



## **Bruche Primary School Academy**

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Tel: 01925 815772

Executive Headteacher: Mr C Jones

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@Bruche\_P\_School

Welcome to our latest newsletter!

Hopefully you've had time to read the letter I sent out this week in regard to our challenge to OFSTED about our inspection. I've had lots of positive feedback from parents that this is the correct action to take. Thank you for all your support in this – I'll let you all know how we get on.

Our year 6 children go to Robinwood each year as an end of year and end of Bruche treat and have an amazing time. We booked this year's trip over a year in advance as Robinwood is very popular. We have become aware that the high schools have allocated the same dates for their transition days so we have managed to reschedule this year's trip so that our year 6 children can go to Robinwood and also attend their transition days.

**The new dates for the Year 6 Robinwood trip are 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup> June.**

**Please also note the change of sports day on page 2 of this newsletter. Apologies for this but we wanted to give you as much notice as possible.**

There are planned teacher strike days next Wednesday 15th and Thursday 16th. Up to now it is likely that all classes will be open and all children should attend school on both of these days. I will write to you next week confirming the arrangements for these two days.

If you have any questions or concerns about anything in this newsletter please come and see me or get in touch with school.

Have a great weekend everyone!

Mr Jones

Communications Corner

Dates for your diary

10/03/2023	Open the book assembly
03/04/2023	Y1 Coffee morning for parents
09/03/2023	Year 1 Podcasting workshop
10/03/2023	Open the book assembly
13/03/2023	Year 2 Podcasting workshop
21/03/2023	Vision screening test for Reception
23/03/2023	Year 4 Podcasting workshop
27/03/2023	Year 5 Podcasting workshop
29/03/2023	Parr Hall Pan Performance
30/03/2023	Year 6 Podcasting workshop
06/04/2023	Finish for half term
24/04/2023	Y2 Coffee morning for parents
05/05/2023	Kings Coronation party – Parents invited from 2.30pm
08/05/2023	SATS week – Y6
15/05/2023	Living Eggs – Nursery
15/05/2023	Y3 Coffee morning for parents
12/06/2023	Y4 Coffee morning for parents
21/06/2023	Y6 at Robinwood Residential
22/06/2023	Y6 at Robinwood Residential
22/06/2023	Sports Day – Nursery and Reception (AM)
23/06/2023	Y6 at Robinwood Residential
<del>22/06/2023</del>	<del>Sports Day – Years 1 to 6 (PM) cancelled</del>
27/06/2023	Sports Day – Year 1 to 6 (PM) <b>new date</b>
30/06/2023	Back up Sports Day <b>new date</b>
03/07/2023	Y5 Coffee morning for parents
13/07/2023	End of Year reports
17/07/2023	Transition week
21/07/2023	Y6 Coffee morning for parents along with leaver's assembly

Please keep following us on Facebook! Bruche Primary School Academy!

### **Special Mentions**

**Nursery – Ada Daniels:** Ada has demonstrated her wonderful imagination this week through her retelling of familiar stories. She has been involved in creating large enclosures in the outdoor area which have been transformed into the giant's castle from Jack and the Beanstalk as well as Grandma's cottage in Little Red Riding Hood. She has also made use of the puppets and props within the classroom to retell a range of other stories. Well Done Ada.

**Reception - Arthur Hunt:** Arthur always follows our classroom rules and expectations in the classroom, he listens carefully and is beginning to apply his phonics knowledge independently to spell CVC words.

**Year 1 – Oliver Tallack:** For always trying his best in his work. Oliver shows focus and determination in his work and is an active member of the class in contributing to class discussion.

**Year 2 - Ezra Jackson:** for having a wonderful attitude across all subjects. I am so proud of you Ezra, keep up the wonderful work!

**Year 3 - Melissa Donnelly:** For her fantastic attitude to learning.

**Year 4 - Heather Tyer:** For her excellent attitude to learning and her great interest in learning about Mount Everest.

**Year 5 – Niamh Edwards:** For her excellent participation in our Maths lessons.

**Year 6 - Rosie Owen:** For tremendous focus in preparation for SATs

**PE Star - Harry Shawcross:** For his expert demonstrations during our first aid lesson.

### **Early Years News**

We have continued with our class story Jasper's Beanstalk and the children have enjoyed using the magnifying glasses to look closely at insects similar to those Jasper found in his garden. They have been comparing the features each one has as well as counting and comparing the number of legs on each insect.

We have been sequencing numbers by catching leaves in the water tray and then sticking them on to the correct beanstalk and the children have enjoyed counting the correct number of seeds to put in each plant pot. Well done Nursery.

**Mrs Wallace**

This week in Reception, the children have been looking at rhyming words linking to our class poem *'The Little Seed'*. The children have matched a selection of rhyming words to the correct rhyming strings, and have also used their story map skills to come up with a series of actions to remember our poem.

In our Maths lessons, the children have been learning about the different number bonds to 5. They have been using the part-whole model to explore the different number bonds; using multi-link and tweezers with seeds to show their knowledge of how many different ways they can make the number 5.

The children really enjoyed participating in our *'Story Stitchers'* session earlier in the week. The children used their imaginations to create their own story and also used craft materials to design their own story mountain. All of their wonderful ideas will be made into a song/nursery rhyme and I will share this once completed and sent over to me.

**Miss Bostock**

### **Key Stage 1 News**

In English we have been helping Bunting to write a lost poster to describe the lost toys from the toy museum. We have been using adjectives to describe and conjunctions to join our descriptions together.

In maths we have been looking at numbers 1-20 on number lines. We have been filling missing numbers on our number lines using our knowledge of 1 more and 1 less than and we have been positioning numbers on marked number lines.

In geography we have been locating Warrington on a map of the UK and we have used our compass directions to describe the location of Warrington being in the north west of England.

On Thursday Story Stitchers spent the day in year 1 to create an audio story. The children spent the day making different sounds using a variety of objects and they enjoyed podcasting their story.

**Miss Emery**

We have worked really hard on our independent writing this week and I am amazed at what the children in Year 2 have produced. We have continued with our text 'Hansel and Gretel' and retold the story. We worked together to create a success criteria and explored what key features we needed to include in our writing. We worked on one section of our story every day to allow us to focus on the quality of our writing and the children are so proud of their work! We included a range of sentence types, punctuation, expanded noun phrases, contractions and conjunctions to extend our sentences. The children are making great progress in Literacy and it is wonderful to observe their confidence growing week by week with writing. In Math's this week we have continued with fractions. We have looked at wholes and parts and used number lines to count in halves, quarters and thirds. The children are really grasping this tricky concept and we will continue working on this next week. As the children now know that 2 halves make a whole, 3 thirds make a whole and 4 quarters make a whole, they are able to compare fractions when looking visually at a fractions wall and explain what fractions are greater than and less than. In Science this week we have looked at how important it is to eat a balanced diet. We have explored different

food groups including fruit & vegetables, protein, dairy, carbohydrates, fats, oils and spreads. We discussed a range of foods and what group they belong to and how we can ensure we are keeping ourselves healthy. We discussed the importance of not eating too many sugary snacks as we will not have as much energy and it can affect our ability to concentrate! On Thursday afternoon we continued with our Hinduism topic and explored places of worship. We identified the features inside a 'Mandir' and discussed why worship is important to Hindu's. It is wonderful to see so many amazing scores in our weekly spelling test... it is clear the children are enthusiastic to learn their spellings!

**Miss Lewis**

### **Key Stage 2 News**

This week in English, we have been looking at different grammatical techniques such as putting possessive apostrophes in sentences, creating word families, and looking at a WAGOL to support us with our next big write of a diary entry.

In maths we have started our multiplication and division topic and at the moment we are focusing on the 4 times tables. The children have all been trying so hard to master this and have been using different methods taught in school, to help them figure out their answers.

In geography, we have been able to locate rivers in the North of England and been able to find which cities/towns each of the rivers run through.

In computing, we have designed our own PowerPoint presentation on The Stone Age, ready to put it on the screen in a couple of weeks.

In science, we looked at how we see and looked at the tricky concept of the light spectrum. The children drew diagrams explaining how light from an object reflects into our eye, allowing us to see it.

We have read more of our shared reading book this week also and have begun to find out how Charlotte might save Wilbur...

**Miss Conway**

This week in Year 4, we have been looking at working out unknown times table facts in the 12 and 9 times tables. We thought of a number of strategies to help us if we were not sure of a fact. We then spent time on each working on our reasoning and problem-solving skills.

In English, we have been working on subordinating conjunctions and clauses. We have been looking at new vocabulary related to our new book and seeing if we can create interesting sentences using subordinating clauses. We have finally found out the name of the book and now know it is called Escape to Pompeii. We finished the week by listening to the start of the book and thinking about the image it created in our heads to show how authors create setting descriptions.

In Geography, we have started our new topic of mountains, volcanoes and earthquakes. We started by looking at Tenzing Norway and Sir Edmund Hillary who were the first people to successfully climb to the summit of Mount Everest. We then conducted research into Everest and created fact files about what we had learned.

In History, we have started our topic on the Romans, we thought like historians and thought where, when and how Rome began. We found Rome in the Atlas before looking at the time

line of the founding of Rome itself and then the Roman Empire. We then listened to two different stories which are about the founding of Rome deciding which we thought was more accurate than the other and why.

In Science, we have begun our topic on States of Matter and as this is very new area with no prior learning, we looked at some of the important vocabulary we will be encountering in the following weeks so that we fully understand.

In Spanish, we have been continuing with learning the names of the different parts of the body.

**Mrs Shone**

This week in Year 5 we have looked at multiples of a number in Maths. We practised our times tables and looked at common multiples by using Venn Diagrams.

In Writing, we looked at how fairytales traditionally outline the villain vs the hero within the story - positive adjectives are used to describe the hero and negative to describe the villain. We compared ambitious vocabulary and researched their meanings to sort the words into positive and negative groups. After this, we described the hero of our Norse God story by picking out not only physical features but characteristics too, as well as using all of this fantastic vocabulary.

In Geography we looked deeper into Central America and looked at the trade from this region. We found that these countries export items such as bananas, pulses and nuts while they import mobile phones and petrol.

Finally, for our History topic, we began to look into the Mayans and whereabouts they lived. We learnt that they were a civilisation in Central America in 250-900AD.

**Miss Ratcliffe**

In Maths this week, we have been linking angles, time and algebra to solve a variety of problems. We have been revising converting between the 12hr and 24hr clock. We have also been analysing timetables.

For History, the children looked at the impact of the Blitz on Britain and how the 'spirit' of the Blitz helped to keep the country's citizens going during a tremendously difficult time.

The children also analysed data about the Blitz, looking at the cities that were most affected by the raids. The children worked out the percentages from the data to compare how the cities were affected and used this data to create pie charts, linking together all their work on fractions, decimals and percentages.

In English, we have been analysing the author's viewpoint from our WCSR novel, 'The Boy In the Striped Pyjamas' We have been using evidence from the text to analyse characters and clarify our thoughts; we have been looking at how the author can portray the characters both positively and negatively.

In Science and PSHE, the children have been researching how drinking alcohol affects the body and the children were astonished to find how many different parts of our bodies and how many systems within the body are negatively affected by drinking alcohol.

In Art, the children work on the topic of 'Still Life Drawing' and looked at the works of Georgia O'Keefe, Leonardo Da Vinci and Alexander McQueen.

**Mr Gould**


This week our KS1 children have been working on playing a game as a team, this has challenged their understanding of rules and how to work with others.

Lower KS2 have been using a range of skills to compete against themselves and others during PE.

Upper KS2 have been recapping their first aid training through demonstrating their ability to deal with an unconscious casualty and using self-reflection to showcase their knowledge.

**Mr Cooney**

**Next Week's Lunch Menu**



<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	Chicken curry (V)	Fish fingers served with chips peas or beans (V)	Pork meatballs with pasta (V)
Available daily as an alternative: - Filled jacket potatoes and a selection of sandwiches served with vegetables, a dessert and drink.	Gammon creamed potatoes and beans	Chilli beef with rice	Cheese flan with potato wedges peas or beans	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	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

	<b>Closing Date</b>	<b>Opening Date</b>
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	<del>17.02.23</del>	<del>27.02.23</del>
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

<b>Holiday Dates</b>	
<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.



# WHY 'KINDNESS MATTERS' & HOW DOING GOOD DOES YOU GOOD

'WE MAKE A LIVING BY WHAT WE GET. WE MAKE A LIFE BY WHAT WE GIVE.'

SIR WINSTON CHURCHILL

THE FOCUS FOR THIS YEAR'S MENTAL HEALTH AWARENESS WEEK IS 'KINDNESS MATTERS'. IT IS AN OPPORTUNITY TO LOOK INTO THE BENEFIT OF HELPING OTHERS WHICH IS GOOD FOR IMPROVING OUR OWN MENTAL HEALTH AND WELL BEING. HERE ARE SOME IDEAS TO GET YOU THINKING:

## ALTRUISM

Altruism is acting in someone else's best interests in order to improve their welfare. When we feel compelled to donate money, shop for someone, call a relative in need or help a neighbour, we are considering the needs of others even when we may not know them. Showing kindness like this, often motivated by empathy, creates a sense of purpose, making us feel good and developing our wellbeing. Children and young people can take part in altruistic activities at home or school. They could create a video for those in isolation, fundraise for a local cause, bake cakes for neighbours or write letters to older members of the community who may feel isolated.



## GENEROSITY

In the context of kindness, being generous with our time, resources and words can provide a low-cost approach to helping others. A generous act is accessible to all. Giving compliments, for example, are a well-researched way of creating a sense of wellbeing and positivity in a community at school or with family. It helps us to recognise the positivity in others as we actively choose to notice and comment on what is valuable and meaningful in someone else. When compliments are given regularly, consistently and with meaning, the community benefits are far reaching!



## GIVE TO GIVE. NOT TO RECEIVE

Sometimes when we are kind there is no payback, which can make it more difficult to keep being kind. Our natural reaction is to shrink back and withdraw our kind act, feeling frustrated that it has either not been reciprocated or that it has not been valued. This is probably one of the most difficult concepts for children to understand and where the 'random acts of kindness' approach is helpful. If it is a random act then it is 'just because' and for no other reason than a one-off act for someone.



## HOLDING OTHERS IN MIND

By holding someone in mind we show that we have been thinking about them and that they matter to us. This act of kindness is so important now, more than at any other time, due to isolation. A simple text to say 'I saw... on the telly last night and it made me think of you!' or a quick call to say 'I was just thinking about you yesterday and was wondering how you're doing?' can mean so much. We probably all do this naturally as part of showing kindness and care to others, but perhaps may not appreciate the importance of this for wellbeing.



## COMMUNITY

When we help others in our community, it improves our wellbeing by helping us to feel less isolated as we connect with others. When we show kindness, it is something which we feel we can control, particularly when things may feel a bit chaotic and unusual. Helping others can often give us a different perspective on our own challenges and our own problems. Peer support, for example, is often overlooked as an important part of improving wellbeing. Older students can often greatly benefit from sharing similar, shared experiences and can offer a level of empathy and understanding that adults may not be able to.



## KINDNESS WITH CAUTION

There is a very helpful analogy that is used when we are in an emergency: 'we should put our own oxygen mask on before putting on someone else's'. What's helpful here is that giving to others can often improve our mental health and wellbeing. However, there are times when helping others can create stress or overwhelm us. This is sometimes called 'compassion fatigue'. So, we must balance our own wellbeing with the wellbeing of others. We should notice if we start to feel resentful or negative or if we start avoiding others, have difficulty concentrating or start experiencing unusual sleep patterns. If this happens it's a good time to take a break or ask someone for help or support.



'KINDNESS IS A SILENT SMILE. A FRIENDLY WORD. A HUB OF ENCOURAGEMENT. KINDNESS IS THE SINGLE MOST POWERFUL THING WE CAN TEACH CHILDREN.'

RA KTVIST

The National College

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



For further info, check out these online resources:

<https://www.mentalhealth.org.uk/blog/random-acts-kindness>

<https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week/get-involved>