



Bruche Primary School Academy

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Welcome to our latest newsletter!

We've had a brilliant week in school which included a fantastic performance by our children at the Parr Hall on Wednesday evening. They danced and sang perfectly and did all of their parents and teachers proud! Well done everyone!

We are holding our year 1 coffee morning next Monday and it would be lovely to see as many parents, grandparents and carers there as possible. This is a great opportunity to share your thoughts about school and ask any questions you may have. Please come along if you can.

A quick reminder that next Friday 7th school is closed and is the start of our Easter break.

Have a lovely weekend everyone!

Mr Jones

Communication Corner

Dates for your diary

30/03/2023	Year 6 Podcasting workshop
03/04/2023	Y1 Coffee morning for parents
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
09/06/2023	Open the book assembly
12/06/2023	Y4 Coffee morning
21/06/2023	Y6 Robinwood Residential
22/06/2023	Sports Day – Nursery/Reception
23/06/2023	Y6 arrived home from Robinwood Residential
27/06/2023	Sports Day – Year 1 to 6 in the afternoon
03/07/2023	Y5 Coffee morning for parents
13/07/2023	End of year reports
17/07/2023	Transition week in school
21/07/2023	Y6 Coffee morning for parents along with leaver's assembly

I am so looking forward to meeting our Y1 parents on Monday 3rd April for a coffee and catch up. See you there!

For any students interested in learning keyboard, guitar, ukulele or drums! Contact Early Notes Music Education for further details

Info@earlynotesmusic.education

www.earlynotesmusic.education

Special Mentions

Nursery – Hayden Harris: Hayden has shown lovely enthusiasm for taking part in phonics activities this week and he has demonstrated determination when identifying objects that begin with a particular sound.

Reception – Daniel Billington: Daniel has made excellent progress with his reading over the past half-term. He knows all of his special friends and he is reading them confidently in words. I'm so very proud of you, Daniel! Keep up the brilliant reading!

Year 1 – Marley-Rae: For working hard on her handwriting.

Year 2 - Nathaniel Pearce: For working very hard in Math's this week. Keep up the wonderful work Nathaniel!

Year 3 - Henry Taylor-Arkwright: For his great knowledge on irregular quadrilaterals in our geometry lessons.

Year 4 - Zac Rawlins: For his excellent effort in his handwriting.

Year 5 – Olivia Grindley: For her amazing work and effort in maths!

Year 6 - Archie Cliffe: For a tremendous attitude to all his work in school.

Early Years News

After reading the story Come on Daisy we have been talking about the lifecycle of a duck and the children have been sequencing images to show this as well as having a go at labelling using the correct initial sounds.

The children have also enjoyed playing silly soup, listening for the initial sounds in words to sort and match objects to the correct letter sound.

We have been counting eggs and matching amounts to the correct number and the children have also been identifying similarities and differences in patterns in order to match up the correct two halves of an image. Well done Nursery.

Mrs Wallace

This week in Reception, the children have been learning all about the life cycle of a butterfly. They have been creating the life cycle using a variety of arts, crafts and creative materials. The children really enjoyed expressing themselves during their lesson where they had to act out the life cycle of a butterfly; making up movements for each of the stages and performing with musical instruments.

In our Maths lessons, we have continued to build on our knowledge of partitioning numbers 6-9 using a 10's frame. We have used a range of spring themed resources to explore the different number bonds. The children are now beginning to apply their mathematical knowledge by writing number sentences with increasing independence.

The children are using their learning from our school trip last week to write instructions for how to plant a seed. The children got the opportunity to plant their very own bean/pea which we are going to monitor in school over the next coming weeks. They have also been learning about what a plant needs to survive and have been painting beautiful spring bouquets and labelling the different parts of a daffodil using their phonics knowledge.

Miss Bostock

Key Stage 1 News

In English we have made predictions of what animal we think the bones we found belong to. The children worked really hard to write descriptive sentences to describe their chosen animal. We have also been learning about nouns and the children have written their own series of sentences by changing the noun used in each sentence.

In maths we have been working on addition with numbers to 20 and we have been learning a new method of bridging. The children used counters and tens frames, moving counters over from one tens frame to another. They then used their knowledge of tens and ones to speedily find the total.

In history we have explored Lewis Carroll's life further and answered some key questions about who he is.

Miss Emery

We have worked so hard this week in Year 2! The children have had lots of fun working with resources in Math's to find amounts of money. We have explored using different combinations of notes and coins to make the same amount. The children continue to amaze me with their enthusiasm to deepen their understanding in Math's! We have also compared amounts of money using greater than, less than and equals symbols. Year 2 have enjoyed revisiting their addition skills to support them with understanding money. In Literacy this week we have looked at the featured used in a newspaper report. We were shocked to find images of Sunny on the CCTV cameras getting up to mischief around school. He had even been in the staffroom fridge! We worked hard on Wednesday to plan our own newspaper report and then used our plan to write our own independent report on Thursday. We discussed using dialogue in our writing and explored a range of other punctuation we could include. In Science this week we have looked at examples of things that are alive, no longer alive or dead. We worked in pairs to sort a range of objects and discovered all living things follow the life processes that we discussed last week. We discovered a range of things that have never been alive in our classroom and discussed things that are dead such as fossils. Miss Lewis tested our Geography knowledge and we worked independently to follow a series of instructions about Sunny travelling across the world. We had to use our knowledge of the world to locate what oceans he crossed! Well done Year 2.

Miss Lewis

Key Stage 2 News

This week in English, we have been brushing up on our grammar by looking at different techniques that will help us improve our writing and general vocabulary. We have discussed when to add the suffix 'ly' to a word and also focused on when it was appropriate to use 'a' or 'an' before a word in a sentence. All working up to writing our diary entry about our trip to the Stone Age.

In maths, we have now finished identifying patterns of the 2's, 3's, 4's and 8 times tables and have now moved onto written multiplication. We have focused mainly on the grip method which all the children are really enjoying and working well with!

In geography, we looked at the River Severn and the River Thames and identified the uses of each river based on their different locations.

In music this week, the children used their skills that they have been learning the last couple of week, to create a sound from a photograph. They had the choice to pick from a supermarket environment or a busy beach in the summer and then they had to pick their own instruments and write their own graphic score to help them play their music.

We are nearing the end of our shared reading book (Charlotte's Web) and its definitely getting sadder! All the children are really attached to Wilbur and Charlotte and we can't wait to see the ending!

Miss Conway

This week we have been very busy in Year 4.

In Maths, we have been looking at dividing by 1, 10, 100 and itself and we have been looking at patterns and what happens to numbers when we divide. We have then been looking at factor pairs and thinking about how we could use our timetable knowledge to find factors and complete factor bugs with these.

In English, we have been blowing Mrs. Shone's socks off with our writing. We have moved on in the story and tremors have hit Pompeii and Tranio is worried about what is happening. We have written beautiful diary accounts of what has happened on this day and thought about what we can see, hear and smell as well as how we feel.

In Geography, we have been learning about how different kinds of volcanoes are formed but the movement of tectonic plates. We have been drawing diagrams of composite volcanoes.

In Music, we have completed our muscapes and performed as a whole class travelling around the world as each group performed as a different part of the world. We heard what it might be like in the Sahara, before travelling across the Atlantic to hear the music of Limbo before hopping the Pacific to the Great Wall of China.

On Thursday, Year 4 participated in the inaugural Classroom Greek Olympic Games. We made the classroom into an arena and divided ourselves into teams. We then had competitors take part in a wide range of events:

- Paper plate discus
- Straw javelin
- Toy car chariot racing
- Long jump
- Paper plane building

While it was fantastic fun we also had to think about the skills needed as it is often the case, not the strongest or fastest, for example, our chariots could not leave the arena so we had to think about how hard to push so that it would not go out but travel far enough our team may win.

Mrs Shone

Another busy week in Year 5! In Maths, we continued our topic of looking into number by finding cube numbers and comparing them to squared numbers. We also practised multiplying by 10, 100 and 1000 ready to start our written method next week.

In History, we looked at the Mayans and the different masks that they wear for different events. We talked about how some represent animals to resemble the spirits and that (just like the Egyptians) wore death masks which were made of precious jade stone.

For Science, we researched the gestation periods of different animals and compared their lengths. Following this, we investigated whether there was a relationship between the size

of an animal and the length of their gestation period. We found that (generally) the bigger the animal, the longer the pregnancy period.

Finally, in RE we looked at Palm Sunday and how Jesus arrived in Jerusalem to crowds of people. We made a little storybook about the tale.

Miss Ratcliffe

In History, Year 6 analysed the events that led to the end of World War 2. They investigated the reasons why the Allies decided to drop the atomic bombs on Hiroshima and Nagasaki. They closely investigated the reasons for and against making such a controversial decision.

Using this research, the children have been preparing to write balanced arguments closely examining the justifications for dropping the bombs and the reasons why many people thought the weapons should never have been used.

In English, to prepare to write the balanced arguments, the children have been writing engaging questions and statements linked to the topic. They have also been researching direct speech quotes from the World leaders involved in the war; they have also been converting this direct speech into reported speech. Next week, the children will be encouraged to use some of the questions, statements, direct quotes and reported speech they have created in their balanced arguments.


In Maths, the children have been working on the relationships between top heavy improper fractions and mixed numbers. The children went on to practice reasoning and problem solving questions based on this topic.

We were delighted to welcome Story Stitchers back into school this week. The children had a workshop, where they had the opportunity to practise presenting their poems, created during their last session. They then worked in small groups to record their poems for a series of school podcasts. The children thoroughly enjoyed this creative experience!

In WCSR, the children have continued to study, 'The Boy in The Striped Pyjamas'. They have been working closely on the skills of summarising, clarifying, predicting and inferring.

Mr Gould

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		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	24th October 2022 – 4th November 2022
Christmas Holiday	19th December – 3rd January 2023
February Half Term	20th February – 24th February 2023
Easter Holiday	7 th April – 14 th April 2023
May Half Term (Whit)	29 th May – 2 nd June 2023
Summer Holiday	24 th July – 4 th 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



**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 for further guides, hints and tips for adults.

Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10–15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

WHAT ARE THE RISKS?

LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem; it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

Advice for Parents & Carers

LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same: you should both feel less triggered and more in control.

KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.



Source: https://www.childrenscommissioner.gov.uk/report/the-big_ask-big_answers/
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/childrensonlinebehaviourinenglandandwales/yearendingmarch2020>



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