



# TVJ Newsletter 03/02/23

## Headteacher's Message



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*This week has felt a little odd. We had the first NEU strike day on Wednesday and this meant that the majority of children were not in school on this day. Those that were had a lovely time working together doing a range of activities including crafts and PE.*

*This coming week is our final week of the half term. Spring 1 has been very short and is an unusual five-week half term. As a result, we have been busily trying to fill our days with as much as we can.*

*During this final week, all the Year 3 and Year 5 classes will be going on trips. I hope that these prove to be valuable experiences and fantastic learning opportunities. This week also is when the national*

*'Safer Internet Day' occurs. It is such an important issue as the internet can be a wonderful, but very dangerous place. Please look down below in this newsletter for more information on this event.*

*Have a lovely weekend.*

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*1 - Mr Smith*

*(Headteacher)*

## Dates for your Diary



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### ***Tuesday 7th February***

*Internet Safety Day*

*Year 3 RE Trip (Ash class and Elm class)*

### ***Thursday 9th February***

*Year 5 Science trip*

### ***Friday 10th February***

*End of Spring 1*

***Monday 13th - Friday 17th February***

Spring half term break

Tuesday 20th February

Year 3 RE Trip (Fir class)

February 2013

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
|        |        |         | 1         | 2        | 3      | 4        |
| 5      | 6      | 7       | 8         | 9        | 10     | 11       |
| 12     | 13     | 14      | 15        | 16       | 17     | 18       |
| 19     | 20     | 21      | 22        | 23       | 24     | 25       |
| 26     | 27     | 28      | 1         | 2        | 3      | 4        |

100Plans.com

## Internet Safety Day



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*Safer Internet Day (SID) is organised by Insafe in February of each year to promote safer and more responsible use of online technology and mobile phone.*

*This year we will be taking part in Internet Safety Day in three ways...*

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- *Whole school assembly*
  - *Internet Safety Poster Competition detailing how to stay safe online (to be completed at home and submitted on Tuesday)*
  - *No tech or better with tech? (Family activity to be completed at home and discussed in school on Tuesday)*
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**No tech or better with tech?**

For each of the activities below, discuss as a family: is this better when completed with tech or without tech? For example, would you rather ask a question you have to someone face-to-face, or a voice assistant like Alexa or Siri or Google?  
Circle the symbol that best matches your verdict for each one. Different family members could use different colours pens and pencils to show their opinions.

|                                | Better without tech | Better with tech | Undecided |
|--------------------------------|---------------------|------------------|-----------|
| Chatting to friends and family |                     |                  |           |
| Playing games                  |                     |                  |           |
| Learning and research          |                     |                  |           |
| Asking a question              |                     |                  |           |
| Getting help & support         |                     |                  |           |
| Saying sorry                   |                     |                  |           |
| Shopping for clothes           |                     |                  |           |

**Reflection time**

Overall, we prefer to do things... without tech / with tech / no clear winner

We all agreed that...

We really disagreed about...

The most interesting one to discuss was...

I changed my mind about...



## Year 3 Information



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*We've had a busy and enjoyable week in Year 3.*

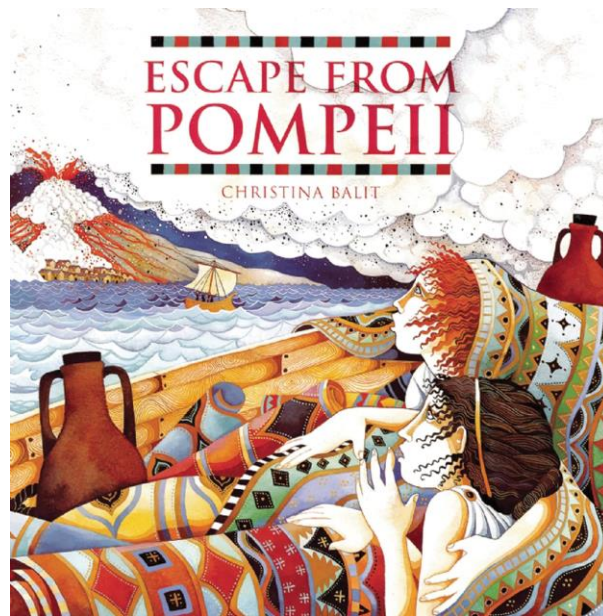
*This week in Maths we have started a new unit of work on length. We have been measuring using millimetres, centimetres and metres. We have learned how to convert units and also select the most appropriate unit for measuring an object. We have practised using a ruler and drawing lines accurately.*

*In Reading, we have been practising answering questions about the vocabulary in a text. We have practised strategies for working out the meaning of unknown words in context.*

*This week in Writing we have been writing a non-chronological report about the layers of the Earth. We have been able to use our knowledge from Geography lessons in our writing to write detailed and informative reports using key vocabulary for this topic.*

*In Wider Curriculum We have been learning about rocks and soils. We described and compared igneous, metamorphic and sedimentary rocks, including marble, granite, sandstone, slate and pumice. We also learned about the features of clay, silty and sandy soils and looked at a sample of each one. In Music we have been listening to and playing reggae music and in PSHE we have been designing a garden appropriate for someone with a challenge or disability.*

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## Year 4 Information



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*Another busy but fun packed week in Year 4 this week...*

*This week in Maths, we have been delving deeper into our new topic, Length and Perimeter. We have been learning to understand how various distances can be measured using metres and kilometres.*

*We have also learnt how to convert from one to the other. Finally, the pupils were introduced to measuring the perimeter of a rectangle. The children were brilliant across year 4 and are now ready to be challenged on their understanding next week.*

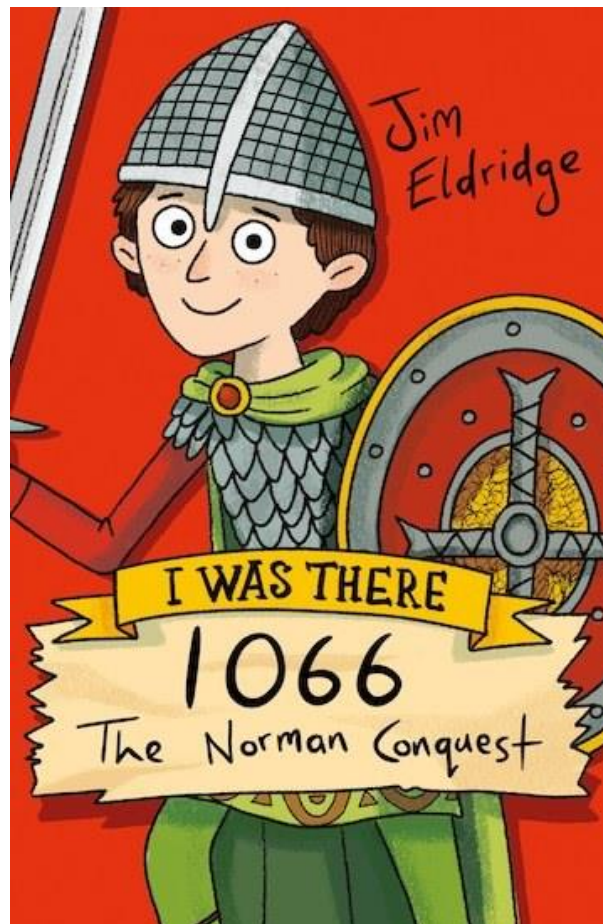
*In Reading, we have started our new book, *The Battle of Hastings* this week and the children seem to be really enjoying it so far. The book ties in well with our topic, 1066, so the children are able to apply their knowledge across all subjects such as Writing, History and Geography. While reading this book, we will be focussing on strengthening retrieval, vocabulary and explanation skills.*

*This week in Writing the children have been composing a diary entry from the perspective of children in 1066 they have been using emotive and descriptive language to describe how they feel and what they can see. The children have learnt how to use first person and how to up-level their work using adverbials for time and expanded noun phrases.*

*At the beginning of this week, the children compared the pictures of different Norman castles, finding their similarities and differences. They imagined living in a castle. Knowing that the Anglo-Saxons were still infuriated about the defeat in 1066, they had to put a security plan in place to protect their castle. Later during the week, they studied the features of a Norman castle in detail and created a Norman castle fact file. Finally, using this knowledge, they assumed the role of an Anglo-Saxon warrior. In order to enact revenge on the Normans, the children were finding different ways to attack the highly secured castle and draw a detailed plan of offense.*

*As per our message on Class Dojo, we are in need of cardboard and paper kitchen roll tubes for our Norman castles, so if you have any at home please send it in with your child next week.*

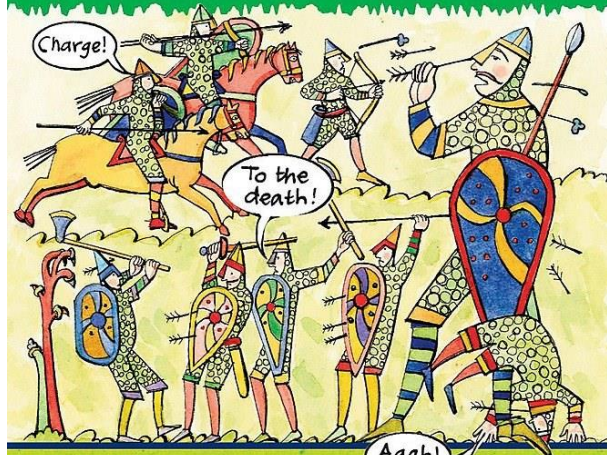
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Great Events

# The BATTLE of HASTINGS



GILLIAN CLEMENTS

## Year 5 Information



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*In our penultimate week of the half-term, the learning is showing no signs of slowing down.*

*What's been happening in Year 5 this week:*

*This week, we have started our new topic of fractions which have involved multiplying unit fractions and non-unit fractions with whole numbers. Pupils have been completing their maths flashbacks in the afternoon which is a revision of some of previous topics.*

*Things to do at home: Practise converting improper fractions to mixed fractions*

*Reading:*

*For reading, we have been retrieving information from the text, defining words in context and writing explanations on how the author engages the reader in the text. During our library sessions, pupils were able to read aloud to their teacher and build on confidence and fluency when reading.*

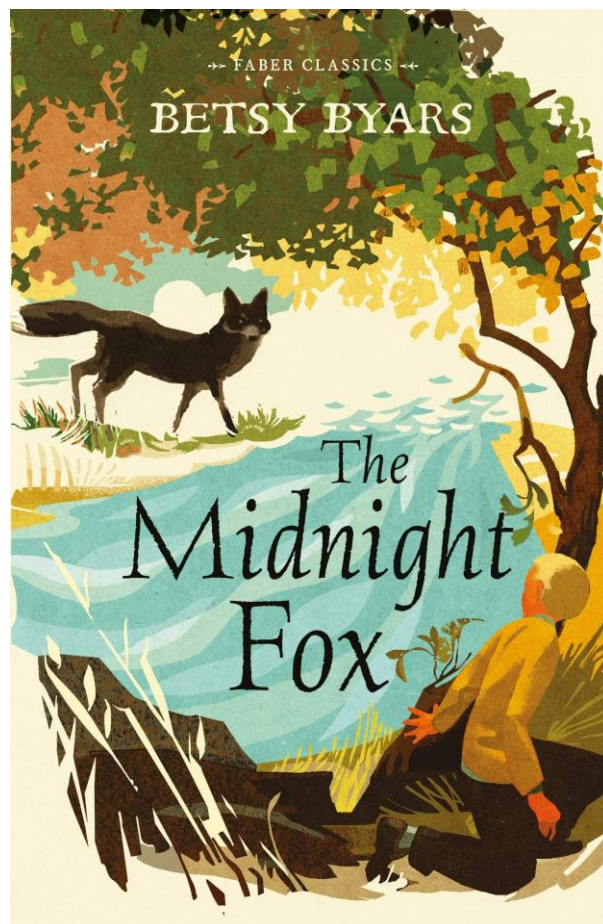
*Things to do at home: Listen to your child read aloud and ask them to find a synonym for a particular word.*

*This week, started our next writing topic, which is based on Wonder Struck by Brian Selznick. This story is told in both pictures and words. It is a heart-warming tale of two siblings from two different periods of time. For our Big Write, the pupils will be writing a letter and were looking at the features of informal letter writing and its differences to formal writing. The pupils explored new vocabulary and learnt how to build cohesion within their writing.*

*Things to do at home: Practise handwriting*

*As part of our science topic, we have been looking at collecting research and using the data to create bar charts. This week, the pupils took part in a scientific investigation to measure reaction speed. The focus of the investigation was to explore how reaction times change as we get older. The pupils tested their own reaction times as well their peers and even their class teachers.*

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Winner of the Carnegie Medal

# TOM'S MIDNIGHT GARDEN



'a perfect book' *Philip Pullman*

PHILIPPA PEARCE

## Year 6 Information



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*Year 6 have completed another round of SATs practice papers. Well done to all the pupils have put in an immense effort. We are very pleased with the progress they have made and we look forward to next term when preparations for the 2023 paper will increase. Keep up the hard work!*

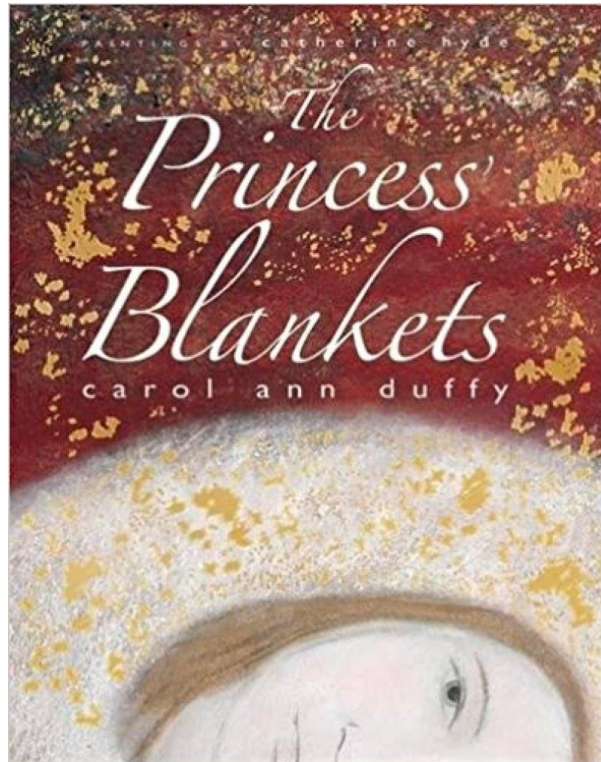
*This week in Maths pupils have been introduced to vocabulary around algebra, delving into function machines and utilising their prior knowledge of inverse, multiplication and division. They completed their end of unit assessment for ratio and we were pleased with the progress that they have made!*

*In Reading, pupils are reading *Race to the Frozen North*, focusing on retrieval and inference. Pupils are now confident in identifying the different types of reading domains, which is an essential skill to develop in the lead up to SATs.*

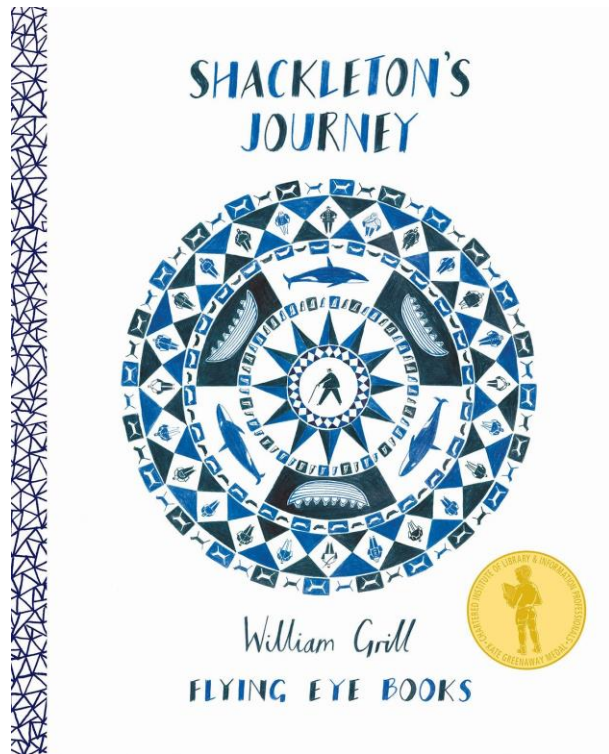
*This week in Writing, we have recapped the story of Shackleton's amazing journey across Antarctica. He braved many challenges along the way and it is these challenges which will inspire our next piece of writing: a diary entry.*

*In Wider Curriculum, we have been discussing the pros and cons of tourism in Antarctica. This has been an incredibly intriguing enquiry as we have further embedded understanding around the threats posed by climate change and how this can significantly impact the region.*

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## School Uniform Standards

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*As part of our on-going drive to develop the school we would like to inform you of our next steps in regards to school uniform.*

*The changes which we brought about the school uniform for September were slowly introduced in May 2022, for example the introduction of plain black shoes or trainers.*

*Now that these expectations are now beginning to embed, we would now like to be in line with other primary schools.*

*From January 2023 the following expectations will need to be in place:*

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- *No extreme hair cuts/ patterns.*
  - *No coloured hair*
  - *Hair accessories to be plain black, blue or white only, no patterns.*
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Breakfast Club



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*We operate a breakfast club every morning for all children. Children have the chance to come in early to ensure they are on time, chat with their friends and use school laptops to complete homework.*

*Important information:*

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- Breakfast clubs opens at 7:30am every day and children are welcome to attend anytime up until 8:20am.*
  - A breakfast costs just 80p! Hot and cold food are available every day.*
  - If you wish for your child you attend breakfast club then please book them in on parentmail.*
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## **School Dinner Menu**



Autumn / Winter 2022 / 23  
 12/9, 3/10, 24/10, 14/11,  
 5/12, 26/12, 16/1, 6/2

# What's On The Menu?

|   | MONDAY<br>Authentic Italian  | TUESDAY<br>Family Faves   | WEDNESDAY<br>Baking British   | THURSDAY<br>Food Festival  | FRIDAY<br>Fun Day   |
|---|--|---|---|--|---|
|  | <b>Meat Free Monday!</b><br>Choose either our tasty Margherita Pizza or our Veggie Supreme                                 | <b>Classic Beef Burger</b><br>in a Bun with Oven Baked Wedges & Garden Peas | <b>Roasted Beef Joint</b><br>Crispy Roasties, Fresh Veggies & Gravy                     | <b>Not So Spicy Chicken Tikka Masala</b><br>Wholegrain Rice, Turmeric Carrots & Peas | <b>Golden Fish Fingers (MSC)</b><br>Choose Salmon or Pollock, Chips & Baked Beans |
|  | Served with Pasta Salad & Mixed Crudites   | <b>Super Veggie Burger</b><br>in a Bun with Oven Baked Wedges & Garden Peas | <b>Veggie Sausage &amp; Root Veg Traybake</b><br>Crispy Roasties, Fresh Veggies & Gravy | <b>Creamy Vegetable Korma</b><br>With Wholegrain Rice, Turmeric Carrots & Peas       | <b>Crispy Bean &amp; Vegetable Fingers</b><br>Chips                               |
|  | <b>Hot Tomato Pasta</b><br>with or without Grated Cheese on top  |   |   |  |   |
|  | <b>Crispy Skin Jacket Potatoes</b><br>Choice of Tasty Toppings   |   |   |  |   |
|  | <b>Pick &amp; Mix Packed Lunch</b><br>Freshly filled sandwich or roll, healthy snack, home bake dessert & a piece of fruit |   |   |  |   |
|  | Jelly & Fruit Slices   | Marble Sponge Cake  | Chocolate Brownie   | Apple Sponge Cake  | Crunchy Vanilla Cookie  |



## Valentine's MENU

9th February 2023

### Couple in Love

Sausage with Mashed Potatoes, Peas and Gravy


### Match Made In Heaven

Quorn Sausage with Mashed Potatoes, Peas and Gravy

Heart Dipped Cookie



WHAT'S  
FOR



LUNCH?

The illustration shows a man with a beard and a suit, looking thoughtful with his hand on his chin. To his right is a large pizza wheel divided into several colored slices, each containing a different food item: a taco, a slice of pizza, sushi, a burger, a salad, a drink, and a fried item. A single slice of pizza is shown falling from the bottom of the wheel.

LET'S EAT!



## Safeguarding at Thames View Junior School





# Keeping you safe

Who can I talk to when I am feeling sad,  
upset, angry hurt or scared?



However, there are two adults who have the special job of keeping you safe:



**Mr Smith**

Designated Safeguarding  
Lead



**Miss Hawkins**



Deputy Designated  
Safeguarding Lead








AGE RESTRICTION  
13+

Snapchat is a photo sharing app for mobile phones and tablets. The app allows users to share images, videos and chat with friends. Users can share images and videos directly to specific friends, or through a 'story' shared with their entire friend list, which documents the previous 24 hours. In a study, Snapchat was ranked the 4th most negative app in terms of having an impact on young people's health and wellbeing, with children feeling that they can use the app Snapchat to "make you look pretty."



## What parents need to know about

# SNAPCHAT

### EXPOSING YOUR CHILD'S EXACT LOCATION

The 'Snap Map' lets you share your EXACT location in real-time through a map on the app. The user's location updates when the app has been opened on the device. There is a warning on the Snapchat website about uploading images and videos to 'Our Story', stating that "snaps you submit to 'Our Story' can still show up on the Map, no matter which location setting you choose". When uploading to 'Our Story' your child's image or video could appear in "Search results and Stories on or off Snapchat - today or in the future."

### SCREENSHOTS & SAVED MESSAGES

While Snapchat's gimmick is that all photos, videos and text disappear eventually, users still have the capability to screenshot or record anything which has been sent to them. Users may sometimes forget that screenshots are possible and send a compromising image or message to somebody who they think they trust. They may also accidentally send an image or message to somebody who they do not trust. Simply by pressing and holding a message, the user is able to save a message they have received, which can be screenshotted or used against them at a later date.

### SEXTING

Due to 'Snaps' disappearing, (users can even send a one-second photo or video), Snapchat has become the chosen platform for children and young people to send sexually explicit images or 'selfies'. Once a photo/video has been screenshotted, or recorded using another device or software, this can lead to further dangers, such as blackmail and cyberbullying. It is illegal to make, possess, download, store and share sexual images, photos and videos of a person under the age of 18. This also includes any sexual images, photos and videos that a child may have taken of themselves. However, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed, but taking formal action isn't in the public interest.

### LENS EXPLORER

The 'Lens Studio' on Snapchat gives users the freedom to use their imagination to design their own filters for themselves and others to use. Snapchat states that the lenses users create "must comply with our Lens Studio Submission Guidelines and Community Guidelines and must be appropriate for Snapchatters ages 13+." The 'Lens Explorer' in the app now enables users to choose from thousands of these creations to alter their snaps. Anyone can create a lens for Snapchat, which gives opportunities for age-inappropriate content to be uploaded.

### SNAPSTREAKS & ADDICTION

'Snap Streaks' are gained when snaps have been sent back and forth consecutively between friends. The longer that snaps are sent between users, the longer the streak becomes. Furthermore, Snapchat rewards users who have achieved high Snap streaks, by gifting emojis, adding incentives for users to keep the streaks. Children invest time into making their streaks as long as possible, which can put an incredible amount of pressure on both themselves and their friendships.

### SNAP ORIGINALS

Through 'Snap Originals', users can watch content which has been created by Snapchat on the app, including comedy shows, drama, news and more. Additionally, there are new lenses and filters available, inspired by the 'snap originals' shows. This is another feature to encourage addiction.

## Top Tips for Parents

### THE RISKS OF SEXTING

It can be slightly awkward talking about this topic with your child. But if it helps them protect themselves, it is worth it. Talk to them about the consequences of sexting and make sure that they're aware of the risks. Ensure your child knows that 'Snaps' can be screenshotted. Teach them that if they post anything potentially embarrassing or harmful (either of themselves or someone else) it can have severe consequences as the message, image or video can be shared further.

### USE 'GHOST MODE'

We highly recommend enabling 'Ghost Mode' on the app so that your child's location will no longer be visible to anyone on the 'Snap Map'. To enable this, go onto the Snap Map and tap the cog in the top right corner. Here, change the setting to 'Ghost Mode'.

### RESTRICT STORY VIEWS

Your child can add videos and images to their 'Story' throughout the day which will last for 24 hours. By default, anyone in a user's friend list can see their story. We recommend checking the privacy settings to ensure that this has not been edited. This can simply be done in the app settings under the 'Who Can View My Story' section. The options to choose from are 'My Friends', 'My Yours' or 'Custom' - we suggest that it is set to 'My Friends'.

### REPORTING A STORY, LENS, FILTER, SNAP OR MESSAGE


If your child comes across inappropriate Snapchat content sent directly to them or in another person's story, advise them to report it immediately. This may include an inappropriate lens, filter, message or snap. To report an offensive lens, they should open the app and select the lens they want to report. An info button will appear above the lens. Click this, followed by the flag icon. This will send a report to Snapchat for further investigation. Reports can also be made on the Snapchat support website: [support.snapchat.com](https://support.snapchat.com).


### HOW TO DELETE A MESSAGE

Advise your child never to send any negative messages or images through gallery in the chat on the app as screenshots can still be taken. We should also advise your child to screenshot any negative comments they receive as the sender can also delete them. To delete a message, simply press and hold the sent message and press delete.

### TURN OFF 'QUICK ADD'

'Quick Add' helps friends find each other on the app. This is based on mutual friends or if their number is in their phone book. Explain to your child that this feature can open up their profile to strangers. We highly recommend that your child turns off the 'Quick Add' feature. This can be done in the settings.





National Online Safety

A whole school community approach to online safety

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)

Email us at [hello@nationalonlinesafety.com](mailto:hello@nationalonlinesafety.com) or call us on 0800 358 8067

© 2018 National Online Safety. All rights reserved. | Life is Like a Game - Children's Commissioners Report | Google Play Store | <https://support.snapchat.com>

# Online Safety

Follow the SMART rules to help stay safe online.

## Safe

S

Stay **safe** online by not sharing your personal information.



## Meet

M

Do not **meet** anyone who you have only become friends with online.



## Accept

A

Do not **accept** messages and friend requests from people you do not know.



## Reliable

R

Not everything online is **reliable**. People online are strangers and you can't always trust everything they say.



## Tell

T

**Tell** an adult you trust if anything happens online that you do not like.



## Be careful what you share online!

Stop and think before you share information online. Don't say or do anything that you wouldn't do in the real world!



# Online Safety & Gaming

Gaming refers to playing electronic games, whether through consoles, computers, tablets, smartphones or other devices. Gaming remains one of the most popular forms of entertainment, attracting a wide range of age groups from all across the world. Gaming is always looking to develop, often improving on graphical features, accessibility and user engagement as years go by.



Unlike many other forms of media, gaming brings a sense of challenge to the player. Usually there is a degree of skill involved that players need to develop in order to progress. Depending on the type of game, it can also offer players a platform where they can be imaginative and explore their own creativity.

Some games have rich storylines and characters that are engaging and memorable. Many players also use it as an opportunity to compete and socialise with other users whether it be in person or online. More often than not though, people game, because it is fun!

## Benefits of Gaming

- 1 Can develop critical and creative skills
- 2 Can bring educational benefit and awareness
- 3 Is available to most audiences and family members
- 4 Is an easy and accessible way to socialise with others



## Considerations for Gaming

- 1 Have awareness of appropriate age restrictions
- 2 Parental awareness around purchasing
- 3 Active discussions around socialising safely
- 4 Reporting harmful or offensive content online

## Socialising Online

A staple of gaming is the community that surrounds it. Groups and audiences can gather around a specific game, character or theme to build specific fan bases that can interact with each other. Young people may like to socialise online because:

- 1 It gives them a platform to be with friends outside of school
- 2 There is usually a competitive element at play, which can feel rewarding
- 3 It can build confidence and social skills which may not be attainable physically
- 4 It gives opportunity to young people who have difficulty socialising with friends and others



## Reporting and Blocking

Gaming communities can range from supportive and educational, to toxic and harmful. In some instances, it can even lead towards more radical content being promoted. When faced with something or someone being harmful online, make sure young people know how to:

- 1 Report the player or piece of content
- 2 Mute or block the player
- 3 Manage their privacy settings or communication options
- 4 Speak with a trusted adult for support



To find out more about Gaming visit the SWGfL hub:  
[swgfl.org.uk/topics/gaming/](http://swgfl.org.uk/topics/gaming/)

or scan the QR code



## Further Support

**Professionals Online Safety Helpline:** [saferinternet.org.uk/professionals-online-safety-helpline](http://saferinternet.org.uk/professionals-online-safety-helpline)

**Harmful Sexual Behaviour Support Service:** [swgfl.org.uk/harmful-sexual-behaviour-support-service/](http://swgfl.org.uk/harmful-sexual-behaviour-support-service/)

**Report Harmful Content:**  
[reportharmfulcontent.com](http://reportharmfulcontent.com)





**ROBLOX**  
Powering Imagination

According to the Roblox website, "Roblox is the world's largest interactive social platform for play" for those of you who are unfamiliar with the game. It is a multi-user online gaming platform which allows children to play and create a variety of games in a 3D world. Roblox is free to play and available on all modern smartphones, tablets, desktops, Xbox One, Oculus Rift, and HTC Vive.



**AGE RESTRICTION**  
13+

## What parents need to know about ROBLOX

**ROBLOX STUDIO**

The Roblox Studio allows users to create their own games and "worlds" for others to play on the platform. As the games are user-generated, it gives users the freedom to potentially include things you do not want your child to be exposed to, for example, weapons, violence and even pornographic content. There are no age restrictions on the games created in the Roblox Studio and to remove games from the platform Roblox relies on people reporting negative/violent content.

**CHATTING & FRIEND REQUESTS**

Most of the games in Roblox are aimed at 8 to 18-year-olds, there are currently no age restrictions for signing up. This means that both adults and young people can play and communicate with each other and send friend requests through the platform. Once a friend request is accepted, this means that they can communicate with each other outside of gameplay.

**ROBUX ONLINE PAYMENTS**

When a user creates a game, they earn something called "Robux", which works as a currency within the platform and enables the purchase of upgrades and memberships. If the created game is of good quality and attracts multiple players and in-game adverts, children have the ability to earn a lot of Robux. Once a user has earned a certain amount of Robux, they can convert this to real cash and withdraw it to a PayPal account. To withdraw money, users need to be over 13, have a PayPal account and have paid for the Roblox premium subscription.



**National Online Safety**

### Top Tips for Parents

**ALERT!**

Tell your children to be careful and to think twice before they click any random advert or pop-up. There is a lot of phishing scams that advert for free mobile etc, with the threat of stealing your child's personal information.

**UNLIST SOCIAL MEDIA ACCOUNTS**

Make sure your child's social media accounts are not listed in the settings/account information. If they are, advise them to set them to private or remove them from their account. This will ensure that nobody will be able to find and contact them on their social media platforms outside of Roblox.

**HAVE A CHAT ABOUT 'GRIEFING'**

Griefing is when someone purposely repeats negative things in a game. This can be done by setting traps, damaging or stealing something from another player, intentionally killing them and generally doing something in the game to spoil their gameplay. Griefing is a form of cyberbullying and can be extremely frustrating and upsetting for players.

**DISABLE IN-GAME CHAT**

Roblox is great for children to play together and chat to each other. However, if you want to completely turn off in-game chat for your child (meaning they cannot contact anyone, including their friends) you can do so by following these steps: When logged in, go to the Account Settings page by clicking on the gear icon in the top right corner of the page, then click Settings. Next, click on the Privacy tab and under "Who can chat with me in game?" select "No one" and this will disable in-game chat.

**CHECK SHARED INFORMATION**

In the account settings, check that your child is not giving away any personal information in their bio/profile. For example, their full name, phone number or snapchat name. If you see that they have, explain why this is potentially dangerous and remove immediately.

**RESTRICT PAYMENT METHODS**

Roblox is a free to play game, but there are still options to make additional in-game purchases. If you do not want your child to make payments, ensure your card is not associated with their account. If you are happy for your child to make payments in the game, but want to restrict spending, we suggest using a games console gift card. These can be purchased in specific amounts, which will enable you to restrict how much your child spends and removes the need for a credit/debit card to be used with their account.

**IS YOUR CHILD UNDER 13?**

Unfortunately, there are hundreds of YouTube videos showing children how to change their age settings on Roblox, so firstly you should talk to your child to set up some rules/agreements. There are additional safety features for children under 13, for example having their posts and chats filtered for inappropriate content and behaviour, so it is worth checking that your child has set up their account with the correct age. You can find this in their account settings.

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[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)

*Please remind your children to be vigilant when coming to and from school. Wearing bright colours or reflectors is a good idea to help the child be more visible to road users.*

## How can my child be seen more easily?

### ON DULL DAYS...

- Children can wear bright or fluorescent colours
- High-visibility tabards and other clothing can be purchased from many retailers
- Fluorescent armbands can worn over coats and other clothes
- Use bags in bright colours or with high-visibility strips

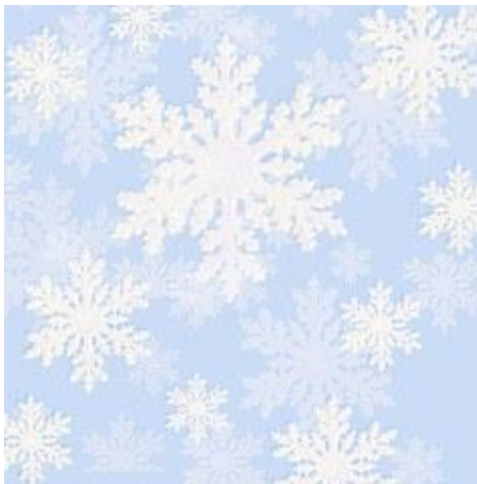
### AT NIGHT...

- Reflective clothing reflects light from car and bike headlamps
- Reflective armbands, clothes and accessories should be placed on bags and clothing, or over it
- Remember that fluorescent colours don't show up in the dark

### HOW TO STAY COOL...

- For older children who may see fluorescent and reflective items as 'uncool', stickers for bags or coats can be purchased

## Cold Weather



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*Now that the weather has turned and it has become much colder, please ensure that you send your child into school everyday with a warm coat. You are more than welcome to send them in with a hat, scarf and gloves as well. Once they are in school they will put these items on their coat peg and will then be reminded to put them on at break time and lunch time. If your child comes to school in wellies or winter boots, they must change into their school shoes when in school.*

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## Packed Lunches



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*Please do not send in any food that contains nuts, including peanut butter, Nutella or chocolate spread sandwiches. There are children in our school with severe nut allergies and use EpiPen's.*

*Thank you*

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We need your help!

**We need**

**YOU!**



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### *Outdoor play*

*We are in need of resources for our outdoor play areas so our children can really get the most out of break and lunch times! If you are able to donate any of the following, please drop it off to the school office:*

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- *Old t-shirts, shirts or aprons that the children can wear when playing in the mud kitchen*
  - *Cushions, curtains, cloth*
  - *Dolls, prams*
  - *Lego*
  - *Board games*
- 





## In the community



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### *Cost of living crisis*

*Many people up and down the country are really struggling, and the situation in Barking and Dagenham is no different. Times are tough right now, so the Council and community partners are working together to support residents. From help with sorting finances and making sure people have access to the right benefits, emergency money, and low-cost loans, to linking residents with local food banks and mental health support - there's lots of help available.*

*<https://www.lbbd.gov.uk/sites/default/files/2022-12/Cost%20of%20Living%20Support%20Guide%20ALL%20V3.pdf>*

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# Apprenticeship Jobs Fair



**When:**  
Wednesday 8<sup>th</sup> February  
2023 10am to 12pm

**Where:**  
Conference Room, Barking  
Learning Centre,  
2 Town Square, IG11 7NB

Hosted by Barking and Dagenham  
Council, Job Centre Plus and  
BDACES.

There will be Live vacancies  
to apply for on the day plus  
apprenticeship providers on  
hand to answer any  
questions.

**Sectors covered:**

- Business Admin
- Customer Service
- Construction
- Childcare
- Hospitality

For further details please  
email [vacancies@lbbd.gov.uk](mailto:vacancies@lbbd.gov.uk)



**Have you had a  
baby in the last  
two years and  
would like some  
support?**

Mums Matter is a FREE 8 week  
course with classes in Havering,  
Barking & Dagenham for mums  
with children aged 2 and under.

The course focuses on mum's  
well-being and mental health  
following the birth of their baby.

A FREE 2 hour crèche is provided  
to ensure mums have protected  
learning time to focus on their  
well-being.

 **Mind**  
Havering, Barking  
and Dagenham

## "Everybody wants to hold the baby, but who holds the mum?"

Do you have worrying thoughts or feelings?

Do you wonder if you are a good enough mum?

Are things starting to feel overwhelming?

We can help you.

Learn tools and techniques to empower you, increase your confidence, and dispel the myths of motherhood.

Mums must have at least one child aged 2 or under AND live in either Havering or Barking & Dagenham.

Email for more information.

### **Havering mums:**

Tuesdays @ Rainham 12.30-2.30pm

Fridays @ Collier Row 10.30-12.30pm

### **Barking & Dagenham mums:**

Wednesdays @ Sue Bramley 10.30-12.30pm

Thursdays @ Becontree 10.30-12.30pm

"Before I had kids, I knew who I was. Then I had children and lost myself. Coming to Mums Matter has made me find myself again. I am me again."

### **Contact us now:**

[mumsmatter@haveringmind.org.uk](mailto:mumsmatter@haveringmind.org.uk)  
01708 457 040

[www.haveringmind.org.uk](http://www.haveringmind.org.uk)

Registered charity no. 1036470

## Star's of the Week



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*Well done to all our amazing stars this week. Keep up all the hard work guys!*

*(Click on the cards to reveal each year group's winners)*

**Year 3**

*Ash Class: Swabir*

*Elm Class: Rizwan*

*Fir Class: Nawaz*

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**Year 4**

Pine Class: Samuel

Poplar Class: Iqra

Willow Class: Punithan

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**Year 5**

*Chestnut Class: Erina*

*Maple Class: Alannah*

*Mulberry Class: Tristan*

**Year 6**

*Aspen Class: Carolina*

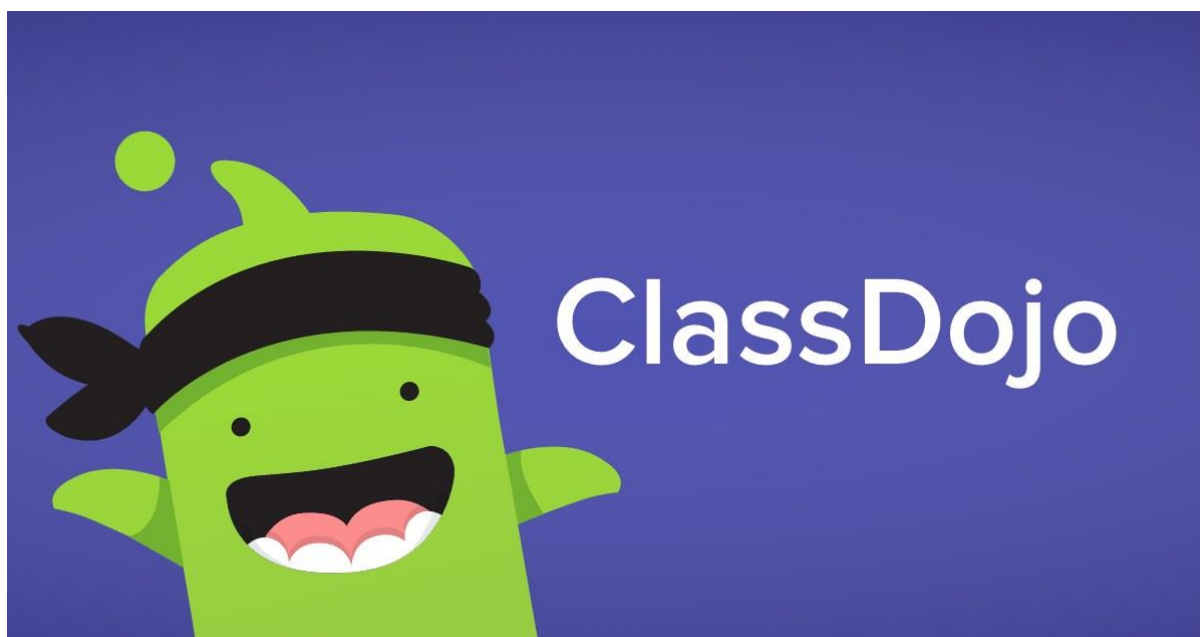
*Beech Class: Jayden*

*Silver Birch Class: Sa'eed*

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## Dojo King & Queen



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*Here we celebrate the children who worked hard all week and gained the most dojos in their class.*

*(Click on the cards to reveal each year group's winners)*

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### **Y3 Ash Class**

Dojo King: Osama

Dojo Queen: Hajrah

### **Y3 Elm Class**

Dojo King: Osagie

Dojo Queen: Emia

### **Y3 Fir Class**

Dojo King: Safwan

Dojo Queen: Aminah

### **Y4 Pine Class**

Dojo King: Amir

Dojo Queen: Elda

### **Y4 Poplar Class**

Dojo King: George

Dojo Queen: Saara

#### **Y4 Willow Class**

Dojo King: Christopher

Dojo Queen: Fatma

#### **Y5 Chestnut Class**

Dojo King: Rayyan G

Dojo Queen: Amelia

#### **Y5 Maple Class**

Dojo King: Mikayeel

Dojo Queen: Beau-Louise

#### **Y5 Mulberry Class**

Dojo King: Joel

Dojo Queen: Deborah B

#### **Y6 Aspen Class**

Dojo King: Ishaq

Dojo Queen: Maesha

#### **Y6 Beech Class**

Dojo King: Yisrael

Dojo Queen: Mutahara

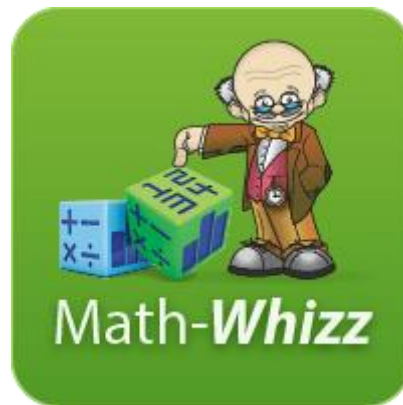
#### **Y6 Silver Birch Class**

Dojo King: Seun

Dojo Queen: Gabriela



## Maths Whizz Winners



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*Well done to all our amazing children who completed the most progressions on Maths Whizz this week.*

*(Click on the cards to reveal each year group's winners)*

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### **Year 3**

Ash Class: Anaya

Elm Class: Emmanuel

Fir Class: Nawaz

### **Year 4**

Pine Class: Amaan

Poplar Class: Olivia

Willow Class: Christopher

### **Year 5**

Chestnut Class: Amelia

Maple Class: Mikayeel

Mulberry Class: Deborah

### **Year 6**

Aspen Class: Hamza

Beech Class: Yisrael

Silver Birch Class: Gabriela



## Lexia Winners



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*Well done to all our amazing children who completed the most units on Lexia this week.*

*(Click on the cards to reveal each year group's winners)*

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### **Year 3**

Ash Class: Ilina

Elm Class: Emmanuel

Fir Class: Frankie

### **Year 4**

Pine Class: Lulu

Poplar Class: Tafhim

Willow Class: Punithan

### **Year 5**

Chestnut Class: Amelia

Maple Class: Alannah

Mulberry Class: Deborah B

### **Year 6**

Aspen Class: Matthew

Beech Class: Daniel

Silver Birch Class: Oluwuseun

## Weekly Attendance



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*(Click on the cards to reveal each classes attendance)*

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### Year 3

Ash Class: 94.96%

**Elm Class: 99.16%**

Fir Class: 93.75%

### Year 4

Pine Class: 96.05%

**Poplar Class: 96.23%**

Willow Class: 93.64%

### Year 5

Chestnut Class: 95.13%

Maple Class: 95.87%

**Mulberry Class: 97.46%**

### Year 6

Aspen Class: 93.42%

**Beech Class: 95.24%**

Silver Class: 94.02%

## Class Winners

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*Best performing classes in Maths Whizz and Lexia.*

*(Click on the cards to reveal each phases winners)*

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### **Year 3 & 4 Maths Whizz**

1st: Willow Class

2nd: Pine Class

3rd: Ash Class

### **Year 5 & 6 Maths Whizz**

1st: Maple Class

2nd: Silver Birch Class

3rd: Chestnut Class

### **Year 3 & 4 Lexia**

1st: Willow Class

2nd: Pine Class

3rd: Poplar Class

### **Year 5 & 6 Lexia**

1st: Maple Class

2nd: Mulberry Class

3rd: Aspen Class



## Contact Us



*Samuel Ferguson Place*

*Bastable Avenue*

*Barking,*

*Essex*

*IG11 OTR*

**Telephone: 0204 511 9240**

**Email: [office@thamesviewjunior.com](mailto:office@thamesviewjunior.com)**

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