

STOCKLAND C of E PRIMARY ACADEMY



4th November 2022

Message from Miss Bendall

Dear Parents/Carers,

We have had a wonderful week.

I want to start by extending a huge thank you to all of you. Firstly, you have raised £856 for our sponsored run., which is absolutely incredible. Mr Murnane will be sharing his plans with you soon about the exciting ways he plans to spend the money on enhancing our PE curriculum.

Secondly, the amount of Amazon parcels arriving containing new books for our library is incredible. We have the shelving down in the library and are now ready to clear it out ready for redecorating and restocking. It is going to look absolutely amazing.

On that same note, I have chatted to lots of children this week about how much they love reading and how they enjoy reading at home too. I am a huge champion of the importance of reading and enjoyment of books. I still love reading before I go to sleep, although can normally only manage a few pages before I fall asleep!

Have a lovely weekend.

Miss Bendall

Interim Head of School

Stockland C of E Primary Academy

Stars of the week Values of the week

Class 1	Featherlake	
	Carly-Jade	Jack
Class 2	Horner	
	Rebecca, James	Heidi
Class 3	Quantock	
	Finn, Harry	Benjamin
Class 4	Bucehayes	
	William, Freddie	Tilly



This school is part of the The Redstart Learning Partnership, a Multi Academy Trust of primary schools in Somerset.

Key Dates;

- 11th November Shoe Box Appeal deadline
- 13th November Remembrance Service
- 14th November Yr5/6 Residential Info evening
- 18th November Children in Need Day
- 25th November Inset Day
- 9th December Christmas Fair
- 11th December Christingle family service
- 16th December Break up for Christmas
- 3rd January Inset Day

Interim Head of School: Beccy Bendall

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www.stocklandprimary.org.uk

Safeguarding

Our Designated Safeguarding Lead is Miss Beccy Bendall and our Deputy Designated Safeguarding Leads are Miss Natalie Martin.

Our school's Child Protection and Safeguarding Policy can be found online at:

<https://stocklandprimary.org.uk/wp-content/uploads/2021/11/4.1-Safeguarding-Policy-STK.pdf>

If you have any concerns about the safety of a child you can either talk to our DSL or DDSLs or you may phone Devon MASH on 01392 384964 or email our safeguarding inbox stocklanddsl@redstartpartnership.co.uk

Shoe Boxes for Samaritan's Purse

School is supporting the Shoe Box Appeal for Samaritan's Purse by collecting Shoe boxes which you may like to fill at home. Becky Spiller will be providing information leaflets and labels for boxes which can be brought into the school office by Friday 11th November.

Further information about what to put in your shoe box can be found here;

<https://www.samaritans-purse.org.uk/what-we-do/operation-christmas-child/what-goes-in-my-shoebox/>

Family Services for Christmas in the Church

We have the following family services between now and Christmas:

13th November - Remembrance

11th December - Christingle

Pixies Holt Information Evening—Yr 5/6 Parents

Please join us on 14th November for an outline of the Pixies Holt Class 4 residential trip and payment information.

PTFA messages

Christmas cards

Your children should be bringing home their Christmas card designs in their book bags today. If you would like to order any cards, gift tags, wrapping paper, please fill in the details and bring your design back to school next week. The final orders need to be back with the school at the very latest by Wednesday 9 November, and the final cards will be back by the latest 9 December. All proceeds raised go towards the PTA.

Christmas Fair—Save the date!

We will be holding a Christmas fair, with games, craft activities, sweet treats, choir performance, mulled wine and a Santa's grotto on Friday 9 December after school. Save the date!

Class 1 Featherlake News

This week we have been learning about Diwali, bonfire night and the number 7. The children completed some Diwali yoga challenges and also made spiced diya lamps using cumin, turmeric and paprika. We had our first Forest School of the year and lots of fun was had by all, we all got very muddy and helped to move the daffodil bulbs ready to see them grow in the Spring. We have been looking at the number 7 and the children have been fantastic at challenging themselves, completing lots of different maths activities. Next week we'll be learning about Remembrance Day.



Weekly Theme: Maths Week/Remembrance

WB: 7.11.22

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Sessions	Phonics - groups	Phonics - groups	Phonics - groups	Phonics - groups	PE
*please may you bring any toilet/kitchen roll tubes.	Weekly Theme Input: Fireworks	Drawing Club - Little Red Hen	Drawing Club - Little Red Hen	Drawing Club - Little Red Hen	C&L - How to follow two-part instructions.
	Drawing Club - Little Red Hen				
	Maths - Introducing the number 8.	Maths - The last number counted represents how many are in the set.	Maths - Count things that we see, but then they are not visible.	Maths - Count things that happen or we hear	Drawing Club - Little Red Hen
Maths - Unit 4: Counting 8					
Afternoon sessions	RE - Why do Christians perform Nativity plays at Christmas?	PSED - What it means to be respectful.	UTW - The importance of Remembrance Day.	Music: The sorcerer's apprentice	EAD: How to use tape to join materials.
		Forest School - Falling Leaves	Remembrance Assembly with Reverend Julie.		Library Time
	Story Time	Story Time	Story Time	Story Time	Story Time

Throughout every day there are periods of continuous provision time, the lessons on this timetable are short. Continuous Provision is when we as adults are playing and exploring alongside your children to extend their play and vocabulary.

Class 2 Horner News

We had a very exciting start to the week with Fizz Pop Science Club. We were looking at different types of bubble and even made a catapult. We had a wonderful time, and everyone took home a goody bag.



We have a new Traction Man area to explore in the classroom. We have been very excited to zoom traction man around in his jet powered trainer. In English, we have been practicing our Traction Man advert map and even performed the advert in groups to the class.



Horner Class Weekly Plan: Week 9

WB:07/11/22

	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/Guided Reading	Read Write Inc Phonics Sessions.	Read Write Inc Phonics Sessions	Read Write Inc Phonics Sessions	Read Write Inc Phonics Sessions	Guided Reading: Traction Man
Writing	Year 1/2: I can design my own superhero/action figure.	Year 1/2: I can plan my advert.	Year 2: I can write the first part of my advert. Year 1: I can write a question.	Year 2: I can write the second part of my advert. Year 1: I can use my sounds to write a sentence.	Year 2: I can write the third part of my advert. Year 1: I can use my sounds to write a sentence.
Maths	Year 2: I can add a 2 digit and 2-digit counting on. Year 1: I can write my addition facts of 7	Year 2: I can add a 2 digit and 2-digit by partitioning. Year 1: I can write my subtraction facts of 7	Year 2: I can add a 2 digit and 2-digit with bridging. Year 1: I can partition 8.	Science: We will be looking at microhabitats outside. Please can the children come in with forest school clothes/wellies today.	Year 2: I can add a 2 digit and 2-digit with bridging. Year 1: I can write my addition facts of 8.
Afternoon sessions	Science: Cold Habitats	PE	PSHE: Forest School: Nuts and Seeds or Apple Picking.	History -I can understand what the important aspects of Florence Nightingales life are.	Textiles – I can learn some joining techniques.
	RE: The Nativity		Remembrance Assembly	Computing – Floor Robots.	Music – Colonel Hathi's Marching Band

Class 3 Quantock News

It's lovely to be back after our half-term break and hear about all the visits families made inspired by our learning about Neolithic and Bronze Age times. Show and Tell has been all about visits to Stonehenge, Cheddar Gorge, finds on the beach, etc. Our geography topic this term focuses on the UK's regions, counties and cities so I really look forward to hearing all about any trips and finds relating to this!

I'm so proud of the beautiful poems Quantock class have composed this week. We looked at some of Christina Rossetti's for inspiration and the children have managed to portray super images of the wind through their vocabulary choices. Their illustrations are also lovely. Please do make sure you come and look at them on display in the foyer.

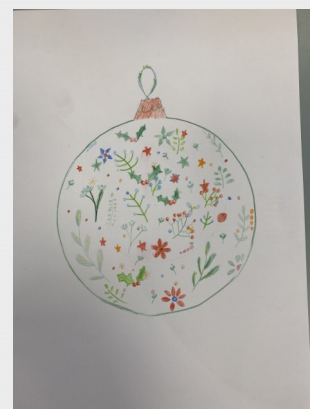
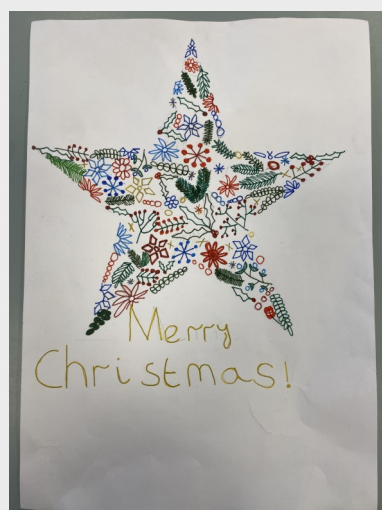
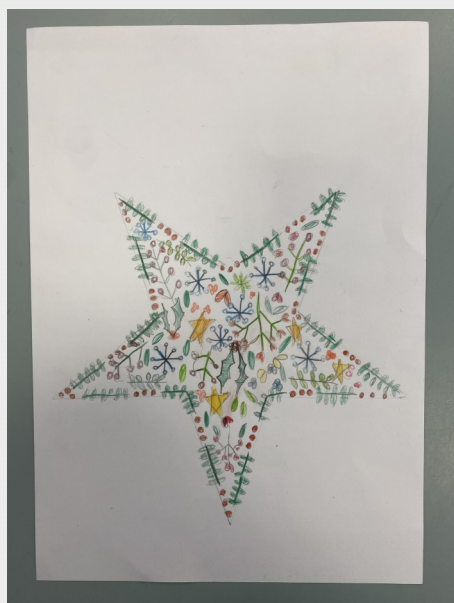
Quantock Class Weekly Plan: Week 9

WB:07/11/22

	Monday	Tuesday	Wednesday	Thursday	Friday
Spelling / Guided Reading/	4: Light Pollution	PE: Hockey Essential: gum shields and shin pads Optional: hockey sticks from home.	5: Solar Eclipse	Spelling Test: ue Handwriting: h,b New spellings: ar	6: Vocabulary Quiz
Writing	Narrative: introducing new book stimulus 'Leon and the Place Between' by Graeme Baker-Smith		Narrative: writing from Leon's point of view.	Narrative: identify (fronted) adverbials for how and where.	Narrative: use (fronted) adverbials to make writing more interesting.
Maths	Y3: Recall and use division facts for the 4 x table Y4: recall and use multiplication facts for the 9 times table Tables focus: Y3: x3, x4 and x8 Y4: x6, x9 and x7	Y3: build the 8 x table and count in steps of 8 and multiples of 8 from zero Y4: build the 7 x table and count in steps of 7 and multiples of 7 from zero	Y3: recall and use multiplication facts for the 8 x table Y4: recall and use multiplication facts for the 7 times table	Y3: Recall and use division facts for the 8 x table Y4: recall and use division facts for the 7 times table	Y3: apply reasoning to solve multiplication and division problems relating to x3, x4 and x8 tables Y4: Know and use the effect of multiplying by 0.
Afternoon sessions	Science: Review understanding of Nutrition, Skeleton and Muscles - quiz.	Narrative: Analysing the role of Leon.	Geography: Explain the difference between the British Isles, Great Britain and the United Kingdom.	RE: Engaging in the idea of incarnation.	Music: Using appropriate musical language to describe a piece of music.
		PSHE: Recognise that there are many different types of family		Art: How can I make a sequence of images that describe my poem?	Computing: Understanding the Internet and the opportunities it offers for communication and collaboration. Spanish: Numbers 1-12

Class 4 Bucehayes News

Bucehayes have had a good first week back after half term break. We have started delving into our new history topic of Black and British by studying examples of evidence about the Ivory Bangle Lady and the Roman Emperor Severus Septimus. The archaeological evidence from these examples have both been re-examined more recently with modern techniques and shown to have African origins. Next week's stop on our history timeline is the Tudor period. The children worked very carefully in small detail to produce wonderful Christmas card artwork. I think it is going to look even more amazing when it gets reduced in size for printing. We also made a start on our Art topic for this half term looking at land and city scapes, creating visual notes pages in our sketchbook.



	Monday	Tuesday	Wednesday	Thursday	Friday
Day Events					
Early Morning Work	Reading Check In <i>Daily Mile</i>	Spelling Listening to readers <i>Daily Mile</i>	Spelling Listening to Readers <i>Daily Mile</i>	Spelling <i>Daily Mile</i>	Book Talk
Guided Reading / Spelling	Homework Check In Spelling Lesson /u/ phoneme	Waste Auditing Workshop	Guided Reading Black History	Guided Reading Black History	PE Hockey
Maths	Maths Arithmetic Practice Four Operations		Maths Arithmetic Practice Four Operations	Maths Arithmetic Practice Four Operations	
English	English Can we save the tiger? Explanation and Discussion Text		English Can we save the tiger? Explanation and Discussion Text	English Can we save the tiger? Explanation and Discussion Text	Remembrance English Can we save the tiger? Explanation and Discussion Text
Afternoon Lesson 1	Art: Landscapes	Guided Reading: Black History	PHSE: Kind Conversations	Science: Forces	BSO Orchestra Workshop
Afternoon Lesson 2	Spanish: My Family Tree Collecting Waste	Maths Arithmetic Practice Four Operations	RE: Remembrance Assembly Rev Julie	Music: Singing with KS1	

Note: Subject to change dependant on children's needs.

What Parents & Carers Need to Know about

AMIGO

Amigo is a social platform which purports to connect strangers from around the world – and, with built-in translation software, it reduces the expected language barriers. Focusing heavily on one-to-one chat, video calls and live streams, Amigo encourages its users to build up online relationships and unlock exclusive features such as private video and audio calls: essentially, the more that people chat, the more functions become available to them. This is an app designed with mature users very much in mind and is therefore definitely not recommended for children.

AGE RATING

18

WHAT ARE THE RISKS?

ONE-TO-ONE COMMUNICATION

While online chats and livestreaming are a great way to communicate with people that children can trust (such as friends and family), Amigo encourages users to connect with complete strangers and develop a friendship through private chats, calls and videos. This will be a clear red flag for most parents, due to the possibility of a child encountering inappropriate content or an online predator.

INAPPROPRIATE CONTACT

Within minutes of signing up for our trial of Amigo (and without using a profile photo), users of the opposite sex were messaging with suggestive statements such as "You're just my type" and "Let's have fun". While the app's stated intent is to help people build friendships, some users obviously seek to take those relationships in a more mature and amorous direction.

MEMBERSHIP COSTS

Like many apps that are free to download, Amigo's business model is centred on in-app purchases. Users are encouraged to pay for VIP membership – enabling them to send more messages each day and boosting their profile's visibility. People can also buy coins (again, for real money) which allow them to send virtual gifts and further increase the number of messages they can send daily.

LACK OF AGE VERIFICATION

Amigo makes no secret of the fact that it's for people aged 18 or above. There's no age verification, however, so a young person could simply sign up under a false date of birth. The app's algorithm claims to match users of similar ages (making them more compatible), but either the algorithm isn't very reliable, or most users have entered a fake age which doesn't correspond with their profile pic.

REWARDS FOR REPEATED USE

Amigo gifts virtual coins to users if they reply to messages within 10 seconds, while there are also daily rewards for posting comments, sharing a video, getting likes or simply opening the app. It also encourages increasing 'Intimacy Levels' with other users to unlock extra features: once someone's online 'friendship' reaches Intimacy Level 3, they can hold one-to-one video calls with each other.

Advice for Parents & Carers

MONITOR DOWNLOADS

As well as frequent catch-ups with your child about what they've enjoyed doing online, you could consider taking the additional step of physically checking their phone every so often to see which apps they've installed. The safest option could be to enable 'ask to buy' (Apple) or 'purchase approvals' (Android) on their device, meaning your authorisation is needed to download any apps.

RESPECT AGE RESTRICTIONS

Apps have age restrictions for a reason, and Amigo is very definitely a mature content platform. Given that many of Amigo's users apparently use a bogus date of birth, you might want to remind your child about the implications of setting up a fake profile – such as being exposed to messages and videos that make them feel uncomfortable or feeling pressured into chatting with strangers.

BLOCK, REPORT, DISCUSS

Many children already know that connecting with strangers online is dangerous, but it never hurts to refresh their memory. Whatever communication apps your child uses, make sure they're fully aware that if anything online makes them feel uncomfortable, scared or upset, then they can block the user responsible, report the content, take a screenshot as evidence and come to tell you straight away.

ACTIVE LISTENING

If your child does approach you with a concern, make time to stop what you're doing and actively listen. Let them talk without interrupting or showing any judgement, then discuss their options and the possible solutions: this empowers them and reassures them that you're there to be supportive. If the issue is one that has put your child at risk, however, you may wish to contact the police.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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