



## **Bruche Primary School Academy**

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Executive Headteacher: Mr C Jones

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

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[@Bruche\\_P\\_School](#)

Welcome to our latest newsletter.

I start by welcoming another new member of staff to our team. Miss Conneely, who will be working with our year 1 children.

Many thanks to the members of our fantastic PTA who took the time after school to decorate the school and the grounds for Chinese New Year! It all looks amazing!

We had some damage to a staff members car this week so it is important to ensure your child(ren) are with you while waiting to drop them off in the mornings. Bikes and scooters are not permitted on the school car park or the paths please.

I'd also like to remind parents/ carers etc. that any unacceptable conduct on the school site will not be tolerated. School reserves the right to ban anyone from the school site who is causing distress to other parents/ carers etc.

Thank you to the parents who came to look at our new outdoor classroom this week. As the weather starts to improve we will be using the classroom a lot more.

Have a lovely weekend everyone.

Mr Jones

### Special Mentions

**Nursery – Elsie Melia:** Elsie has been demonstrating her skills in counting out amounts to 5 from a larger group of objects. She has loved using our chopsticks to put the correct number of pom-pom dumplings into each bowl and then once she had finished, she sequenced the bowls in order from 1 to 5. Excellent number skills Elsie.

**Reception – Laban Shaffer-Picton:** Laban has been listening attentively and is continuing to show his ability to be an excellent role model to all of his peers. He has been working extremely hard in our lessons this week; sharing his ideas and inspiring others to try out new opportunities.  
Well done, Laban!

**Year 1 – April Churchill:** For aiming high and always trying to better herself.

**Year 2- Isla Kitchen:** for always persevering in lessons with a positive attitude. You are so determined Isla and it is wonderful to see!

**Year 3 - Brella Tong:** for progressing to Reading Plus and trying so hard!

**Year 4 - Mia Davies:** for her excellent retrieval in Science

**Year 5 – Conan Chum** for his excellent research in our Geography lessons.

**Year 6 - Woody Chan:** for working hard on his presentation.

**PE star - Ruby Ashall:** For her expert demonstrations during this weeks lesson.

### Early Years News

We have been continuing our work around Antarctica, learning more about the animals that live there as well as discussing environmental changes that have been happening to this polar region. The children have been exploring shape through creating and making their own penguins and 2D shape fish. They have been practising drawing around shapes as well as using scissors to cut them out, taking great care to cut along the lines.

We have all enjoyed finding out about Chinese New Year. The classroom has been transformed into a Chinese restaurant where the children have been making their own playdough noodles, spring rolls, sushi, dumplings and prawn toast. We have learnt about the story behind the Chinese Zodiac and the children have made their own rabbit decorations for the year of the rabbit. They have loved watching the dragon dancing and after making their own dragon puppets the children have demonstrated some lovely dragon dancing of their own. What a fun filled week we have had! Well done Nursery. Have a lovely weekend.

**Mrs Wallace**

This week in Reception the children have listened and engaged in our new class text 'The Storm Whale in Winter', and have discussed what happens including their favourite part of the story. They have sequenced the key events from the story and they have designed their own front cover using the images from the text. The children have also been working on their writing skills by using their knowledge of sounds to write labels for each of the characters from the story.

The children have used their creative skills to make a whale using junk modelling materials and have also been using a wide variety of resources to build a small word setting for the story.

The children have particularly enjoyed learning all about Chinese New Year this week. The children have made Chinese lanterns, dragon puppets and have even started rehearsing for our whole class dragon dance tomorrow. The children will be experiencing a taste of China tomorrow and will get the opportunity to try Chinese noodles and sauce using their home made chopsticks. Have a lovely weekend.

**Miss Bostock**

### **Key Stage 1 News**

The children have been learning about changes in living memory and how shopping has changed since the 1950's. We would like to say a huge thank you to all volunteers for our letters and for our video link from grandparents and great grandparents. The children have loved listening to your letters and video. In literacy children have been writing letters to reply to grandparents, thanking them and sharing what they have learnt about living in the 1950's.

In maths we have been subtracting using a number line and we have been looking at how we can make bigger jumps to solve subtraction problems.

In science we have been learning about animal classifications and we have been sorting different animal accordingly.

**Miss Emery**

We have had a huge focus on handwriting and presentation in Year 2 this week! The children are working so hard to present their work carefully and I am so proud of them! In Math's this week we have started a new topic on multiplication. We have looked at equal and unequal groups, repeated addition and using the multiplication symbol. Year 2 now understand arrays and are so confident when recognising patterns in tricky multiplication questions. We have been working on explaining how we find the answer in Math's and it is wonderful to see the children so excited to show me their working. The children have enjoyed using counters to make arrays to show pictorial examples of multiplication! In Literacy this week we have revisited expanded noun phrases and worked hard on our confidence with independent writing. We made a huge adjective word bank together and the children amazed me with their interesting and mature vocabulary! The children then used their ideas to write their own independent expanded noun phrases and then edited their work to improve their sentences. When we returned from lunch on Thursday, we had received a special image in an envelope labelled 'Year 2'. We spent the afternoon discussing the image and asked key questions about it that we wanted to find out. Miss Lewis informed us that the image was a picture of an explorer named 'Christopher Columbus'. We worked

together to devise some questions that we could research on the iPads. We enjoyed working independently to find out lots of information about him. We can't wait to continue with this topic next week! To end our week, we explored types of locations in the UK. Miss Lewis read the text 'The Queen's handbag' to us and we enjoyed following her adventure around the United Kingdom. She visited a range of places and we discussed key words such as coastal, rural, urban, town and city. Another fabulous week Year 2!

**Miss Lewis**

### **Key Stage 2 News**

This week in literacy, we have continued to prepare for writing our adventure story. We have looked at adding speech marks into direct speech and changing our word 'said' for a better synonym. We have also continued looking at adverbs and investigating how they change our writing for the better.

In maths, we have continued to look at mental math strategies to help us adding 3-digit numbers with 2-digit numbers. We have specifically looked at using a number line and jumping the correct number of jumps to get us to the next multiple.

We had the pleasure of having Story Stickers in this week. The children LOVED their day and came up with amazing ideas which are now going to be turned into our very own storybook! It was a lovely inspirational day.

In PSHE we have looked closely at healthy and unhealthy relationships and the children created their 'Relationship Circle' which will be put into our class big book. We have also celebrated Chinese New Year and discussed the year of the Rabbit and the lunar calendar.

We have been practicing our common exception words in spelling this week and the children are all really coming along with remembering their spelling rules.

**Miss Conway**

This week in Year 4 in English, we have been recapping our word class knowledge which Mrs Shone was very impressed with. We then looked at a form of poetry called kennings as we are going to write our own about our choice of Greek god.

In Maths, we have been looking at subtraction and different ways we can subtract mentally. We have looked at how we can partition numbers to help to count back across the 10, 100 or thousand. We then looked at deciding if we would choose to count on or count back depending on the calculation.

In History, we have been learning all about the Greek gods which we really enjoyed. We have created fact files to use in our poetry.

In Science, we have been recapping all the knowledge we have learned in previous years about living things and their habitats in preparation for learning about classification.

On Thursday, we had a fabulous experience with the 'Story Stitchers' we looked at different forms of poetry, haikus and rhyming couplets, we experimented with our own and practised syllables and rhyming. We then made frames for our poetry all ready to be printed into an actual poetry book.

On Friday, we looked at Chinese New Year, which this year is the 'Year of the Rabbit', we looked at what it is, when it takes place and why it is celebrated. We then made our own envelopes for Mrs Shone to give us chocolate coins and then we made envelopes for our friends with special wishes for the new year.

**Mrs Shone**

Hi all! Another fantastic week in Year 5.

In Maths, we have been using our partitioning knowledge to add large numbers. Sometimes this method was not efficient so we needed to decide which calculations work with this particular method and which did not because of too many exchanges.

Within our writing lessons, we completed our newspaper article about Annie Edson Taylor! We used fronted adverbials, quotes, ambitious vocabulary and all of the correct newspaper features.

For Science, we learnt about thermal conductors and insulators and the difference between the two. We then sorted items into the two categories depending on their properties.

We are currently completing fieldwork in Geography by completing a comparison study between Niagara Falls/the Great Lakes and the Lake District. To begin with, we researched key aspects of human and physical geography within both areas and collected data on the average rainfall and temperature ready to plot this on a graph. This study will continue next week.

Our History topic led us to look at the Danelaw and why Alfred the Great decided to give the Vikings a portion of Britain. We showed the boundary between the two sides of England on a blank map of the UK and discussed how the Battle of Edington was the catalyst to this change.

Finally, in RE we began to look at Hinduism and completed independent research on elements of this religion. We researched facts such as the key symbols of the religion and where Hinduism is prominent.

**Miss Ratcliffe**

In English, Year 6 completed their newspaper articles explaining the main reasons for the end of the war. They have begun to understand the consequences of WW1 and how the Treaty of Versailles being unfair on Germany was a contributing factor to the beginning of WW2.

In History, the children have learnt about how prejudice and hate can lead to horrific consequences as we looked into some of the reasons why Adolf Hitler made some of the horrific choice that he did during WW2.

We started our new novel, 'Goodnight Mister Tom', empathising with the main characters and gaining an understanding of the impact WW2 had on children, leading to many children needing to be evacuated away from the cities to the safety of the countryside.

In Maths, the children have been continuing to work out area and perimeter - they have moved onto more complex shapes such as trapeziums and parallelograms, as well as composite shapes - we have used algebraic formulas and substituted into formulae to solve problems.

In Science, we continued to learn about balanced diets and created Top Trumps cards to develop an understanding of the different nutrients that are found in a variety of foods.

In Computing, we have identified different ways of working together online and understand that working together on the internet can be public or private; we have also been looking at how people can work collaboratively online.

#### **Mr Gould**

This week our UKS2 children have been competing in small sided cricket games, putting together the skills of striking and fielding into a modified game. Our LKS2 have started to play in doubles Tennis and Badminton combining transferable skills of movement and object manipulation.

#### **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 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	Chicken curry (V)	Fish fingers served with chips peas or beans (V)	Pork meatballs with pasta (V)
	Gammon creamed potatoes and beans	Chilli beef with rice		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

	<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	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

<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)



**NHS**  
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 apps 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.

# What Parents & Carers Need to Know about TWITTER



## WHAT ARE THE RISKS?

Twitter is a social media network which allows users to post short messages ('tweets') of up to 280 characters. Tweets can consist of text, photos, videos, audio, links, polls and GIFs – often linked by hashtags if they share a common theme or message. Hashtags receiving high levels of interest are said to be 'trending'. Twitter users can engage with other people's posts by liking, retweeting (sharing) or 'tweesting back' (commenting on). Since the entrepreneur Elon Musk acquired Twitter in October 2022 for \$44 billion, he has implemented several major changes to the platform.

## INTERACTION WITH STRANGERS

Tweets are public by default, meaning that anyone can view and interact with posts, follow someone and send direct messages. The concern here is that young people may therefore connect and communicate with strangers. Some individuals may follow a young person's Twitter account simply because they have similar interests; however, others may turn out to have more sinister intentions.

## PAID-FOR VERIFICATION

Previously, if a Twitter profile displayed a blue tick icon, it meant that the owner – usually a celebrity or a major organisation – had been verified as genuine. Now, however, anyone can pay for a Twitter Blue subscription to receive the tick, with the platform carrying out limited checks on the account's authenticity. This could easily lead to more fake accounts impersonating real people or companies.

## FIXATION ON VIEW COUNT

Twitter has recently introduced a 'view count' feature – telling users how many people have seen their tweet (even if they haven't reacted to it). Previous research has found that unfavourable comparisons with other social media users can cause young people to experience feelings of insecurity, jealousy and low self-esteem – leading to an obsession with increasing their numbers.

## CONTENT MODERATION CHANGES

In late 2022, Twitter stated that their 'policy enforcement will rely more heavily on de-amplification of violative content: freedom of speech, but not freedom of reach'. No policies have changed yet, but this wording suggests they may limit who can see posts rather than removing them. While supporting free speech, this could encourage an environment where some toxic content remains online.

## TROLLS AND BULLYING

The anonymity offered by fake profiles encourages some users to send tweets designed to provoke a reaction; to disrupt conversations; to spark an argument; or to harass the recipient. Such trolling and bullying can impact the mental wellbeing of both the target and anyone who witnesses it. Encourage your child to come to you if they experience such behaviour on Twitter, or if they see it taking place.

## HJACKED HASHTAGS

The hashtag (#) is one of Twitter's most recognisable facets, allowing users to find specific trends or topics. But the sheer volume of tweets each hour can rapidly distort a hashtag's meaning: an initially innocent search term can quickly end up returning inappropriate results. This is common with 'trending' hashtags, as people know that using them will get their tweet seen by a larger audience.

## Advice for Parents & Carers

### SET ACCOUNTS TO PRIVATE

To reduce some of the fear of your child's tweets being seen and shared by anyone, you can always make their account protected. This means that your child has to give approval for another user to view their posts. You can change Twitter's privacy settings so that your child can't be messaged directly by other people on the platform and their geographical location won't be shared.

### FOSTER CRITICAL THINKING

It can be difficult for anyone to ascertain if something online is real or false, but particularly for young people. Encourage your child to check several reputable sources to determine if a story they've seen is true; remind them to watch out for scams and think about the message's possible motive. Emphasise that it's not a good idea to retweet something if they aren't sure it's correct.

### ENGAGE SAFETY MODE

When Safety Mode is activated, Twitter checks for abusive or spammy behaviour such as hurtful language or repeated negative replies. The platform then flags these suspect accounts and blocks them from responding to your child's tweets. The autoblock function then prevents these accounts from interacting with your child's again for seven days.

### EXPLORE THE NEW SETTINGS

Previously, any user could reply to anyone else's tweets. However, the new conversation settings let your child determine who can reply to their posts – either by selecting everyone (the default option), people they follow or only people they mention (using the @ symbol). This improvement has given users extra control, providing them with more protection from trolls and online abuse.

### PAUSE BEFORE POSTING

It's important that young people think about what they're about to post and whether they might regret it later. Twitter has developed 'nudges': little prompts which appear if someone is about to tweet using harmful or offensive language. These nudges promote more positive online behaviour by giving users an opportunity to pause and consider their words before they post something.

### BLOCK, REPORT OR MUTE

If someone is upsetting your child on Twitter, you can block and report them. Blocking stops them from messaging or following your child, while reporting an account alerts Twitter to investigate possible misuse. The 'mute' feature, meanwhile, keeps tweets from a specific account (or which include certain words) out of your child's timeline. The other user won't know that they've been muted.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



### BE CAREFUL WHO TO FOLLOW

As accounts are no longer being as rigorously verified under the 'blue tick' system, it's essential that young Twitter users understand what this means, in terms of people not necessarily being who they claim. Anyone who your child only knows online is still a stranger, regardless of how long they've been communicating for. Remind your child never to disclose personal information on social media.

Source: <https://blog.twitter.com/common-thread/en/topics/stories/2022/how-twitter-is-nudging-users-healthier-conversations> | [https://blog.twitter.com/en\\_us/topics/product/2022/twitter-blue-update](https://blog.twitter.com/en_us/topics/product/2022/twitter-blue-update) | [https://blog.twitter.com/en\\_us/topics/company/2022/twitter-2-0-our-continued-commitment-to-the-public-conversation](https://blog.twitter.com/en_us/topics/company/2022/twitter-2-0-our-continued-commitment-to-the-public-conversation) | <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=2133&context=etd>