



Barrow Hedgelines

Spring (1) 2023

Nursery – Chinese New Year

Nursery has been busy celebrating Chinese New Year. We talked about all the different festivals we celebrate and who celebrates them with us. We know that when we celebrate, we are really happy and it is often a time to come together with family and friends. The children remembered how they celebrated Diwali and Christmas and we talked about the differences and similarities when celebrating Chinese New Year.

We had a special Chinese banquet and tasted lots of delicious Chinese food too. The children tried to eat noodles with chopsticks.



We have also been learning about patterns and noticing patterns everywhere! We have loved the story 'Aliens love Underpants' and have been

busy matching underpants, counting them and even buying them from our 'shop'!



We are so clever at noticing patterns on our 'teachers' clothes and even at the bottom of our shoes. What great pattern detectives we are becoming!"

It was very tricky but we all kept trying (like Ron Resilience!) Well done!

Reception – Can a Penguin Live in a Hot Place?

This term in Reception we asked the question 'Can a Penguin Live in a Hot Place?' The children were keen to research to find out! We compared hot and cold places by learning about the Arctic and Antarctica, the jungle and the African Savanna. We learnt about the animals that live there by going on lots of 'expeditions'.



We thought about their colour, how they moved and how they

might feel. We used the stories of Polar Bear, Polar Bear What Can You See? and in the 'Tall, Tall Grass' to help structure our writing about the animals and made our own explorer books.



We had lots of fun trying new activities like exploring ice, melting it to save the trapped penguins, building our own penguin school and playing instruments in time to the Animal Boogie song.



We found out that penguins live in the Southern Hemisphere (the bottom half of the world). They live in Antarctica but also in some hot countries like New Zealand and South Africa. They do not live in the North Pole with Santa (like lots of children thought.) Penguins do live in a hot place!

Year 1 – Moon Zoom

This half term, we have really enjoyed getting stuck into our 'Moon Zoom' theme. We have been great explorers in History and have loved discovering famous space explorers, like Neil Armstrong, Tim Peake and Katherine Johnson who have made so many achievements in history. Many of us have decided that we would like to wear a space suit and travel to space one day. We found it very funny that there is no gravity there and enjoyed watching videos of the space station crew floating around in the air and sleeping in special sleeping bags in their small cabins.

In English, we used one of our favourite stories 'We're Going on a Bear Hunt' and changed it to an alien hunt, where we had so much fun bringing the story to life through acting and creating our own alien characters. Here, we thought of lots of exciting language and adjectives to describe and make our writing more interesting.

Our Design and Technology project was awesome this half term! We got to design and create our very own moon buggies that could travel on the moon's crust! It was fascinating discovering how a moon buggy was

made and the different components that are needed to make it work properly. We compared it to the different vehicles we use on Earth. The most exciting part was making a box to sit in the chassis, for collecting special moon rocks! We also had so much fun visiting the London Science Museum, where we got to explore more about space!





It has been another busy half term in Year One, and we have all had so much fun along the way! It has been wonderful to see the children become more independent and resilient, and we couldn't be prouder of their many achievements! 😊

Year 2 – Land Ahoy

Year 2 have enjoyed a brilliant Spring 1 exploring their theme of Land Ahoy. This of course began with one of the most memorable days of the year, 'Nautical day!' This unit has been packed full of amazing discoveries within the humanities area of the curriculum. In history, the children have learned about a variety of explorers who have been pivotal in the discovery of new lands over time. The children particularly enjoyed the story of Grace Darling and her heroics. In

geography, they have explored the way the world is divided into different zones by learning about the continents and oceans across the globe. English has also been a source of more joy for the children, who have loved the retelling of our first video unit of the year, 'Catch-A-Lot'. We can't wait to welcome the children back in Spring 2.

Year 3 – Tremors

This half term Year Three have been learning all about Earth in our theme, 'Tremors.' We started off the term by learning about the different layers of the Earth and focused on the Tectonic Plates and their importance in the makeup of the different continents and physical features such as volcanoes, mountain chains and ranges. At the start of January we were visited by PrimeVR who gave us the opportunity to have a close look at different volcanoes including ones that were erupting! This was lots of fun and for many of us, our first experience of using a VR headset.



When learning about the different tectonic plates, we also explored the unfortunate natural disasters that occur when there is activity at the boundaries such as Earthquakes. We were very saddened to hear about the Earthquakes that struck Turkey and Syria as having learnt about the Richter Scale, we understood the enormity of the damage that would have happened and we were keen to help raise money for the rescue fund.

During our Art and Geography lessons this half term, Japan became a real focus for us due to its position on a fault line! We learnt about the artist Katsushika Hokusai and used his work to inspire our own creations.



We have had lots of fun learning about our active Earth this half term but we can now smell the delicious aroma of food in the air and are eager to dive into our next theme. We hear it's going to be Scrumdiddilyumptious!

Year 4 – Road Trip USA

Year 4 have had a busy but amazing half term studying our 'Road Trip USA' theme. We had a special visitor from PrimeVR where the children were given the opportunity to explore famous sights in the Americas via virtual reality (pictured).



In English this half term we've studied Native American myths, written postcards and created persuasive adverts for California. For Geography, we've learnt about the different states of the USA as well as expanding our knowledge of latitude and longitude and how these are

used to plot co-ordinates on earth. In Science, the children have thoroughly enjoyed learning about electricity and building their own electrical circuits.

Year 5 – Space Engage Day

Because of our theme this half term – Stargazers – we had the privilege to have a fun and scientific day for our learning. This included space buggies, space dome and astronaut training. At the start of the day, we built space buggies from Lego. They needed to be sturdy yet light so they could be used on the moon. They also needed to be safe for astronauts to use. To test them out, we took them out onto the playground to see if they worked. Some were very successful but some of them broke because they were not well-balanced and were too heavy. During our Space Dome visit, we learned about the sun, moon and Earth as well as the constellations. It was exciting to sit in the darkness of the dome and look up at the stars. For our astronaut training, we took part in a range of tasks that tested our brains. This included the stroop test and the reverse number challenge. They were very tricky – especially the stroop test because the

word may have said 'blue' but it was coloured red and so it boggled our brains but it was still very enjoyable!

Follow the link below if you want to try out the stroop test 😊

<https://faculty.washington.edu/chudler/java/ready.html>

By Isabella, Arif and Diana

Beech Class

Year 6 – Industrial Revolution

This half term, to support our learning, Year 6 took part in an active and engaging 'Industrial Revolution' workshop. We got hands-on in all of the sessions of the workshop, which included learning about the formation and uses of coal and mining; the major advancements from casting iron to bridge building during the Industrial Revolution; exploration of the evolution of the steam engine and the impact of the railways on Britain. We particularly enjoyed learning about the jobs that children during the Victoria era were made to do – they worked for long hours, for little pay in unsafe working conditions, which meant they could not really be 'children' or get an education. We even tried out some of these demanding jobs and got paid depending on how well we carried out

the tasks... we can confirm that being at school is better than having a Victorian job! The day ended with a 'trial' where we debated the pros and cons of the Industrial Revolution in our very own courtroom, complete with judge, barrister and jury. It was a fantastic day and really brought our learning to life!



Barrow Hedges Instagram

Remember to give us a follow on Instagram! We post pictures weekly.



[@barrowhedgesprimary](https://www.instagram.com/barrowhedgesprimary)



| DATES FOR THE DIARY | |
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| 22nd February | Girlguiding Thinking Day (children who are members of Rainbows, Brownies and Guides are invited to wear their uniform on this day) |
| 8th March | Parent/Teacher Consultation |
| 9th March | Parent/Teacher Consultation |
| 9th March | World Book Day (dress up) |
| 9th March | PTFA Gift for a Special Person |
| 10th March | INSET DAY – no children in on this day |
| 13th – 15th March | Year 4 Hooke Court |
| 17th March | Reception Bocketts Farm Trip |
| 17th March | Red Nose Day |
| w/c 20th March | Clubs finish |
| 23rd March | Year 1 PTFA School Disco (<i>times TBC</i>) Year 4 PTFA School Disco (<i>times TBC</i>) |
| 24th March | Odd Sock Day |
| 27th March | PTFA Guess the Eggs |
| 28th March | Year 3 PTFA School Disco (<i>times TBC</i>) Year 5 PTFA School Disco (<i>times TBC</i>) |
| 30th March | PTFA Great Barrow Bake Off and Bake Sale |
| 30th March | Reception and KS1 Easter Hat Parade |
| 31st March | Children break up for Easter holidays SCHOOL FINISHES AT 2PM |

ONLINE SAFETY NEWS

SPRING 2023.

Tips for Encouraging Open Discussions about Digital Lives

Tuesday 7th February was Safer Internet Day: the annual event to promote the safe, responsible and positive use of digital tech among children and young people. This year's title was 'Want to talk about it? Making space for conversations about life online' – giving young voices a platform to shape the kinds of online safety support that they receive.

Simply checking in with children regularly about their experiences – both good and bad – in the digital world is a brilliant way to engage with what they're currently into online, while also acting as a valuable early warning system about potential issues.

Please see the guide on the next page for some top tips for initiating these helpful catch-up chats.

Tips for Encouraging Open Discussions about DIGITAL LIVES

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

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

MAKE YOUR INTEREST CLEAR

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

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

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

REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

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

KEEP TALKING!

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

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

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

TRY TO REMAIN CALM

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

CREATE A 'FAMILY AGREEMENT'

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

Meet Our Expert

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



National Online Safety

#WakeUpWednesday



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This half term, our Eco-Warriors delivered an assembly to the whole school on how to be more eco-friendly and sustainable at Barrow Hedges. Some of their top tips included being careful not to waste resources like pens and paper; putting litter in the bin (both in school and out!); turning taps off and ensuring they are not dripping and turning lights off when we are done in a room. The children thoroughly enjoyed the assembly, and the Eco-Warriors were pleased to impart some of their valuable eco knowledge!



In order to remind the children (and adults!) at Barrow Hedges how to be eco-friendly, the Eco-Warriors created posters for our classrooms and around the school. These posters include reminders to turn off the lights when a room isn't being used, to turn off taps and what can be put in our green recycling bins compared to our regular bins!



Additionally, our school will be having LED lights installed across the school this term! Greenhouse gas emissions associated with the LED lights are considerably lower than conventional incandescent or compact fluorescent lights. According to careful calculations, one LED bulb, providing the same luminosity as one incandescent bulb emits 80% less greenhouse gases. This will really help Barrow Hedges to reduce our carbon footprint – yay!