



## **Bruche Primary School Academy**

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Tel: 01925 815772

Executive Headteacher: Mr C Jones

School: [www.bruchepriamry.co.uk](http://www.bruchepriamry.co.uk)

Multi academy trust: [wpat.warrington.sch.uk](http://wpat.warrington.sch.uk)

[Bruche.office@wpat.uk](mailto:Bruche.office@wpat.uk)

@Bruche\_P\_School

Welcome to our latest newsletter.

Thank you to everyone who rang school this week to make parent evening appointments, it seemed to work very well as parents seemed to be able to get the appointment times they needed. We always prefer to speak to parents face to face so I appreciate your efforts in facilitating this.

Next Monday is the coffee morning for our nursery parents and we are looking forward to seeing as many of you at school as possible.

You will receive your child's next interim report next week in preparation for your meeting with their class teacher week beginning 13<sup>th</sup> February. Please have a read of it and use it to discuss your child's progress and attainment with their class teacher.

Have a lovely weekend everyone!

Mr Jones

Communications Corner

Dates for your diary

06/02/2023	Nursery coffee morning for parents
09/02/2023	Interim reports to parents
10/02/2023	Open the Book assembly
17/02/2023	Finish for half term
27/02/2023	Reception coffee morning for parents
02/03/2023	World Book Day (Dress up in any book character of choice)
10/03/2023	Open the book assembly
03/04/2023	Y1 Coffee morning for parents
06/04/2023	Finish for half term
24/04/2023	Y2 Coffee morning for parents
15/05/2023	Y3 Coffee morning for parents
12/06/2023	Y4 Coffee morning for parents
03/07/2023	Y5 Coffee morning for parents
21/07/2023	Y6 Coffee morning for parents long with leaver's assembly

I am so looking forward to our first Coffee morning with our Nursery parents next Monday at 9.00am. The coffee mornings are designed for parents to have a chat about what school does well and what areas we could improve on. It's also an opportunity to hear about the life of school. The coffee morning is a very light hearted catch up with lovely biscuits and great company! See you there! Mrs Kerrigan

**Parents Evening Times/Dates:**

**Nursery through to Y6** - Monday 13<sup>th</sup> February – 3.30pm to 6.30pm

**Nursery** - Monday 13<sup>th</sup> February – 9.00am to 11.30am

**Reception** - Monday 13<sup>th</sup> February – 1.30pm to 3.10pm

**Y1** - Tuesday 14<sup>th</sup> February – 9.00am to 12.00pm

**Y2** - Tuesday 14<sup>th</sup> February – 9.00am to 12.00pm

**Y3** - Tuesday 14<sup>th</sup> February – 1.00pm to 4.00pm

**Y4** - Tuesday 14<sup>th</sup> February – 1.00pm to 4.00pm

**Y5** - Tuesday 14<sup>th</sup> February – 1.00pm to 4.00pm

**Y6** - Tuesday 14<sup>th</sup> February – 1.00pm to 4.00pm

### **The Story Club by Story Stitches:**

We would like to introduce you to Story Stitches, who will be part of our after school clubs, starting after next half term. The club will take place on Mondays and you can book your child's place through the booking form, which will be available at some point next week.

The Club is available to children in years 1,2 & 3.



For 6 weeks, curious 5-8 year olds will explore the many ways of telling tales at The Story Club. They will bravely climb perilous mountain passes, boldly find their own path through the Fairy Tale Forest and discover the extraordinary in the ordinary in the Corner Shop of Secrets!

In each of the sessions we use Drama, Song, Creative Writing and Crafts to give children confidence in telling tales. At the end of each 40 minute session, children are awarded a sticker.

Children will:

Make friends

Gain confidence

Explore their imagination

Expand speaking & listening skills

Strengthen their Creative Writing

Have Fun!

### **Art Club With Mrs Jones:**

Mrs Jones will be starting art club during next term, which will be taking place on Wednesdays. More information, regarding after school clubs, will follow in an email sent next week.

### Special Mentions

**Nursery – Jimmy Sherlock:** Jimmy is always caring and polite towards others. He is always the first one to offer to help and will suggest such lovely ideas to solve problems. Jimmy has such a lovely nature and demonstrates positivity in his approach to all he does. Well Done Jimmy.

**Reception – Millie Kindon:** Millie has shown such enthusiasm and engagement in our Music lesson this week. She listened carefully to the music, sharing her energy by dancing a series of movements. She was also able to keep to the beat using an egg shaker.

**Year 1 – Maisie Davis:** For super listening, contribution in lessons and for trying hard to better herself.

**Heidi Taylor** for showing lots of perseverance in her work and learning and always trying her best.

**Year 2- Katie Cox:** For fantastic participation in all lessons. Keep up the amazing work!

**Year 3 - Pixie Rae:** for her great effort in maths!

**Year 4 - Lois Nelson:** for her great attitude in her learning. Well done Lois!

**Year 5 – Ethan Blay:** for his excellent vocabulary and use of parenthesis in our writing lessons.

**Year 6 - Maisie Maher:** For lovely presentation of her work.

**PE star - Henry Melia:** For his fantastic listening skills.

### Early Years News

We have been practising our letter formation as well as listening closely for the initial sounds m, a, s, d, t and p which we have covered in phonics.

We have been comparing the weight of objects as well as discussing size and width when comparing Antarctic animals as well as blocks and tracks.

The children have enjoyed writing their own shopping lists for ingredients to put into soup for Pip the penguin to keep him warm and we have had a lot of fun at Pip's Party to celebrate the fact that he discovered he could 'fly' through the water!

You have all worked so hard!

Well done Nursery.

Have a lovely weekend.

**Mrs Wallace**

This week in Reception the children have continued their learning in our Literacy lessons by innovating our story map for 'The Storm Whale in Winter'. The children have thought about and changed two main characters from the text. We've had some excellent ideas from the children. One of the children changed our main character 'Noi' into 'Rosy' and said that instead of a 'Storm Whale' we could have a 'Storm Octopus' that uses its tentacles to push the boat and Rosy to safety.

In Maths, the children have been learning about one more. We have explored groups that have more or less, and have used a number track to work out how we can find one more than any given number to 10. The children have also been exploring how to use 10 frames to count out one more.

The children have enjoyed using their team working skills outdoors this week, as they had to create an obstacle course in order to reach the lighthouse from our story. Each group used large blocks, crates and planks to carefully construct a route to the lighthouse. I've been very impressed this week!

My special mention for this week is going to be awarded to Millie Kindon. Millie has shown such enthusiasm and engagement in our Music lesson this week. She listened carefully to the music, sharing her energy by dancing a series of movements. She was also able to keep to the beat using an egg shaker.

Well done, Millie!

Have a restful weekend everybody.

**Miss Bostock**

### **Key Stage 1 News**

In literacy the children have been using adverbs of time to order and write the story of Nibbles the book monster. In maths we have been using our knowledge of inverse operations to find missing numbers in addition and subtraction number sentences. We have been learning about how we care for people, animals and other living things in different ways during PSHE and in computing we have been learning about how to use keys to write text in word processor.

**Miss Emery**

Year 2 have continued working hard with multiplication this week. We have looked at word problems including questions with 2s, 5s and 10s times tables. Year 2 have enjoyed discussing different methods they can use to help them solve the answer. In Literacy this week we have looked at contractions. The children AMAZED me with how quickly they understood this concept and I have already noticed them being applied correctly into independent writing! We revisited our knowledge on sentence types and worked independently to change statements about Christopher Columbus into questions. In Science we have completed some retrieval activities all about animal diets and can confidently explain the meaning of a carnivore, herbivore and omnivore. We moved onto discussing animals and their offspring and how some animals do not look like their offspring when they

are born such as frogs. On Thursday we looked at the features in a fact file. We identified questions, subheadings and headings, past tense, paragraphs, facts and statements. In the afternoon we discussed a modern explorer; Ellen Macarthur and where she travelled on her journey across the world. We then compared Ellen Macarthur to Christopher Columbus as part of our History topic. Well done Year 2!

**Miss Lewis**

### **Key Stage 2 News**

This week in literacy, we have continued to prepare for our adventure story! We are almost at the point where we can write it up and be introduced to the children's characters!

In maths, we have also started our geometry topic and started it with recapping the names of 2D shapes in preparation for looking at 3D shapes next week.

In PSHE we have continued to discuss relationships and look at personal privacy.

In R.E the children looked at who and why people chose to 'serve God' and have also spent lots of time thinking about what inspires them and why.

The children have worked really hard this week completing several assessments! A great effort from everyone!

**Miss Conway**

This week in Year 4, we have been looking at the novel 'The Miraculous Journey of Edward Tulane', we have been thinking about what we have learned about Edward so far and what he looks like and his personality. We have been thinking about building noun phrases with prepositional phrases and using lots of our new vocabulary.

In Maths, we have been looking at the formal method of addition and looking at using a column method with and without exchanging.

In Computing, we have been looking at programming and have been learning to use the Logo playground and thinking about using accurate instructions to be able to draw lines.

We have also been undertaking assessment week this week and have worked really hard showing our spelling, grammar and punctuation, reading and maths skills.

**Mrs Shone**

A busy week in Year 5! Starting with Maths, we used compensating to add equations such as  $17,456 + 9999$ . We would add one to 9999 (10,000) to make the equation easier to mentally add, and then take off one in the end! Next, we looked at inverse operations and how we can check our addition answer is correct by using a subtraction. E.g. if we find that  $13,261 + 24,527 = 37,788$  then we can check this by doing  $37,788 - 13,261$ . If our answer is 24,527 then we are correct!

In Writing we had a go at adding parenthesis into sentences to improve them. To do this we needed to add in extra information surrounded by either brackets, dashes, or commas. In another lesson, we revised the difference between clauses and phrases as well as how to spot main and subordinate clauses (main clause make sense on their own unlike subordinate clauses which depend on the main clause).

For our Geography topic, we looked at the topography of the Lake District and Niagara Region (Canada). Using an online topography map, we compared the highest points within these regions to see which is more mountainous.

Lastly, in History, we compared sources written about Alfred the Great and their validity. We found that the only primary sources from this era that speak about Alfred were probably written under his direct instruction. We talked about how this might mean that the sources are biased and not 100% reliable.

#### **Miss Ratcliffe**

Year 6 have been working on finding the volume of tricky prisms, by finding the area of the cross section of a variety of prism faces, using algebraic formulae. They have worked in reverse to also find missing dimensions of the 3D shapes when given the volume and two of the dimensions.

They have also been creating pie charts, finding the percentage of different elements of blood composition by using formulae to calculate the specific size an angle needs to be for a specific sector of the pie chart. They used protractors to measure the angles when creating the sectors of the pie charts.

In English, the children have written persuasive letters, acting as Mr Tom from 'Goodnight Mr Tom', who is appealing to the authorities to have William returned to him. The children used a variety of persuasive language techniques to appeal with vigour in the letters.

Also in English, the children continued to prepare to write character descriptions by creating complex sentences and sentences with expanded noun phrases.

In History, the children learnt about the Battle of Dunkirk and how this was a major turning point in British history.

In Science, the children have learnt about the cardio-respiratory system and how the heart and lungs work together with the blood system to ensure all the cells in our bodies get everything they need to be healthy and work properly.

#### **Mr Gould**

This week in PE our KS1 children have started exploring the use of roles within a team game, initially focussing on attacking and defending within a small sided game. Our lower key stage 2 have started to play a short net and wall game consisting of serving, returning and point scoring. In year 5 and 6 we have started to improving our cover drives and putting it into practice in a modified game.

#### **Mr Cooney**

**Train to be a teacher with WPAT's School Direct programme**

Do you have a degree and want to train to be a teacher? Do you know someone who wants to get into teaching?

If so, as part of Warrington Primary Academy Trust, Bruche Primary School offers a 1-year, local programme for trainee teachers.

Successful completion will lead to a Post Graduate Certificate in Education from Liverpool Hope University AND Qualified Teacher Status.

Placements are in WPAT and other local schools in Warrington and Halton; plus, we provide a dedicated mentor to support you and expert-led training.

Why wait?

Contact Linda and Abby direct on [schooldirect@wpat.uk](mailto:schooldirect@wpat.uk) or call them on 07897 280909 to answer your questions.

Full details can be found at: <https://generateteachinghub.org/teacher-training/>

**Next Week's Lunch Menu**



Week 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cheese pizza baguette (V)	Savory mince Yorkshire pudding mashed potatoes (V)	Sausage and Mash Served with seasonal vegetables (V)	Seasoned chicken fillet served with chips peas or beans (V)	Spaghetti Bolognese (V)
Crumb coated Quorn served with herby diced potatoes and baked beans (V)	Cheese flan served with seasoned veg	Fruity Chicken curry and rice	Baked battered fish Served with chips garden peas or beans	
Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.
Ice cream		Homemade Flapjack	Toffee cake	Gingerbread cake with custard
Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese, biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.	Fruit yoghurt, a selection seasonal fresh fruit sreen and cheese & biscuits available everyday.
Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.	Unlimited fresh Salad and unlimited whole meal bread.
LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.	LUNCH WILL BE SERVED WITH FRESH MILK OR DRINKING WATER.

### BRUCHE PRIMARY SCHOOL

#### Term Dates 2022 – 2023

	Closing Date	Opening Date
Autumn 2022		05.09.22
Autumn Half Term	21.10.22	07.11.22
Christmas 2022	16.12.22	04.01.23
Spring Half Term 2023	17.02.23	27.02.23
Easter	06.04.23	17.04.23
Bank Holidays (Good Friday and Easter Monday)	07.04.23 and 10.04.23	

Bank Holiday (May Day)	01.05.23	
Summer Half Term	26.05.23	05.06.23
Summer 2023	21.07.23	04.09.23 (TBC)

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

INSET 1	01.09.22
INSET 2	02.09.22
INSET 3	03.01.23
INSET 4	30.06.23
INSET 5	24.07.23

Holiday Dates	
October Half Term	<del>24<sup>th</sup> October 2022 – 4<sup>th</sup> November 2022</del>
Christmas Holiday	<del>19<sup>th</sup> December – 3<sup>rd</sup> January 2023</del>
February Half Term	20 <sup>th</sup> February – 24 <sup>th</sup> February 2023
Easter Holiday	7 <sup>th</sup> April – 14 <sup>th</sup> April 2023
May Half Term (Whit)	29 <sup>th</sup> May – 2 <sup>nd</sup> June 2023
Summer Holiday	24 <sup>th</sup> July – 4 <sup>th</sup> September 2023 (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](http://www.earlynotesmusic.education)



**Bridgewater  
Community Healthcare**  
NHS Foundation Trust

## SCHOOL-AGED FLU IMMUNISATION COMMUNITY CLINIC SESSIONS

### ABOUT THE TEAM

The School-Aged Immunisation Team deliver the routine national immunisation programme to school-aged children within Warrington and Halton.

The team is made up of professionals who are highly skilled and experienced in giving vaccinations.

### WHO CAN ATTEND COMMUNITY CLINICS?

- Children who have missed their vaccination in school
- Children who are home educated
- Children who want their parent to be present when they have their vaccination
- Children who need to have the flu injection rather than the flu nasal spray

### BOOKING AN APPOINTMENT

If you need further support, advice or would like to book your child in for an appointment to one of the community clinic sessions, please contact us.



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's needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

## MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

## BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

## REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

## KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

## DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

## TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

## CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

## Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RAISE curriculum.



National Online Safety®

#WakeUpWednesday



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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