed why parachutes need to be of a certain size.

Mrs Ratcliffe

Year 6

Year 6 have been looking in greater depth at the cardio-respiratory system and how the heart, lungs and blood system work together to support the functions of our cells.

They have looked more closely at the 4 components of blood and what function each one of these has.

In Maths, the children compared the percentage amounts of the components of our blood to create pie charts.

Also in Maths, the children continued to examine the differences between perimeter, area and volume. They have used formulae to find the areas of triangles, rectangles, parallelograms and trapeziums, as well as composite shapes.

They have also used a formula to solve the volume of cuboids and have found missing sides of cuboids by working backwards.

In English, the children have been identifying complex and simple sentences.

In History, the children have been looking at how the treaty of Versailles helped to shape the beginning of WW2. The children looked at how intolerance and racism leads to hate and conflict by studying the life of Hitler before the war.

In Computing, the children considered the ownership and use of images (copyright) and studied the following:

1. I can say why I should use copyright-free images
2. I can find copyright-free images
3. I can describe what is meant by the term 'fair use'

Mr Gould

Lunch Menu W/C 05.02.23

Week 3

Week One	Week Two	Week Three
<p>Meat Free Monday</p> <ul style="list-style-type: none">Homemade Macaroni CheeseVegetarian Sausage Roll baked diced potatoes and beansVanilla Ice Cream	<p>Meat Free Monday</p> <ul style="list-style-type: none">Margarita Pizza served with baked jacket wedges and sweetcornJacket with FillingsVanilla Ice Cream	<p>Meat Free Monday</p> <ul style="list-style-type: none">Homemade Tomato and Mascarpone Pasta Bake served with seasonal vegetablesQuorn nuggets with baked herby diced potatoes, and sweetcornVanilla Ice Cream Roll
<p>Tuesday</p> <ul style="list-style-type: none">Chicken Curry served with 50/50 riceBaked fishfingers with baked potato waffles, peas and sweetcornFresh Fruit Segments or yoghurt	<p>Tuesday</p> <ul style="list-style-type: none">Chilli Beef served with 50/50 riceHam and Cheese Panini, fresh salad, coleslawFresh Fruit Salad or Yoghurt	<p>Tuesday</p> <ul style="list-style-type: none">Cajun Chicken in a bun, Baked wedged potatoes, coleslaw and sweetcornVegetarian Burger in a bun Baked wedged potatoes, coleslaw and sweetcornFresh Fruit Segments or Yoghurt
<p>Wednesday</p> <ul style="list-style-type: none">Pork Sausage with creamed potatoes, gravy served with seasonal fresh carrots and peasPanini served with coleslaw, sweetcorn, and saladJelly and Fruit	<p>Wednesday</p> <ul style="list-style-type: none">Homemade tomato sauce with pasta served with mixed vegetablesBaked Falafel served with savoury rice and mixed vegetablesJelly and Fruit	<p>Wednesday</p> <ul style="list-style-type: none">Chicken Tikka Masala served with 50/50 riceBaguette pizza served with fresh salad and coleslawJelly and Fruit
<p>Thursday</p> <ul style="list-style-type: none">Oven baked Battered Fish served with chunky chipped potatoes, garden peas or baked beansCrumb Coated Chicken served with chunky chipped potatoes, garden peas or baked beansHomemade sponge cake	<p>Thursday</p> <ul style="list-style-type: none">Oven baked Battered Salmon served with chunky chipped potatoes garden peas or baked beansChicken goujons served with chunky chipped potatoes garden peas or baked beansHomemade Cake	<p>Thursday</p> <ul style="list-style-type: none">Crumb coated chicken served with chunky chipped potatoes, garden peas or baked beansOven baked Battered Fish served with chunky chipped potatoes, garden peas or baked beansHomemade Cake
<p>Friday</p> <ul style="list-style-type: none">Spaghetti Bolognese served with seasonal vegetablesHomemade Cheese Flan served with baked jacket wedges sweetcorn and saladHomemade Biscuit	<p>Friday</p> <ul style="list-style-type: none">Chicken curry and riceSelection of filled wrapsHomemade Biscuit	<p>Friday</p> <ul style="list-style-type: none">Pork Meatballs in homemade tomato and basil sauce served with wholemeal pasta and garden peasTwice Baked Jacket Potatoes with ham and cheese served with baked beansHomemade Biscuit



BRUCHE PRIMARY SCHOOL

Term Dates 2023-2024

	Closing Date	Opening Date
Autumn 2024		06.09.23
Autumn Half Term	20.10.23	06.11.23
Christmas 2023	20.12.23	03.01.24
Spring Half Term 2024	09.02.24	19.02.24
Easter	28.03.24	08.04.24
Bank Holidays (Good Friday and Easter Monday)	29.03.24 and 01.04.24	
Bank Holiday (May Day)	06.05.24	
Summer Half Term	24.05.24	03.06.2024
Summer 2024	18.07.24	(TBC)

INSET (Training days for staff – children not in school)

INSET 1	04.09.23
INSET 2	05.09.23
INSET 3	28.06.24
INSET 4	19.07.24
INSET 5	22.07.24

Holiday Dates	
October Half Term	23.10.23 – 03.11.23
Christmas Holiday	21.12.23 – 02.01.24
February Half Term	12.02.24 – 16.02.24
Easter Holiday	01.04.24 – 05.04.24
May Half Term (Whit)	27.05.24 – 31.05.24
Summer Holiday	19.07.24- TBC



BRUCHE PRIMARY SCHOOL

Term Dates 2024-2025

	Closing Date	Opening Date
Autumn 2024		04.09.24
Autumn Half Term	18.10.24	04.11.24
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Spring Half Term 2024	14.02.25	24.02.25
Easter	11.04.25	22.04.25
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Summer Holiday	18.07.25- TBC



Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

Ukulele For KS1 & KS2 students

Guitar For KS2 students

Keyboard For KS1 & KS2 students **(all students will learn to read notation)**

Flute For KS2 students **(all students will learn to read notation)**

Recorder (all ranges) For KS2 students **(all students will learn to read notation)**

Violin For KS2 students **(all students will learn to read notation)**

Drum Kit For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website www.earlynotesmusic.education

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit nationalcollege.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about PERSUASIVE DESIGN ONLINE

'Persuasive design' refers to the techniques that companies employ to influence our thoughts and behaviours when we're on the internet. These approaches can be spotted on websites, in apps and even as part of some video games. Persuasive design means that this content has been deliberately presented in a way that's intended to encourage you to spend your time or money (or both). These methods often prove highly effective at keeping people engaged and invested for longer than we might expect.

WHAT ARE THE RISKS?

POTENTIAL ADDICTION

In the digital world, persuasive design can make certain activities more addictive and harder to walk away from: some people may begin to feel anxious or irritated without access to their device or their favourite app, for example. It can also often leave users feeling isolated, as – if they spend most of their time on social media – they may start to find it difficult to talk to other people in real life.

MENTAL HEALTH CONCERNS

Scrolling online or gaming without regular breaks is proven to be harmful to our mental health. The constant bombardment of news stories (many of them negative), images and influencers' posts can create sensations of unease, uncertainty and FOMO (fear of missing out). Young people can get so immersed in this environment that they become less likely to spot misleading posts.

PROLONGED SCROLLING

Social media can draw any of us – regardless of age – into a continuous pattern of refreshing our screen, following posts and links down rabbit holes or reading countless comments made by others. This aimless scrolling can eat up time which could have been spent on more productive activities. It could also lead younger users into areas of the online world which aren't age appropriate.

SENSORY OVERLOAD

Repetitively scrolling, clicking on links or playing games can create an unending stream of new information and visual stimuli. Put it this way: social media isn't exactly renowned as a carefree, chilled-out environment. Such overstimulation can become too much for young people to handle, resulting in sensory overload and causing them to feel stressed, overwhelmed and exhausted.

COSTLY ADDITIONS

Video games sometimes display offers for downloadable content or loot boxes which can be bought with real money. While these 'microtransactions' temptingly promise to improve a player's gaming experience, most of the time they are money sinks. Young people in particular, excited by the chance of enhancing their game, could spend quite a sizeable sum very quickly indeed.

PHYSICAL CONSEQUENCES

Hours spent sitting and scrolling means for less time moving around and getting exercise: hardly ideal for a young person's physical health. Additionally, prolonged exposure to the light given off by a phone's screen can lead to eye fatigue and discomfort, especially if viewing it in the dark. Extended phone use before bed can also impact on sleep quality, affecting mood and energy levels over the following days.

KEEP SCROLLING

WIN TO WIN

27 new posts

Advice for Parents & Carers

ESTABLISH LIMITS

Talk to your child about setting some time limits on how long they can use their phone, tablet or console in the evenings or at weekends – or perhaps how often they can go on a specific app, game or website. You could also decide to involve the whole family in creating this shared screen time agreement, making things fair (and healthier) for everyone.



ENCOURAGE MINDFULNESS

Acknowledging any addiction is key in overcoming it – and compulsive scrolling is no different. If anything mentioned in this guide sounds familiar, it could help to have an honest, open chat with your child about how much time they spend online. Get them to think about how often they scroll through social media aimlessly or habitually open it up whenever they have a spare moment.

NIX NOTIFICATIONS

Stop knee-jerk responses at the source by turning off push notifications and alerts. Whether it's a gaming notification or a social media update, these not-so-gentle reminders are designed to catch our attention and lure us back to our device. Switching them off – or even deleting any particularly intrusive apps – can help prevent your child from being reeled back into the online world.



MAKE A CHECKLIST

Considering a list of relevant questions can be an effective way of helping children figure out why they're scrolling on certain sites or consuming particular pieces of content. A checklist can prompt young people to ask themselves if they're learning anything or benefiting from this activity – or if they're wasting their time. Taking a step back can sometimes help us to see things more clearly.

Meet Our Expert

Rebecca Jennings has more than 20 years' experience in the field of relationships, sex and health education (RSHE). As well as delivering workshops and training for young people, parents and schools, she is also a subject matter expert on RSHE for the Department of Education.



The National College

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#WakeUpWednesday

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