

The Buzz

21st January 2022



Learning and Achieving Through
Love, Courage and Respect

Dear parents, carers and children,

Brrr! It's been a chilly week with lots of frost. Thank you for ensuring that your children come to school in warm coats, hats, scarves and gloves.



On Tuesday this week the children were very excited to take part in a drumming workshop with our peripatetic music teacher, Sandro, along with his colleague Liz. Each class had the opportunity to take part in this, where they also learnt about the West African instruments, rhythms and their influence in today's music. They had great fun learning beats and rhythms and how to move in time to these. Here are some photos, and you will find more photos on our Facebook page next week.



We have been closely monitoring the Covid situation and, as we currently have no Covid cases in school, we have resumed whole school events again (such as Collective Worship). We will continue to monitor the situation and return to bubbles if necessary. Other measures remain in place, such as ventilation and the wearing of face coverings by staff in communal areas (until 27th January), in line with the government regulations. Because the regulations are changing regularly, I have inserted a link here to help provide clarification: [What parents and carers need to know about early years providers, schools and colleges during the covid-19 outbreak.](#)

As I sat in my office after school yesterday, delicious smells wafted up the corridor from Miss Smith's Cooking Club. The children had great fun cooking an Indo-Chinese style paneer stir fry with basmati rice, and I'm sure it tasted as good as it smelled! The children in Miss Newman's Art Club enjoyed mixing shades of paint to create natural print repeating patterns with leaves, which look very effective. Their outcome is to make prints on fabric that they can take home.

I hope you all have a wonderful weekend, and I look forward to seeing you all on Monday.

With best wishes,

Mrs Lennon and the Brighstone Team



Collective Worship - Perseverance

This week's Collective Worship focus is: **Keeping Going Against All Odds**

We looked at this painting by French artist James Tissot. It shows some refugees with a young child. Who do you think the artist is depicting in this picture? What makes you think this?



Mary, Joseph and Jesus had to leave

everything behind to escape persecution. We compared their journey to refugees nowadays, who have to leave everything behind (possession, home, family, friends) to escape persecution and find safety. We heard a young girl's story, and discussed how, despite not knowing what their future holds, they have to **keep going against all odds**.

We thought about how we can help them feel welcome.



A Prayer for Refugees

Loving God,
Whose Son became a refugee and had no place to call his own,
Look with mercy on those who are fleeing from danger,
Who are homeless and hungry.
Bless those who work to bring them relief;
Inspire generosity and compassion in all our hearts;
And guide the nations of the world towards that day
When there will be justice and peace for everyone.
Amen



An angel of the Lord appeared in a dream to Joseph and said, "Herod will be looking for the child in order to kill him. So get up, take Jesus and his mother and escape to Egypt, and stay there until I tell you to leave."

Joseph got up, took the child and his mother, and left during the night for Egypt, where he stayed until Herod died.

Matthew 2.13-15



School Dinners

Children in **Year R, 1 and 2** are entitled to a 'universal' **free** school meal everyday.

Children in Years 3-6 are charged at £2.15 per day.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Mac N Cheese	Chicken Filo Pie	Roast Gammon	Beef Bolognese	Fish Fingers
Option 2	Veg Burrito Wrap	BBQ Beans	Sweet Potato and Chickpea Roast	Butternut Squash and Tomato Bake	Meat-Free Nuggets
Dessert	Raspberry Ice Cream	Brownie	Shortbread	Fruit Crumble	Cake

Poetry Corner

Over wintry wind-whipped waves
The white-winged seagulls wildly sweep;
Weaving, winding, wheeling, whistling,
Where the wide waste waters weep.

Anonymous



Can you write your own alliterative poem? Send it in and I will publish it in the Buzz!

Grammar and Spelling Matters

Each week we will include a mini grammar or spelling lesson so you know what your children are learning!

Past Tense Verbs

Sometimes you have to drop the 'e' or change the 'y' to an 'i' first.

• Most verbs → add -ed.

play → <u>played</u>	talk → <u>talked</u>	share → <u>shared</u>
visit → <u>visited</u>	finish → <u>finished</u>	carry → <u>carried</u>
mix → <u>mixed</u>	crash → <u>crashed</u>	cry → <u>cried</u>

• Some verbs are irregular.

bring → <u>brought</u>	tell → <u>told</u>	teach → <u>taught</u>
win → <u>won</u>	do → <u>did</u>	run → <u>ran</u>
go → <u>went</u>	drink → <u>drank</u>	make → <u>made</u>

• Some verbs stay the same.

hit → <u>hit</u>	cost → <u>cost</u>	cut → <u>cut</u>
quit → <u>quit</u>	hurt → <u>hurt</u>	put → <u>put</u>

Golden Book

Koala	Meadow - working really hard in RWI. Annie - working hard at concentrating.
Polar Bear	Maddie - for showing excellent perseverance in all lessons!
Lemur	Poppy L - for her proactive attitude to learning.
Chimpanzee	Max Ba - for exceptional effort and behaviour.
Orangutan	Leila and Tobias - for showing our current value of perseverance so beautifully.
Sports Bee	Rosie - for showing brilliant determination.
Bee-Haviour	Poppy J - for showing great courage!

Whole school dates

Friday 18th February - Last day before half term
Monday 28th February - First day back

Attendance Matters!



Week Commencing 10th January
Whole School attendance target: **96.5%**

Actual Attendance: **96.93%** ↑
Late marks this week: **5** ↓

Keep up the good work!

SEMH

Social, Emotional & Mental Health

Promoting independence in children

As children grow older, they should be given more responsibility. You are not doing your children any favours when you perform basic tasks for them. In fact, children can develop learned helplessness. Learned helplessness is when a child lacks independence and cannot or will not do age-appropriate tasks. In order for your child to gain confidence and become more responsible, follow these five tips:

It is not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings.
~ Ann Landers

- 1. Make a List** Create a list of tasks that your child should be able to do on their own, such as getting dressed, putting their toys away or carrying their own bags to school. Talk to them about which tasks they think they can do. If they are unsure, have them practise in front of you. Eliminate any tasks that they do not seem to be ready for. Keep in mind: children perform better when they know what is expected of them.
- 2. Don't Expect Perfection.** Children are still figuring out their motor skills, so some mishaps may happen, such as spilling juice when they want to pour themselves a drink. If they mess up, try not to criticise them. Instead, gently show them the correct way to do things. Explain that everyone makes mistakes, and no one is perfect.
- 3. Allow Enough Time.** Children tend to need more time to finish tasks compared to adults. Give them the time they need to prevent them from becoming stressed. For example, if it takes your child ten minutes to put on their clothes in the morning, start your daily routine earlier. As they practise, they will get faster at their tasks.
- 4. Develop a Routine.** Children need routine to manage their responsibilities. If their daily schedule is constantly changing, they will become confused. Explain to them when they have to complete specific tasks. For example, you can tell your child that they need to pick up their toys before getting ready for bed. When it gets close to their bedtime, remind your child that they need to clean up before they put on their pyjamas.
- 5. Offer Praise.** Children love to be recognised for the things that they do. Give your child praise when they do something on their own, especially if it is something they needed help with before. You can even turn mistakes into praise. For example, if your child puts their shirt on backward, you can acknowledge that they were able to pick out clothing and dress themselves. Give your child encouragement when they are feeling frustrated. Make the praise specific: for example, 'Well done, you prepared your own breakfast cereal' rather than 'good girl' or 'good boy'.



In short... it might seem easier and quicker to do things for your children instead of allowing them to do it themselves. However, when you give children the opportunity to perform tasks on their own, they begin to develop a sense of responsibility and accomplishment. As they grow older, they will be able to use their problem-solving skills to tackle new situations with ease.

In the larger scheme of development, fostering independence and responsibility results in a person who is self-confident, resourceful, respectful, and able to recognise needs and meet them.

Continue reading at <https://childdevelopmentinfo.com/child-activities/5-ways-to-help-your-child-become-more-independent/#gs.n3mosv> | Child Development Institute