

The Buzz



22nd March 2024



Learning and Achieving Through Love,
Courage and Respect

Dear parents, carers and children,

What a busy week we have had! We were delighted to share our **Ofsted report**; thank you for all your very kind feedback.



Yesterday saw Bumble Bee class (YR, Y1 and Y2) visit **Carisbrooke Castle**. Blessed with a dry day, they explored the castle walls and spectacular views from up high, and all of the reluctant children (and adults!) confronted their acrophobia, and were very glad to have done so! The children showed fantastic knowledge from the learning that they have been doing in class, and remembered many key figures and architectural features. Bumble Bee's behaviour was exemplary and they showed keen interest in the museum and its treasures. They thoroughly enjoyed racing up and down the bowling green at the end of the day too. Thank you Bumble Bee class and Mrs Cousins for such a great day. (See Facebook for more photos.)



I was very impressed by the **instructions 'How to Catch a Goat'** written by Y1 and Y2 this week, linked to the Three Billy Goats Gruff story. These were written from the point of view of the troll to other trolls who might be fed up with goats trip trapping over their bridge. I have included a few in this Buzz; I hope you enjoy reading them as much as we did (although you may need a strong stomach...!)

Honey Bee class have also done some inspirational writing this week. In response to the poetic book Tell Me a Dragon, they have written their own poems about dragons. I have included some in this Buzz. I am sure you will be as impressed as I am!

The theme for **PEACH at the Quay Arts** this year is 'Connect'. Our submission for the exhibition is called "Connecting with nature to create happiness". This is created by KS2 Art Club: Poppy J, Poppy L, Charlotte R, Isobel R, Freddie H, Fred C, Charlotte B, Sam C, and Quinn R, who worked together, discussing the word 'connect'. The children liked the imagery and idea of a bridge connecting two places. They wanted to show how connecting with nature makes them feel happy. They also like the idea of paper dolls with connecting hands, and in this picture the dolls are split. Some are still in the sad, dull indoor room and some are already across the bridge and into the outside, where there is happiness. The green doll is reaching out to pull the blue one into the happier outside. We wanted to work together, creating sections and connecting them. Next, the children are working on their own individual pieces for our online gallery to come soon. Please do go and visit the exhibition over the Easter holidays if you are able to.



This term during their music lessons, **Y6** have been working on tasks relating to an arts and classical music project from Robin McInnes and on Wednesday evening, representatives from the class attended an awards evening at the Botanical Gardens in Ventnor. Lucy, Caspar and Leigh won prizes for their biographies of composers and the class were also awarded prizes for their musical compositions inspired by classical paintings.



Good luck to all who are entering the BHS spring show this weekend!

With very best wishes, Mrs Lennon and the Brighstone team

Collective Worship - Justice

This week, we have been thinking about Keeping God's Rules.



We have been learning about the Ten Commandments that God gave to Moses.



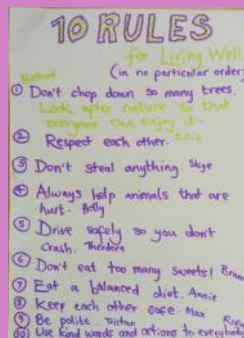
Of all the commandments, which is the most important?



A religious leader asked Jesus "Of all the commandments, which is the most important?" How would you have answered that question and why?

Each class then created their own '10 rules' for nowadays.

Here are the rules created by Y1/2. Can you think of any of your own?



A Prayer for Living Well

God of justice and mercy,
You love us and want the best for us.
Thank you for helping us to know the right way to live.
May your ways be our ways,
So that all that we do and say is honouring you.
In the name of Jesus,
Our Saviour and guide,
Amen



"Learn to do right. Seek justice."

Isaiah 1.17



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 **£2.90** per day.

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Pizza	Turkey chilli	Roast beef	Sausage pasta	Fish fingers
Option 2	Tomato pasta	Macaroni cheese	Cheesy veg crumble	Veggie sausage pasta	Quorn nuggets
Dessert	Apple crumble	Choc biscuit	Marble cake	Carrot cake	Ice cream

Poetry Corner

Tell Me a Dragon

My dragon is made from shooting stars and butterflies. All night she soars above the clouds gazing at the moon.

My dragon eats glittering stardust that shimmers in the sun. When she flies, blossoming jade petals trail behind her.

My dragon is playful, snuggly and generous.

My dragon is as precious as a gem.

My dragons are miniature and majestic with elegant wings that shine brightly.

My dragon is a rainbow dragon. Together we soar through the night sky.

My dragon is a friendly dragon. All day she leaps across fluffy, white clouds.

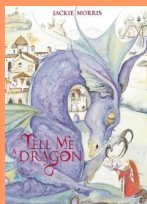
My dragon is a race dragon. His heart is always pounding.

My dragon is an invisible dragon. She always accepts a challenge. Her strength is as strong as obsidian.

My dragon guards a nest of dragon eggs. Together we protect them from predators.

Curled around my pillow, my dragon sings sweet melodies to help me fall asleep.

By Flo (Y4)



Reading Recommendations

Each week we will include a book recommendation from a child and/or adult.

This week, Mrs Lennon recommends:

'Tinker' by Christopher in Y5. Christopher is an avid story writer and is keen to be an author when he grows up. I have told him he already is! He has started to write a story inspired by David Walliams. Please visit our Facebook page to listen to him reading the first two chapters.



Safeguarding

If you have a concern about a child you can call the police on 999 if you feel they are at risk of immediate harm

You can contact the NSPCC:

Contact the NSPCC Helpline

If you have any concerns at all about a child's safety or wellbeing, don't hesitate to contact us.

Call us or email help@nspcc.org.uk

0808 800 5000

Find out more

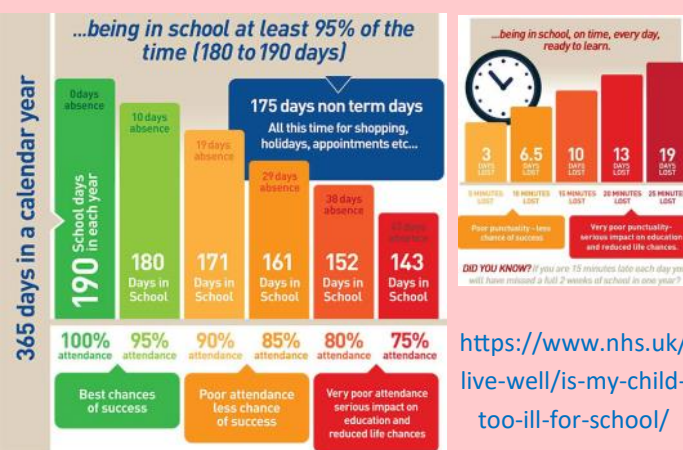
Or call children's services 0300 300 0117

Attendance Matters!

Week Commencing 18th March
Whole School attendance target: **96.5%**

Actual Attendance: 84.25%

Late marks this week: 5



Golden Book

Bumble Bee	Hudson for his enthusiastic learning when completing all of the tasks on his play plan. Jacob for always joining in with our Speed Sound lesson with magnet eyes and good concentration. William for his love of learning when writing a magnificent set of instructions about 'How to Catch a Colossal Goat'.
Honey Bee	Alice for super work during English, choosing her vocabulary choices carefully for her poem. Sammy for fantastic work in History, contributing his ideas and participating in a class discussion. Flo for showing such kindness in English, helping another child with her writing.
Ivy Bee	Isobel for her consistently high levels of effort and determination in all subjects. Max B for the probing questions and sensible examples he generated during the Y6 grammar revision sessions.
Bee-Haviour	Helena for being a great peacemaker and always looking out for others.
Sports Bee	Henry for a great performance at netball club showing great determination and self belief.
EARA (nominated by members of the EARA group)	Rufus for sweeping up the stones in the Cosy Cabin. Jacob and Forbes for helping a friend tidy up the Cosy Cabin. Poppy J for being inspirational and a good role model to others.



Poems inspired by Tell Me a Dragon by Jackie Morris

Written by Honey Bee class



Reece (Y4)

My dragon is made from rocks and sand. All night he plays in the sand.

My dragon eats fish and sharks all day long.

My dragon is light yellow sunshine.

My dragon is as pretty as flowers.

My dragons are playful at the park.

My dragon is a sun dragon. Together we sunbathe.

My dragon is a summer dragon. All day he sunbathes.

My dragon is a sleepy dragon. His heart is always asleep.

My dragon is a sun dragon, but most of the time he is asleep.

Curled around the door, my dragon sunbathes.

My dragon is asleep on a nest of dragon eggs that are asleep.

Quinn (Y4)

My dragon is made from trees and rock. All night he jumps along the leaves.

My dragon eats pebbles and twigs. When he growls, trees grow everywhere.

My dragon is as brave as a lion.

My dragons are playful, with wings which whisper in the wind.

My dragon is a rock dragon. Together we find gold underground.

My dragon is a silly dragon. All day he gets lost in the forest.

My dragon is a builder dragon. His heart is always tired from lifting wood.

My dragon guards a nest of dragon eggs until they hatch.

Curled around the mountain, my dragon scares the minotaurs away.

Poems inspired by Tell Me a Dragon by Jackie Morris

Written by Honey Bee class



Zara (Y3)

My dragon is made from the stardust and the moon. All night she sparkles.

My dragon eats stars and lovely petals. When she flies, hearts fall.

My dragon is adorable, kind and caring.

My dragon is as beautiful as a flower.

My dragons are glittery with glossy scales that shine.

My dragon is a star dragon. Together we sparkle in the night.

My dragon is a lovely dragon. All day she likes to eat flowers.

Alice (Y3)

My dragon is made from violets and primroses. All night she plays in the sweet smelling grass.

My dragon eats rosy red petals. When she flies, flowers float behind her.

My dragon is soft, sweet and kind.

My dragon is as beautiful as the Northern Lights.

My dragons are colourful with fluffy little horns that scare away predators.

My dragon is an animal dragon. Together we ride through the jungle talking to the creatures.

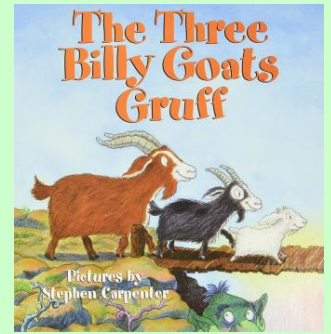
My dragon is a love dragon. All day she plays, dancing in the fields.

My dragon is a space dragon. Every day she chases shooting stars and zooming rockets.

Curled around my wrist, my dragon tells me messages from my friends.

How to Catch a Goat (inspired by the Three Billy Goats Gruff)

By Bumble Bee class (Y1/Y2)



How to Catch a Colossal Goat! by William (Y1)

How quiet you need to be:

- Quietly
- Sneakily
- Secretly
- Whispering
- Silent
- Sneekretly
- No sound
- Make no noise

Equipment for the task:

- Sticks
- Shovel
- Trees
- Colossal space
- Colossal hole
- Electric wires

1. Firstly find a colossal space to dig a colossal hole.
2. After that begin to get objects to put in the hole.
3. Thirdly put the trap in position to catch the goat. Put a juicy carrot in the hole then put some sticks on top of the hole so the goat can find the carrot.
4. Fourthly put the rock in the hold for the goat to find.
5. Fifthly you can catch the goat when it is searching for the carrot. Now pick the goat up and bring it in your house and if you wanted to you could roast it on top of the fire until it is dead and burnt and crispy.
6. Next if you want to you could eat it for dinner if you would like to eat it with cheese, tomatoes, crispies, bananas, rice then you could put the beautiful smelling goat in your mouth but before you eat it chop it into quarters then you can eat it.
7. After a while you can share it with your friends and if you were still hungry you could share the last slice all together.

(The instructions continue with similar ways you could trap it again.)

How to Catch a Plump Goat by Tristan (Y2)

What you will need:

- Two sticks
- Net
- Rope
- Mountain

Would you like to capture a yummy mouth-watering goat? Well, you're in luck.

- First get the sticks then balance the sticks together.
- After that hang the net on the sticks.
- Now tie the rope tightly to one of the sticks then hide quickly on the mountain.
- When the goat comes wait until it walks into the net. If it does not fool to go in the net swing the rope and whip the goat.

How to Trap a Juicy Fat Goat by Theodore H (Y1)

What you will need:

- You will have a stick and a rock
- A carrot
- A rope
- A stick
- A shovel
- A hole

1. Firstly find a colossal space.
2. Secondly and sneakily dig an enormous hole and put a carrot in it so a goat falls.
3. The stick needs to be tied to the stick and the goat will fall in.
4. Dig a big hole and put a carrot and wait patiently when the goat will eat it off.

How to Capture a Juicy Plump Goat by Bethan (Y2)

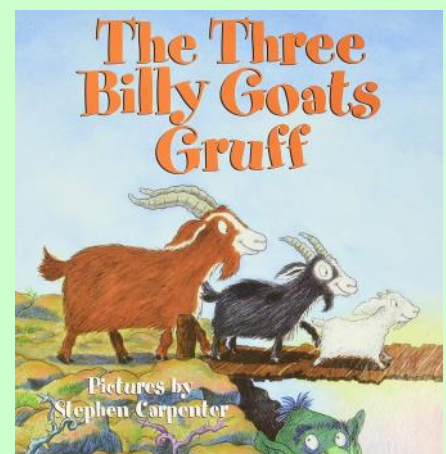
What you will need:

- Snare
- Shovel
- Men x2
- Lots and lots of carrots, apples and welly boots
- Rope
- Oven
- A sharp knife

Are you feeling malnourished? Well if you are, follow these instructions to have a tasty goat for dinner!

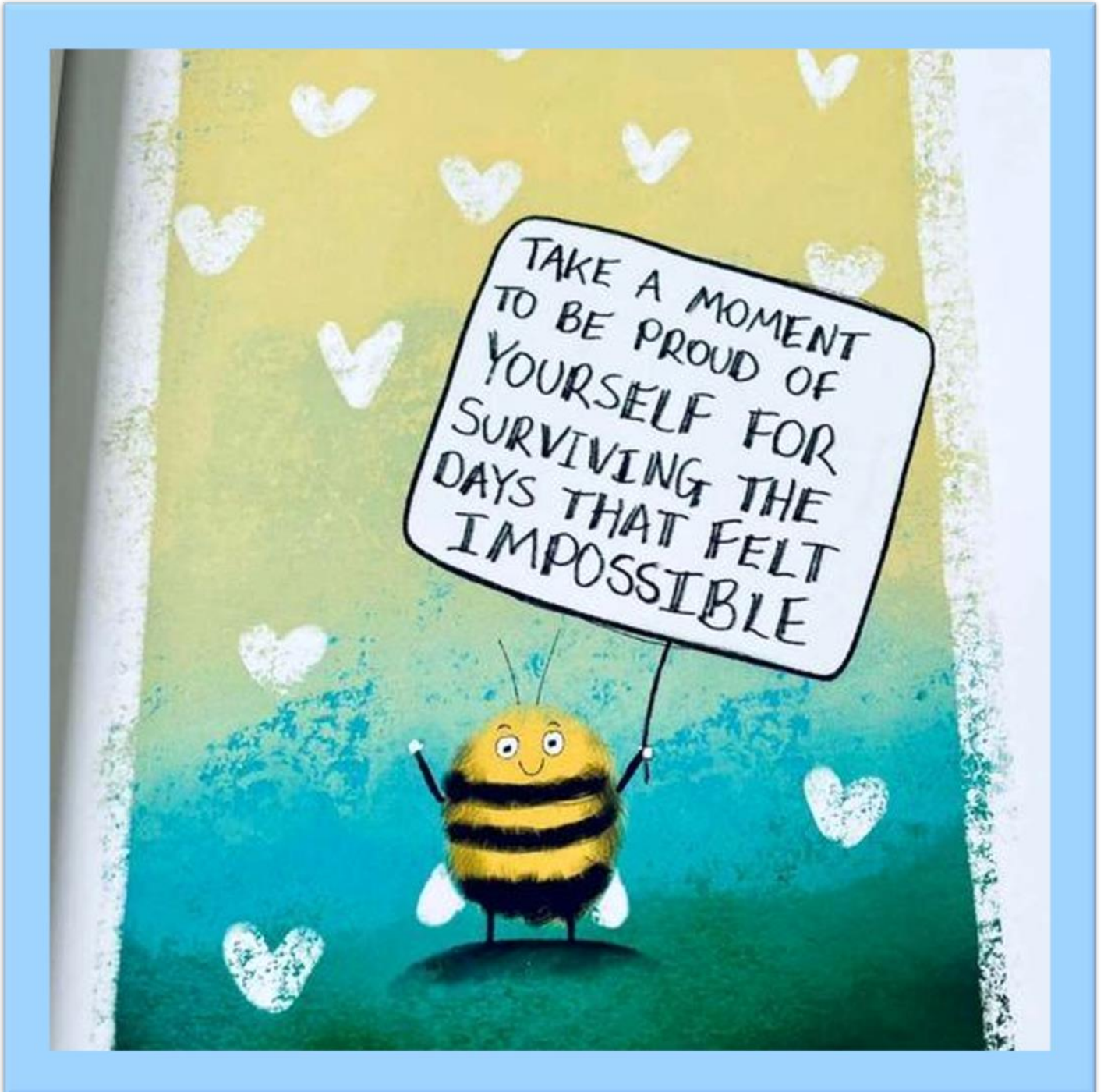
- First find a fabulous place to dig a hold deeply into the ground.
- Secondly get the 2 men and get them to hold the snare tightly.
- Next wait for the goat to arrive.
- When it arrives pull the snare and the goat will trip over into the deep hole and start chewing the apple, carrots and welly boots.
- Then tie a knot in the rope and put it around the goat's neck.
- Then cut it up and put it in the hot oven.
- Next you can eat it.

Hope you have a nice dinner.



SEMH

Social, Emotional & Mental Health



Local Mental Health services:

<https://www.iwmentalhealth.co.uk/>

https://www.youtube.com/watch?v=j4RJGm_3fvk

Online Safety

10 Top Tips for Parents and Educators ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE



Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS



Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS



Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY



When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS



Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES



If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE



Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS



Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a café, or just a weekly walk.

9 PROVIDE RESOURCES



It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION



It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.



Brighstone School Association

Easter Competition

Easter Bonnets, Easter Gardens
and Decorated eggs



Please bring your entries to School on Thursday
28th March, and they will be taken into the Church
to be judged and displayed for the whole of Easter.



Respect Charter

at Brighstone C.E. Aided Primary School

At Brighstone C.E. Aided Primary School, we believe staff, parents and children are entitled to a safe and protective environment in which to learn and work. We strive to ensure that our school offers a warm and nurturing environment. All members of the school community and visitors should demonstrate mutual respect, to feel safe, work together and to use restorative approaches as the foundation of our practice. Any behaviour that may lead to feelings of harassment, alarm or distress to members of our community, will not be tolerated and action taken.

Expectations

- That all adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no one - staff, governors, parents, carers, volunteers or children - be subjected to abusive behaviour or any form of threats from visitors on the school premises.
- That physical attacks and threatening behaviour, abusive or insulting language, verbal or written (including on social media), to staff, governors, parents, carers, volunteers, children and other users of the school premises will not be tolerated and may lead to a ban from school premises and/or police action.

Types of behaviour that are considered serious and unacceptable

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physically intimidating; e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing and name calling
- Pushing
- Slapping, punching, hitting or kicking
- Racist, homophobic or other hateful behaviour
- Sexist comments or sexual innuendo
- Disrespecting religion or belief
- Inappropriate communications (posting on Social Networking sites, emails or letters, etc.) which could bring the school into disrepute or be deemed as bullying, harassment and/or a hate-related comment

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to any form of abuse in line with policy and procedure. If you choose to engage in these behaviours you may be asked to leave the site or the police may be called.

Thank you for your understanding and support

If your message is **urgent** or about **attendance** contact Mrs Pelosi in the **office**:
01983 740285
office@brighstoneprimary.org.uk
Office Hours 8am - 4pm

If you would like to speak with the **Headteacher** Mrs Lennon, you can find her at the school gate every morning or you can call 740285 to make an appointment with her



For **general enquiries** you can call or email the office, text the school messaging service or send a message to our school **Facebook** page: <https://www.facebook.com/BrighstoneCEPrimarySchool>
Our Facebook page is open so you do not need a personal account to view it

If you have concerns about your child's **learning** and progress, email the class teacher in the first instance and allow at least 1 working day for a reply:

Years R, 1 & 2 - teacher.bumblebee@brighstoneprimary.org.uk
Years 3 & 4 - teacher.honeybee@brighstoneprimary.org.uk
Years 5 & 6 - teacher.ivybee@brighstoneprimary.org.uk

If you have concern regarding **safeguarding** or your **child's mental health and wellbeing** please contact Mrs Jones. You can speak to her on the playground every morning, call into the school office or email m.jones@brighstoneprimary.org.uk
safeguarding@brighstoneprimary.org.uk

Our **Newsletter** is published every Friday with key information for parents and carers. You can find it on our school website: <https://www.brighstoneprimary.org.uk/category/the-buzz/>

Contact us



If you have a **safeguarding** concern about a child outside of school hours you can call the police on 999 if you feel they are at risk of immediate harm or contact Children's Services on 0300 300 0117

Please be reminded that all children need to wear the correct PE kit on PE days.
The correct PE kit is also needed for sports clubs.
Socks and hair accessories must be in the school colours.

School Day Timings

The school day is as follows:

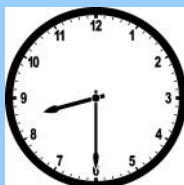
8.25am: Gates open

8.30am: School starts

3pm: School ends

3.10pm: Gates close

Many thanks.



Key dates this year

2023-2024 academic year

- Saturday 23rd March: BHS Spring Show
- Thursday 28th March: Easter service in St Mary's Church at 2pm
- Thursday 28th March: Last day of term
- Friday 29th March - Friday 12th April: Easter holidays
- Monday 15th April: Back to school
- Monday 29th April - Wednesday 1st May: Y4 residential at Tile Barn
- W/C 13th May: Y6 SATs
- Friday 24th May: Last day of term
- Monday 27th - Friday 31st May: Half term
- Monday 3rd June: School closed for staff development day
- Tuesday 4th June: Back to school
- Wednesday 18th - Friday 21st June: Y6 residential in London
- Friday 12th July: Reports go home
- Tuesday 16th July: Parents Evening 3.15pm - 6pm
- Thursday 25th July: Last day of term
- Friday 26th July: School closed for staff development day

Term dates are also available on our school website.

