



# Friday Flyer

10th March 2023

## Head of School Update

This week we welcomed our CEO, Mr McGrane, back into school along with Mr Brown to carry out a review of our Personal Development provision. We have a very clear rationale around what we are aiming to achieve in terms of the personal development of our pupils and it is something which spans every element of our school:

Our school values underpin all aspects of school life and are instrumental in developing the children's character and dispositions. We instil a balance of moral and mental characteristics, to enable pupils to become responsible, respectful and resilient citizens who are able to self-regulate and who have strong and healthy relationships and a secure understanding of how to keep safe.

Our global curriculum is an integral part of our personal development provision and it guides children to understand themselves, understand others and understand the wider world and their place in it. Through our personal development provision, children are empowered to act with integrity and a sense of agency and are able to co-operate with others.

As always, I was so proud of how the children conducted themselves and they did an excellent job of both demonstrating and explaining our personal development curriculum to our visitors.

Mr McGrane shared the following comments:

*"It was lovely to be able to spend the day in school on Monday taking a closer look at all of the activities that support the Personal Development curriculum. The highlight was being able to observe the pupils in and around the school and talk to them about what they have been learning in assemblies and PSHE lessons. I was very impressed with the children; at all times their behaviour was excellent, they were knowledgeable about topics such as how to stay safe and live a healthy life, and showed tolerance and respect for their peers and adults. It was a very enjoyable and encouraging day."*

The visit was not the only exciting part of our week as we also held Science Day on Thursday. The children loved working in their castle groups, exploring the connections that exist in science. We most definitely have some future scientists in our school! Many thanks to Miss Dixon for organising such an inspiring day for all of the children.

We look forward to welcoming parents and carers into school to meet with your child's class teacher on Monday or Tuesday next week. Please knock on the classroom door at the time of your appointment to help us run to time.

Please look out in your inbox for a letter from Mr McGrane with an update about exciting future plans for Belsay.

Best wishes, Claire Johnson



## Science Day

The theme for British Science Week 2023 is 'Connections'. Our world is full of connections - connections in our bodies, with other people and to other countries, connections to other planets, electrical connections and even connections between animals in their habitats. Yesterday we celebrated Connections during our whole school Science Day and had lots of fun working in mixed year group teams to complete activities and investigations.

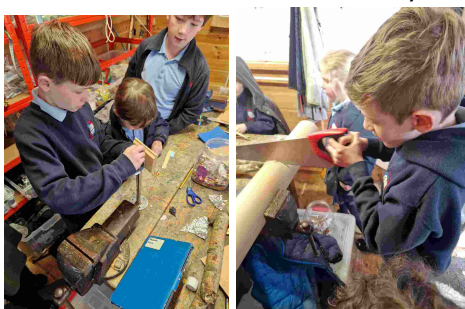
Primrose- "This was the funnest day of school ever!"

Mathilde- "I liked working with children from each class in different classrooms".

William and Rogan- "We liked going into the invention shed to make our own creations!"

### Being an inventor:

We thought about inventions that would help us around the house. We looked at inventions that were created during the Victorian era and made our own. Everyone had a great time in the invention shed and it was lovely to see and hear lots of teamwork taking place. We had lots of inventions, from robots that could make you food, to a phone holder and even a Hoover that hoovered the house for you.



### Fingerprints:

For this activity we used flour to make our own fingerprints. We then looked closely and decided if our fingerprint was a loop, arch or a whorl. The most common fingerprint in school was the loop.



Miss Houghton

### Making a Moon Dial

We learnt about the eight phases of the moon and studied how the moon appears to change shape each night. We made Moon Dials to help us track the phases at home.



### Cracker Challenge

We discussed the connection from our brain to the muscles in our bodies and completed the cracker challenge- can you move the cracker from the top of your head and into your mouth without using your hands?



Miss Dixon



### Noisy neighbours

We spent the day exploring how sound travels and how this may impact our day to day lives. We looked at what sound is and how it can travel through different materials before creating our own string telephones to investigate this. We used short pieces of string and then longer pieces of string to look at how this may affect the quality of sound and how the string needs to be straight in order for the sound waves to travel.



Miss Cruse & Miss Henery

### Journey of our food

We explored the connection between how vegetables grow and how they end up on our dinner plate. We followed the field to fork journey of one vegetable – broccoli – and created our own storyboards and posters about a different vegetable, showing the different stages of its journey from field to fork.



Mr Harvey



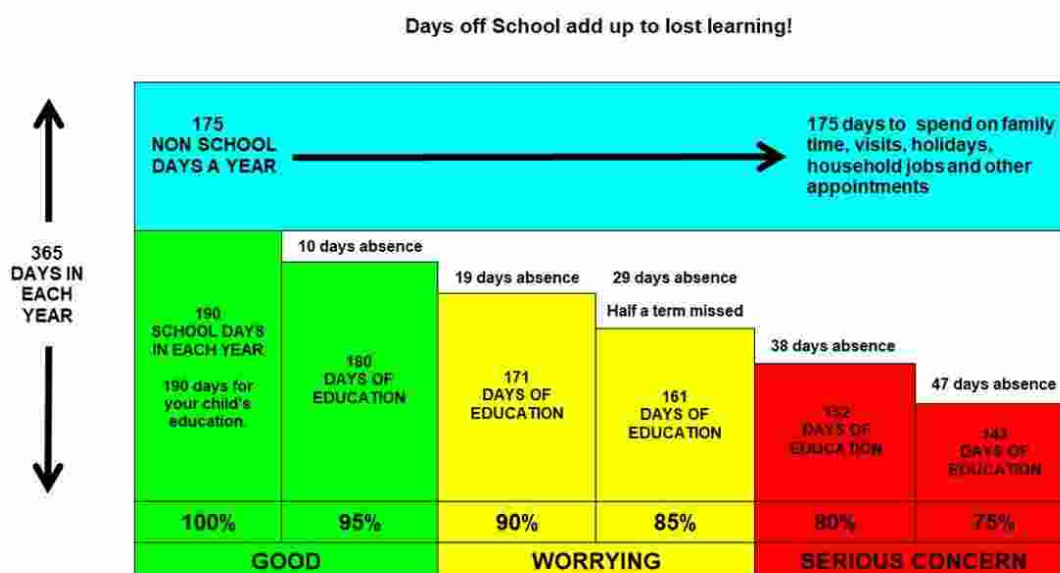
## Strike Update

As you are no doubt aware, the NEU teaching union has strikes planned for two consecutive days next week - Wednesday and Thursday. I am grateful again to the teachers for sharing their intentions with me so that I am in a position to inform you that school will remain open to all children on both days.

## Class by Class Attendance

Class	Attendance
Reception	90.91
Y1/2	94.12
Y3/4	96
Y5/6	90.91

Please refer to the graphic below which shows the significant impact of absence over time.





## Safeguarding Update

All National Online Safety, our business is empowering parents, carers and trusted adults with the information to help their children understand what to do when they are online with their children, making sure they are safe. This guide focuses on the risks of using tablets and the online world. It is not intended to be a guide to the use of tablets. It is intended to be a guide to the use of tablets. It is intended to be a guide to the use of tablets.

# What Parents & Carers Need to Know about iPADS

Apple debuted the first iPad in 2010, kickstarting the tablet market, and it remains the best-selling tablet to this day. Although Apple doesn't offer a child-specific version, iPads are hugely popular with youngsters due to their ease of use and endless choice of apps. There's a selection of models, with different-sized screens and distinct features – including the standard iPad, the iPad Air, the iPad Pro, and the iPad mini. Thankfully, they all offer parental controls so you can regulate how your child uses the device – and how long they spend on it.

### WHAT ARE THE RISKS?

#### PHYSICAL DAMAGE

While some tablets (such as the Amazon Fire Kids editions) come with rugged shock-proof covers, iPads aren't built for rough and tumble. They're also more expensive than most other tablets, and any damage your child's school bag could be costly to repair. Buying a child-friendly case and screen protector for the device could be a wise move, especially if it's being used by younger ones.

#### SCREEN ADDICTION

Like most digital devices, tablets have the potential to become quite addictive. You might find your child spending too long staring at their iPad, which could lead to irritability, mood swings and a loss of interest in more traditional hobbies. If this happens, the best way to limit screen time is to set the built-in screen time settings and ensure you limit how long they're able to spend on the device each day.

#### INAPPROPRIATE CONTENT

Even if it would never occur to your child to go searching online for age-inappropriate sites, apps or information, there's always a possibility that something unexpected – perhaps a video that auto-plays or content incorrectly suggested by an algorithm – could appear on their tablet and upset them. You can help prevent this by adjusting the content settings (see our 'top tips' section below).

#### SIRI SUGGESTIONS

The parental controls built into iOS (the fundamental operating system of Apple devices) enable you to block access to most age-inappropriate content – but your child could potentially still bypass these restrictions (either accidentally or deliberately) by using Siri, Apple's voice-activated digital assistant. To avoid this, toggle the 'Ask Siri' function to 'off' in the device's settings menu.

### Advice for Parents & Carers

#### ENABLE FAMILY SHARING

Before letting little ones loose on an iPad, it's a good idea to set up Family Sharing, or this lets you utilise the parental controls to manage exactly how your child is able to use the device. You can do this fairly easily by going into the iPad's settings; once there, you'll be able to add an existing Apple account (if your child already has one) or set one up from scratch.

#### APPLY SOME LIMITS

The 'Downtime' function allows you to tell the iPad to lock itself at certain periods (at mealtimes or before bed, for instance), while 'App Limits' removes access to certain apps once they've been used for a specified length of time each day. The iPad can display a reminder when these limits have nearly been reached, letting your child mentally prepare for the end of their gaming or viewing time.

#### STOP ACCIDENTAL SPENDING

To empower your child with an increased sense of freedom on their device (without giving yourself something to worry about in the process) you could enable the iPad's 'Ask to Buy' feature. Whenever your child tries to download or buy an app, game or product, the iPad sends you a request to approve (or deny) it. This option only becomes available if you've set up Family Sharing.

#### SET CONTENT AND PRIVACY RESTRICTIONS

The parental controls can stop the iPad from displaying explicit or age-inappropriate content (in apps like iTunes and Safari, for instance) when your child is signed into their account. You'll also be able to restrict the ability to download and install apps, and you can specify permissions which prevent children from changing the iPad's privacy settings once you've enabled them.

#### TRACK IT DOWN

Just like the iPhone, Apple's iPads have 'Find My' software to help you locate your child's iPad – or indeed, any limited Apple devices that have gone AWOL, including phones, watches and AirPods. If you enable 'Find My' in the settings menu, it will display the last known location of an iPad that's been mislaid, as well as giving you the option to lock a missing iPad that you suspect has been stolen.

#### Meet Our Expert

Carly Page is an experienced Senior Social Media Officer with a wealth of experience in digital marketing, branding and social media. She is currently a Senior Social Media Officer at Belsay School, where she is responsible for the school's digital marketing and social media strategy.

#### National Online Safety

#WakeUpWednesday

Follow us on social media: @nationalonline\_safety

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# Book Fair

and earn FREE BOOKS for our school!

The best **NEW** books at pocket-money prices!

We're all going to have a little book sale and more!

For more information, please contact the school office.

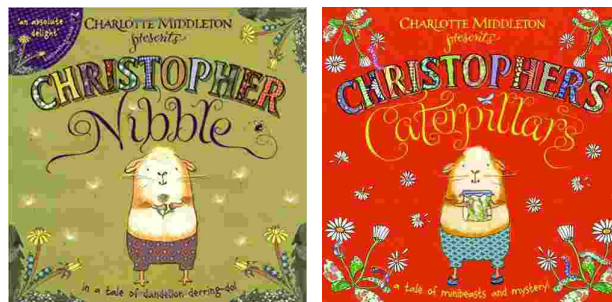

**Upcoming events:**

13th & 14th March	Parent / carer consultations
14th - 20th March	Book Fair
Week beginning 27 March	Made In The North East Week Each class will study an aspect of local history/geography including a visit.
Monday 27 March	Belsay Shakespeare Cast's performance of The Tempest at Northern Stage
Friday 31 March	End of term
Monday 17 April	Summer term begins
Monday 1 May	Bank Holiday
Monday 8 May	Bank Holiday (King's Coronation)
Tuesday 9 May - Friday 12 May	Y6 Sats
Friday 26 May	End of summer 1
Monday 5 June	Summer 2 begins
Week beginning 12 June	Year 1 phonics screening
Week beginning 16 June	Y6 France trip
All dates may be subject to change.	



## The week in Reception

Another fantastic week for our Reception children. This week we started our story focus on Christopher Nibble and Christopher's Caterpillars. Christopher Nibble is a guinea pig who loves football, gardening and trying his best to be helpful. Both stories are very good at showing how to write lists and captions. We have also thought about how we can take care of guinea pigs and what they need. It has been lovely to share the children's work on tapestry, as they have all worked very hard with this.



Name: JACK w.e. 6<sup>th</sup> March 2023

### How to Take Care of a Guinea Pig

*Support with long and short vowels and punctuation when you write.*

**This is what a guinea pig looks like:**

**What Guinea Pigs Eat:**

beets

carrots

broccoli

in

pees

**Where Guinea Pigs Live:**

in a hutch

*Support for ch*

**What Guinea Pigs Need:**

water

hay

dandelions

In maths we have thought about number bonds to 10. We have used 10 frames and counters to make 10, then we have recorded ways to make 10 and then practised saying the number pairs quickly. The children are growing in confidence with this and we are working hard to try and remember them.

Please see tapestry for more photos from the week!

Miss Houghton



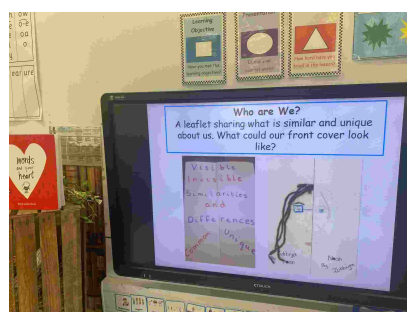
## The week in Key Stage 1

KS1 had a busy but brilliant week! Year 1 have been learning place value in numbers up to 50 in Maths and have been practising counting forwards and backwards in tens. Year 2 worked hard to find halves, quarters and thirds of amounts.



In English we retold the story of our class text *Stella and the Seagull*. We thought carefully about the structure of a story and what language makes a story interesting to read. We are looking forward to innovating the text next week, writing our own stories of small people making big differences in their community!

In PSHE we continued our class Linking Project and answered the question *Who are We?*. We played circle games to find out more about the interests and hobbies of our class community. We found out lots of new and exciting information about each other. We then worked with partners to discuss visible and invisible similarities and differences between ourselves. We realised that in order to find the invisibles, we have to be curious and ask questions!





## The week in Year 3 and 4

This week in Year 3 and 4 we have been focusing on sustainability and renewable energy during English and we have been exploring how this connects to our English text 'This morning I met a whale'.

We have all been working extra hard this week at our class goal of all showing at least one act of kindness and it has been great to witness all the lovely interactions and gestures made throughout our class and the wider school community.

In PSHE we have been working on perseverance and exploring what this is and why it is important and reflecting on times when we have used perseverance ourselves and completed mini challenges that required us to use this skill.

We have re- introduced our daily reflection on what we have done that day to make ourselves proud which has been a lovely, positive way to end our day and also to nominate other students we are proud of and explain why.

We all had so much fun at Science day and loved mixing with other year groups as well as completing lots of different challenges and expanding our Science knowledge even further.

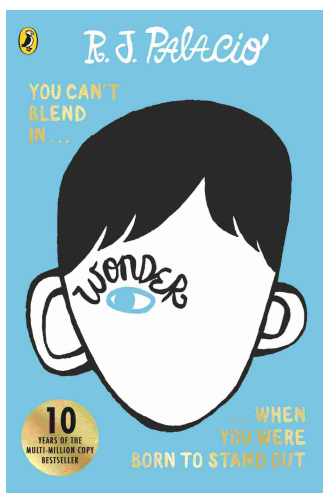
Well done for a wonderful week Year 3 and 4.



Miss Cruse

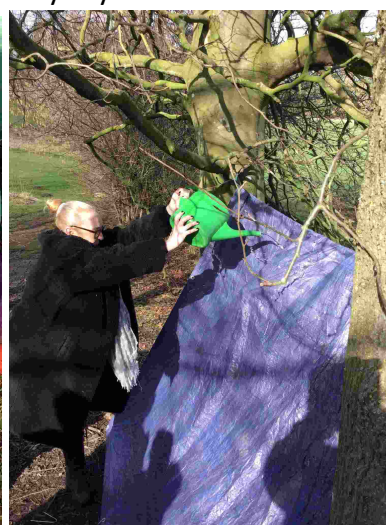


## The week in Year 5 and 6



This week we have had a real focus on our core values that drive us through our learning. British Values are an integral part of the curriculum and the themes run throughout our work. Another important aspect of our learning is studying **protected characteristics** and we have continued to discuss the importance of these this week in our English lessons. Children have identified how our character, August, from our English book, is being **discriminated** against because of his disability. We have had some very thoughtful and insightful discussions. There are many scenarios where we may face discrimination, prejudice or intolerance and our children are able to discuss these in detail and the issues that may be caused.

In our forest school session this week, we had to build a storm shelter that protected us from both the wind and the rain. Miss Thomas improvised with the rain by pouring water over our shelters to ensure they were waterproof! We have continued to show great teamwork and problem solving skills and we managed to stay dry.



Mr Harvey and Miss Thomas



# "Northumberland"



## recipes



In celebration of Refugee Week 2023, we are proud to launch our multilingual, community e-cookbook.

### Get involved!

In a Word document or an email, send us your favourite international **recipe in any language** by **Friday, 19th May 2023**. Make sure there's an **English translation** too! Finally, top it off with some **pictures**.

### What next?

Your recipe will join many others to create a multilingual e-cookbook. This will be shared [online](#).

Email: [eal@northumberland.gov.uk](mailto:eal@northumberland.gov.uk)





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Lessons usually take place during the school day, after-school online lessons are possible subject to tutor availability. Any questions please get in touch using the information below.

Costs vary according to group size and financial assistance is available where eligible.



**Northumberland**  
County Council

<https://music.northumberland.gov.uk> 01670 624045 [mpnl@northumberland.gov.uk](mailto:mpnl@northumberland.gov.uk)