



## **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)

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

@Bruche\_P\_School

Welcome to our latest newsletter.

Last Monday we held our first coffee morning for our nursery parents and carers. Thank you to the two parents that came along and spoke with Mrs Kerrigan.

We had a careers day this week too, where the children learnt about a range of jobs. Our year 1 children learnt about different types of employment, year 2 children learnt about different types of employment and employment skills, year 3 about work life behaviours and gender stereotypes, year 4 about Finance and labour market information, year 5 about CV writing and year 6 learnt about budgeting and interview skills and which careers will suit them. We also had Justine Allan, who is a Specialist Prosecutor in Serious Economic Organised Crime and International Directorate (SEOCID) for the Crown Prosecution Service, to talk to our years 3 to year 6 children about her job. The children loved listening to her speak about her job and they asked some really interesting questions. Justine was very impressed with our children and commented that their behaviour was impeccable and they are a credit to their families and their teachers!

Next week is our parents meetings with a chance to speak to your child's class teacher. You will have received your child's interim report which can be discussed in greater depth next week - I look forward to seeing many of you there.

Have a lovely weekend everyone!

Mr Jones

Communications Corner

Dates for your diary

**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

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

You should now have received the booking form for our after school clubs for next term. Please note that the closing date for after school club booking forms is **09:00 on the 15/02/2023** and we cannot accept any booking forms after this time. Please return all forms with the funds to the office.

We will also not be accepting any bookings for Sports Camp after **09:00 on the 15/02/2023**, so please return all forms to the office to secure your booking.

### 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 that has been emailed out to all parents/ carers.

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!

### Special Mentions

**Nursery – Violet Leigh:** Violet demonstrates such a wonderful imagination in all activities that she chooses and she engages with her friends in such a lovely and encouraging way. Well Done Violet.

**Reception – Jax Pilling:** Jax has had a go at writing a caption independently. He used a sound mat to support his handwriting and is beginning to sit his letters on the line.

**Year 1 – Ella Coleman:** For her increasing confidence with her friends, teachers and in contributing to lessons.

**Year 2- Penny Ashworth:** for being a fantastic role model across all lessons. Penny you are amazing me in class!

**Year 3 - Florence Roberts:** for her enthusiasm in every lesson!

**Year 4 - Kenji Lui:** for settling in so well in to his new class.

**Year 5 – Molly Harrison:** for her excellent maths skills especially when completing SATs questions!

**Year 6 - Lewis Lyons:** for a super attitude all week.

**PE star - Zac Rawlins:** for displaying effort and enthusiasm.

### Early Years News

This week we have been learning about the life cycle of a penguin and the changes that happen as a chick develops into a fully grown adult.

We have been using shapes to create our own pictures and the children have demonstrated wonderful observational skills when identifying individual shapes as well as exploring positional language.

We are all really enjoying sharing the wonderful things the children have been doing at home with Pip the penguin. Thank you so much for being so positive and supportive with this. Pip is being so well cared for. Thank you. Well done Nursery.

Have a lovely weekend.

**Mrs Wallace**

This week in Reception the children have been introduced to a new non-fiction text *'The Big Book of the Blue'* by Yuval Zommer. We have discussed the features of a non-fiction text and as a class, we listed a range of questions about sea creatures that the children wanted to find out. We then used the text to find out the answers to the questions and the children were excited to find out some interesting facts all about sea creatures.

In Maths, the children have been learning about one less. We have used a ten frame to work out one less and have completed challenges in the provision linking to their learning.

Linking to our topic, the children have also been using junk modelling materials to design and make a sea creature. The children have really shown their creativity this week as they have all used different materials for their sea creatures. The most popular sea creature to make has been a jellyfish, the children used colourful materials and buttons for the eyes.

**Miss Bostock**

### **Key Stage 1 News**

This week we have started to read the story 'Lost in the Toy Museum' and children have made some fantastic predictions as to where they think the toys have ran away to.

In maths we have been learning about place value with numbers 1 – 20. We have been learning about teen numbers and how they have one ten and a given amount of ones to make its teen number.

We have been doing lots of science this week and learning about plant structure. Children have planted their own bean seeds and we have set an experiment up so we can see the germination stages of a beans growth through a zippy bag on our window. We have looked at real plants and the parts of the plants and we have learnt about the functions of each plant part.

On Thursday it was careers day. In year one we have been learning about different types of employment and children have been sharing about what they want to be then they are older.

**Miss Emery**

We have started a new topic in Math's this week; division. Year 2 have amazed me with their resilience in Math's as we have found division very tricky! We decided we wanted to work practically to gain confidence with division and we worked cooperatively. The children started by working on dividing by 2 and recognising the relationship between multiplication and division. We discussed key vocabulary such as 'sharing, equal and groups'. In Literacy this week we have worked independently to plan and write our own fact file about Christopher Columbus. We revisited our research about Christopher Columbus to structure our fact file and the children included all of the features that we identified the previous week. On Thursday, we explored the difference between facts and opinions. The children sorted a range of sentences and can now confidently explain the difference. In Science we have continued with our topic; 'animals including humans' and explored life cycles. We looked at the life cycle of a duck and compared it to the lifecycle of a human. We had lots of fun on Thursday afternoon completing some art work for the PAN exhibition. We enjoying exploring this year's theme 'same but different'. On Friday we started a new topic in RE and enjoyed reflecting on our current knowledge about Hinduism before moving onto new learning. Well done Year 2!

**Miss Lewis**

### **Key Stage 2 News**

It has been a super busy week in year 3 this week!

In maths, we have been looking at subtracting 10's from 3-digit numbers with using partitioning to help. We have also looked at subtracting 100's from other 3-digit numbers which all the children wowed me with! Along with this, we have begun looking at word

problems and how to identify whether the question is telling you to subtract or add the important numbers in the question- a little tricky but everyone made an amazing effort! In literacy, we have planned our adventure story using a story mountain and all the children came up with a great 'problem' they were going to encounter in their story! I can't wait for them to be written up. We have also focused on describing a setting where our story is going to be set. It's all about the Stone Age so the children have had to put their thinking caps on to really think about how it was back then.

In geography, we labelled the features of a river and talked about the different terminology that goes with this. A super interesting topic that the children are eager to learn more about.

In R.E this week, we began looking into Islam. The children watched a very informational video on ClickView all about the religion and then they used these facts to make a mind-map all about it.

On Thursday it was careers day in school and we had the pleasure of having a special visitor from the Crown Prosecution Service come in to talk to our class. All the children had prepared very interesting questions to ask her and she happily answered them all. Later that afternoon, we discussed work life behaviours and how to act when they get a job when their older, and also touched on gender stereotypes for different jobs. It was interesting to see what jobs the children thought were solely for males/females but we also discussed how any gender can do any job if they have a passion for it!

We have read more of our whole class shared reading book, Charlotte's Web, which is being very sad as little Wilbur is feeling lonely at the minute. As a class, we talked about what emotions our main character is feeling and talked about how this story might go.

Another friendly reminder- Please encourage your child to read at least 3X a week and record it in their planner. They receive praise points for this! Also, please sign the bottom of the planner by the end of every week.

### **Miss Conway**

This week in Year 4, we started the week with music Monday where we continued working on our soundscapes and had our first try of writing music on manuscript paper using the correct symbols for treble clef and notes. We then continued with our recorder lessons in the afternoon where we continued to impress Mrs Skelton with our skills.

In English, we have been continuing with our novel while looking at subordinating conjunctions and clauses. We then have been writing our diary entries as if we were Edward Tulane and recalled the terrible time he had been having due to the naughty boxer dog and eager maid.

In Maths, we have been looking at subtracting 4-digits from 4-digits with renaming. We have been practising our subtraction skills and have then been looking at the vocabulary we need to think about when looking at word problems before we have a go at solving two step word problems next week.

In Science, we have been learning about vertebrates and thinking about how we can think about classifying animals into a classification key using a series of questions.

In History, we have been looking at the Greek alphabet and we saw where many of the letters we use today originated from as well as the name 'alphabet' from the letters alpha beta. We looked at the origin of many of the words we use today such as hippopotamus.

On Thursday, we had careers day. We learnt about the Crown Prosecution Service and welcomed a lovely lawyer from the CPS, we spent time finding out about what they do before asking her lots of questions. She was very impressed with Year 4 and said they were a credit to the school and had asked her the most interesting questions. We then spent time looking at finance and labour market information. We learnt about average salaries for different careers and then learnt about income, deductions, tax and pensions. We looked at a payslip so we understood what it tells us. We then thought about all the things we might have to pay when we are older and lots of us have decided we aren't going to grow up. We then learnt what labour market information is and how it is helpful to us when we consider the careers we might like to do when we are older. We had a look at careers pilot and looked at jobs that were interesting to us and researched the average salary, working hours and the labour market growth or shrinkage potential before finally looking at what the entry requirements are. If any of the children want to spend a little more time looking at the site the address is

<https://careerpilot.org.uk/job-sectors/sectors>

**Mrs Shone**

This week is Children's Mental Health week! This year's theme is 'Lets Connect'. We talked about important connections in our lives and how we can connect with other people e.g. by playing football, colouring together or just having a chat. We then talked about the importance of talking to others and having these connections because we can feel isolated when we don't. Finally, we each designed our own link to a paper chain which shows our connections within school.

In Maths, we looked at finding the difference between two numbers including positive and negative numbers. We then practiced and revised using the column method when adding and had a go at some SATs style money problem questions.

In Writing, we looked at adverbs and how they add extra information to the verb in the sentence. We identified adverbs in our class book (Beowulf) and then created our own sentences with adverbs.

Thursday was this year's Careers Day! We read 'Incredible Jobs you've Probably Never Heard of' which introduced us to all kinds of careers that are in the world. After this, we looked at some well-known jobs and created graffiti walls with skills you would need for that role or important things that you would need to know. This led us into thinking about our own skills and how we can use these in the job that we would like to do. Finally, we completed a CV writing workshop, where we applied for a job based on the job advert using all the knowledge we had on skills.

**Miss Ratcliffe**

Year 6 have been continuing to prepare to write character descriptions and have been creating a variety of sentences, including sentences with:

- Subordinate clauses at the beginning and the end.
- Relative clauses
- Expanded noun phrases
- Similes
- Metaphors
- Personification
- Hyperbole
- Oxymoron's

In History, the children examined how the Battle of Britain was a key turning point in British history after the evacuation of Dunkirk.

In Science, the children began to prepare exercise tests that would raise heart rate. They came up with a variety of short activities and predicted which would raise their heart rate the most, using scientific reasoning.

The also made predictions on whether certain groups of children would be more successful in the Multistage Fitness Bleep Test. They predicted for the following groups:

Taller and shorter children

10 and 11- year- old

Boys and girls

In Maths, the children have been looking at a variety of problems linked to ratio and proportion.

For Career's Day, the children were visited by a person from the CPS. They had an opportunity to ask about what that career was like.

They also researched and prepared for job interviews in careers of their own choices and worked on how to live on a specific budget.

#### **Mr Gould**

We have had a week full of valuable experiences within the last elements of our varied topics across Reception to year 6. Each class have consolidated object manipulation skills that link to specific sports including tennis, cricket and rounders. These sports all have similar links in reference to hand eye coordination and how we strike an object.

#### **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 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 1

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
Sausage roll served with potatoes, baked beans or garden peas (V)	Cottage pie  Gammon creamed potatoes and beans	Chicken curry (V)  Chilli beef with rice	Fish fingers served with chips peas or beans (V)	Pork meatballs with pasta (V)  Cheese flan with potato wedges 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.
vanilla ice cream		Carrot cake	Shortbread biscuit	Jelly and fruit
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		<del>05.09.22</del>
Autumn Half Term	<del>21.10.22</del>	<del>07.11.22</del>
Christmas 2022	<del>16.12.22</del>	<del>04.01.23</del>
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)

<b>INSET 1</b>	<del>01.09.22</del>
<b>INSET 2</b>	<del>02.09.22</del>
<b>INSET 3</b>	<del>03.01.23</del>
<b>INSET 4</b>	30.06.23
<b>INSET 5</b>	24.07.23

Holiday Dates	
<b>October Half Term</b>	<del>24<sup>th</sup> October 2022 – 4<sup>th</sup> November 2022</del>
<b>Christmas Holiday</b>	<del>19<sup>th</sup> December – 3<sup>rd</sup> January 2023</del>
<b>February Half Term</b>	20 <sup>th</sup> February – 24 <sup>th</sup> February 2023
<b>Easter Holiday</b>	7 <sup>th</sup> April – 14 <sup>th</sup> April 2023
<b>May Half Term (Whit)</b>	29 <sup>th</sup> May – 2 <sup>nd</sup> June 2023
<b>Summer Holiday</b>	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 is 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.

# 10 WAYS GAMING CAN SUPPORT POSITIVE OUTCOMES in Children and Young People

Gaming, of course, is phenomenally popular with children and young people. In 2021, for instance, more than three-quarters of teenagers played online games, with almost 70% of primary school aged children doing likewise. If enjoyed in moderation and supported by a healthy routine (staying hydrated, good sleep habits, taking breaks and so on), gaming can actually benefit a person's mental health. As long as we stay alert for potential risks, games can be much more than what we see on the surface: they can be a way to socialise, an avenue for creativity and a route to solving problems. Check out our top ten tips on how gaming online can sometimes work to your child's advantage ...

## THE FEEL-GOOD FACTOR

Gaming is so popular because at the base level, it's enjoyable for the player. Succeeding in any game or contest releases dopamine in our brains: the 'feel-good' chemical that makes us happy or excited. Those emotions can be incredibly beneficial for mental wellbeing – as long as young players don't become reliant solely on playing video games to make themselves feel happy.

## ACHIEVEMENT & PRIDE

A sense of achievement is incredibly important to all of us and can be particularly valuable to someone who's feeling unhappy or distracted. It's easy to get caught up in our thoughts, which can sometimes take a negative turn. So even achieving something small – like finishing a difficult level in a Mario or Sonic game – can feel like conquering Everest and give us renewed optimism.

## SOCIAL SALVATION

Gaming can be an incredibly social activity. When playing online with trusted friends, what usually start out as chats specifically about the game can often develop into conversations about school and life. Even if they've had a bad day, simply knowing that a friend is there, on the other end of their headset, can provide young gamers with a sense of security and some welcome laughs.

## TEAMWORK MAKES THE DREAM WORK

In many online games, teamwork is crucial to winning. Often, people who are struggling with their mood tend to feel like they fail or let others down a lot. Working as a team with trusted friends or family in a game can reinforce a young person's self-importance: striving for a common goal and succeeding together can remind them that they're an integral part of something bigger.

## REAL-WORLD RELATABILITY

Because many major releases are shooting or action games, when some people hear "gaming" they think of guns, explosions and violence. What's less recognised is how many titles explore relatable issues such as overcoming anxiety or coping with grief. These games allow young players to understand their emotions more deeply and realise they aren't alone in how they might be feeling.

## A DIGITAL COMFORT

Video games can provide a reliable constant. No matter what happens in school or between friends, playing a favourite game is something that youngsters can look forward to all day and can help them de-stress. Let's not forget, games are fun – and, when approached safely, an interactive activity in which the player has a degree of control over what happens next can feel immensely reassuring.

## PROBLEM-SOLVING PRACTICE

It can be difficult for young people to handle the feeling that nothing is going right or that their problems are insurmountable. Gaming can help alleviate that by presenting challenges to be overcome, either solo or alongside trusted friends. Defeating a powerful monster or solving a tricky puzzle reminds young gamers that even the most daunting obstacles can be faced and conquered.

## THE GREAT ESCAPISM

A certain amount of escapism is fabulous – allowing us to temporarily park some stress while exploring a world other than our own. For children, gaming can be like reading a novel or watching a film: a moment in the day when the fantastical becomes real, firing their imagination and immersing them in a story. Who wouldn't want to venture to the stars? Or battle monsters to save the planet?

## TRIED & TRUSTED

There can be reassurance in repeating tasks. It often promotes a controlled outcome, which is ideal when life feels overwhelming or out of control. Replicating an experience, such as playing the same level of a game over and over to perfection, gives the player a sense of control and familiarity: it's like listening to a favourite song that always makes you feel happy or confident.

## ENCOURAGING CREATIVITY

Inventiveness is a huge part of many modern games: in Minecraft and Roblox, for example, players regularly dream up amazing structures or new ways to play. Using our imagination to create something (whether digitally or physically) is massively beneficial for the brain; that's why Lego is sometimes used in the medical sector as both a stress reliever and a brain injury rehabilitation tool.

## Meet Our Expert

Daniel Lipscombe is a writer who specialises in technology, video gaming, virtual reality and Web3. Author of 15 guidebooks for children on games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft, his work has also been published in the likes of PC Gamer, Kotaku, Pocket Gamer and VG247.



#WakeUpWednesday

Source: <https://www.ofcom.gov.uk/consult/condocs/childrens-media-use-and-attitudes-report-2022.pdf>



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



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