



Childwall CE Primary School

Newsletter

Issue 16 Friday 20th January

It's been another busy and exciting week in school this week! We started off with snow, which our EYFS and KS1 children thoroughly enjoyed! This was followed by a visit from a giant T-Rex and some baby dinosaurs on Wednesday. Year 3 enjoyed a visit to Lipa to watch a performance to support their English lessons and on Thursday and Friday we have welcomed students from Hope into our classes to deliver lots of exciting workshops focusing on the story, 'A Story Like the Wind' by Gill Lewis. Our workshops focused on art, music, geography and MFL and the children created poems with their teachers before the workshops. We are hoping to display all the wonderful work that the children have completed and will share details about this in the next few weeks. As always, our children were a credit to us, both in school and at Hope University. I think we can safely say that the children have experienced 'Life in all its Fullness', *John 10:10* over the past week. Continue to read the newsletter to celebrate all the wonderful things the children have learnt about this week.

I hope you all have a lovely, restful weekend-hopefully without any more ice or snow!

"And the child grew and became strong; He was full of wisdom and God's blessings were upon Him." (Luke 2:40)



This week's certificates were awarded to children: **For excellent participation during our Creative Week.**
EYFS - For showing great creativity.

Class 1: Polly and Romy
Class 2: Mia and Evie
Class 3: Harley and James
Class 4: Lucca and Gethin
Class 5: Lewis and Lilia
Class 6: Max and Nathan
Class 7: Robin and Will
Class 8: Luna and Tayma
Class 9: Eleanor and Anna
Class 10: Jessica and Izzy
Class 11: Alex and Lydia
Class 12: Tiwa and Harry
Class 13: Katerina and Lucy
Class 14: Roni and Grace

School Values Certificate

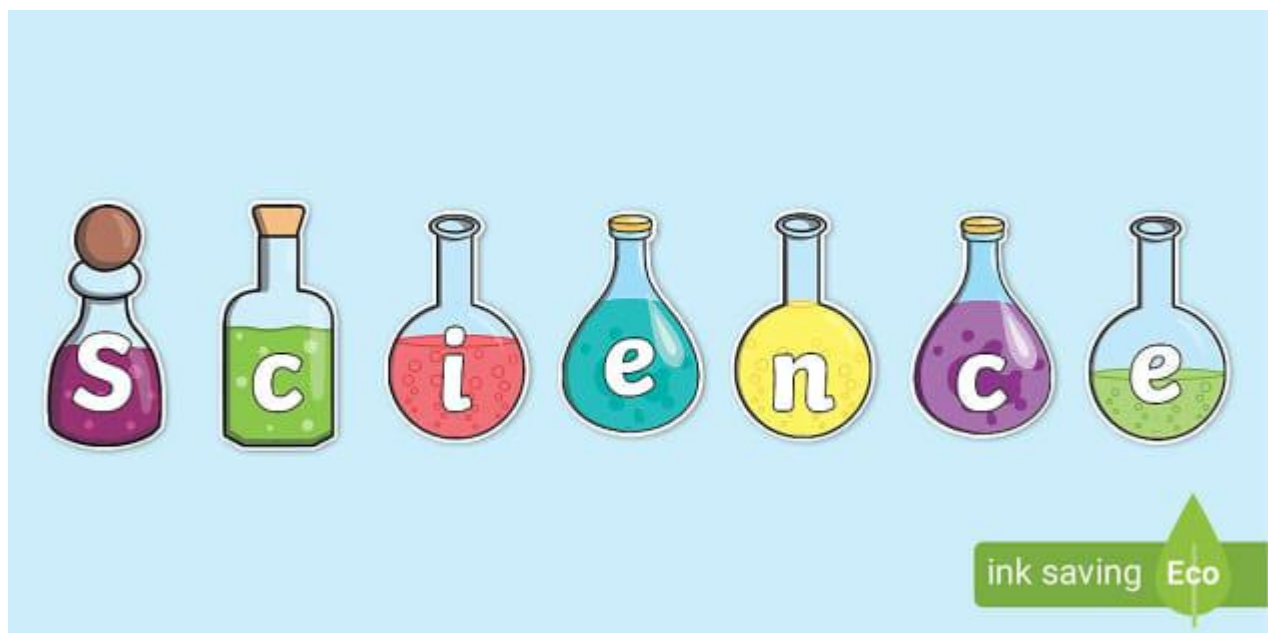


Class 1: Jackson - Compassion
Class 2: Esme - Friendship
Class 3: Orla - Friendship
Class 4: Thomas - Compassion
Class 5: Beatrice-Thankfulness
Class 6: Meadow-Friendship
Class 7: Harriette - Compassion
Class 8: Ben - Friendship
Class 9: Molly - Friendship
Class 10: George - Friendship
Class 11: Liam - Thankfulness
Rosie - Friendship
Class 12: Florence - Forgiveness
Class 13: Isabella- Kindness
and friendship
Class 14: Lottie - Thankfulness

Science Futures Week

We are so grateful to once again have the support of our Childwall family for our Science Futures week. If you are able to help speak to the children about your job or how you use science in your job, please complete the form [here](#) so we can be in touch. We haven't yet had any volunteers from the following job categories so if this is you and you would like more information, please get in touch above!

- Builder
- Tiler
- Gardener
- Hairdresser
- Beautician
- Midwife
- Chef
- Telecommunications
- Musician
- Photographer
- Fashion
- Sports
- Audiology
- Optometry
- Water works
- Power supply companies
- Factory productions
- Health care assistant
- Butcher
- Planning
- Finance
- Recycling



House Points

House points are an important part of our school and we get excited each week to see who the winners are! We receive house points for working hard, trying our best, being kind to others and upholding our school's Christian values.

Class winners	
Class 3	Peace
Class 4	Joy
Class 5	Joy
Class 6	Faith
Class 7	Peace
Class 8	Peace
Class 9	Hope
Class 10	Faith
Class 11	Peace
Class 12	Faith
Class 13	Hope
Class 14	Peace

Whole school winner

Well done to children from all four houses who have worked so hard to earn house points this week.

Peace

Congratulations to this week's winners!

EYFS

Walking in a Winter Wonderland -

In EYFS, we were all incredibly excited to wake up to a huge blanket of snow in Childwall! We took the opportunity to use the great outdoors to explore the snow as part of our learning; from developing our motor skills by creating snow angels, making snowballs and drawing in the snow, to developing our understanding of the world by using our senses to explore the snow, including why it snows and what happens when snow melts - "it was SNOW much fun!!!" Jax M

Chinese New Year -

This week, we have also been celebrating Chinese New Year with lots of exciting activities. We created our very own 'dancing dragons' using a paper folding technique called 'concertina' and we also enjoyed using the paint to create a 'Year of the Rabbit' sign for Chinese New Year. We also learned about money and enjoyed using our new learning to recognise coins and count pennies. We even created a money tree by tracing over the coins with a pencil. What a busy, fun-filled week!



Year 1

The Year 1 children have had a “Roarsome” week in school. On Wednesday we had a surprise visit from “Jam” the T-Rex and some of his baby dinosaur friends. We found out lots of fascinating facts about dinosaurs; for example, did you know that scientists now believe that dinosaurs were related to birds and not reptiles? Also, when a T-Rex bites, their jaws are so powerful it would feel the same as having an elephant dropped on you! During the day, we got to take part in lots of activities and we even made our own movie where we had to escape from a T-Rex! We used our dinosaur experience to help us with our English work the next day and we now even have our own dinosaur egg. We are wondering what will hatch from inside?



PIC·COLLAGE

Year 2

We loved engaging in the fun activities with Hope University this week. Teach Rex taught us so much about dinosaurs and really helped us with our creativity. We thought of amazing adjectives and up-levelled our sentences thanks to Sam and Jam! Thank you to the Hope students for our brilliant workshops!



Year 2

On snow days we have fun! We especially enjoyed taking our geography learning outdoors and building our own Mount Everests!



Year 3

Year 3 received an invitation to go and watch the very talented LIPA Sixth Form students perform a show called 'Theatre of Tales'. Class 7 watched the performance on Wednesday and Class 8 saw it on Thursday. The children had so much fun watching the performers and joining in with the songs. Mrs Kennedy and Miss McGahon were very impressed with the behaviour of our fantastic Year 3 children. After the show, the children returned to school and wrote a review on the performance. Then, they had a go at acting themselves! They looked at play scripts, followed stage directions and performed a scene. The children really enjoyed their trip to LIPA and are very thankful for the wonderful opportunity!







Year 4



Another day and another fabulous lesson with our visiting students from Hope. The children created collages of the sea based on the book 'A Story Like The Wind'.

PIC•COLLAGE



As part of our creative week, visited the music department at Hope and used violins to create our own compositions.

PIC • COLLAGE



The children had a fabulous morning with visiting students from Hope. They impressed the students with their knowledge of french.



PIC • COLLAGE



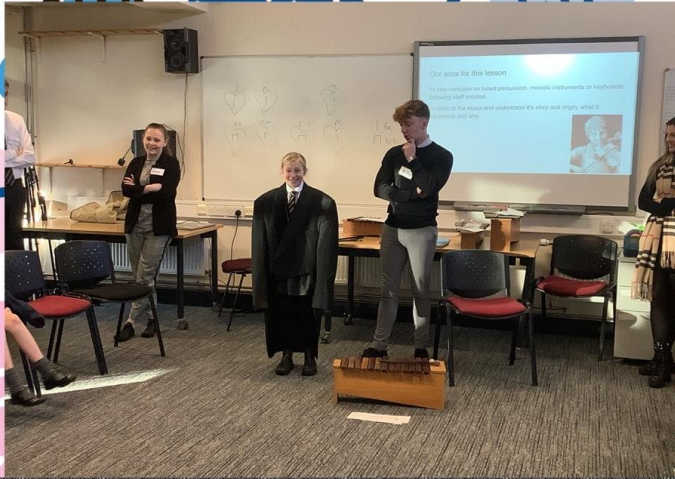
What a fabulous day with Natasha from BTales, the children retold the story of Daniel and sang some beautiful songs of praise to God.

Year 5

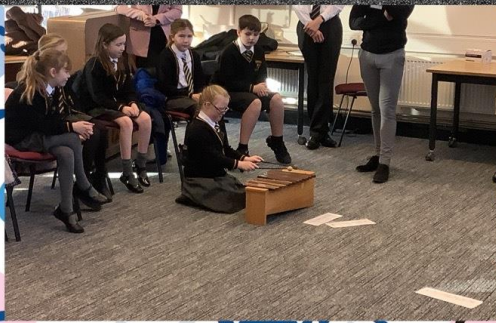
We have had a fabulous week in Year 5 celebrating 'Creativity Week' with our Hope University associate student teachers.

We started the week off by reading 'A Story Like the Wind' which is about a group of refugees revealing their memories of a previous life, currently left in turmoil and are rowing far away, in hope to find freedom, safety and happiness.

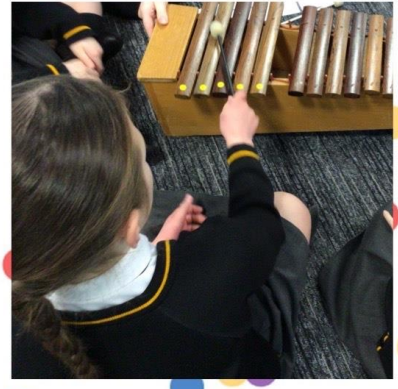
Using the story to 'hook' the children in, the student teachers delivered some fantastic music, French, geography and art lessons to enhance the children's learning. The children, as always, have been exemplary with their behaviour, attitude and engagement throughout the week and have learnt lots. Well done, everyone; you have made us all very proud.



MUSIC AT HOPE UNIVERSITY



PIC • COLLAGE



MUSIC AT HOPE UNIVERSITY

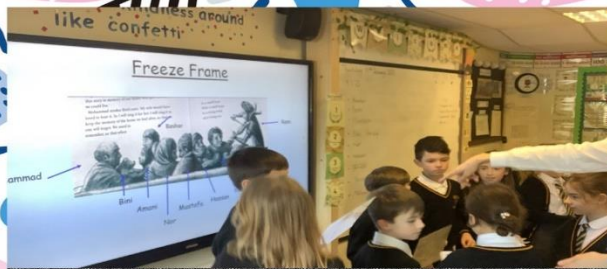
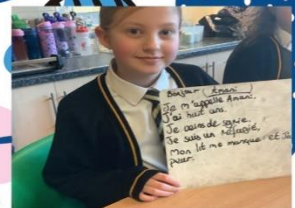




FRENCH WITH THE HOPE STUDENTS



PIC•COLLAGE

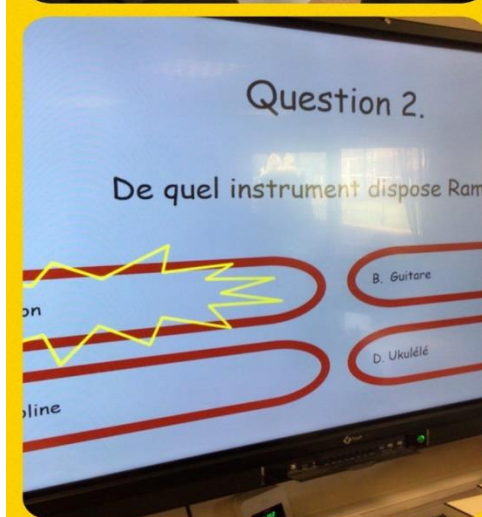
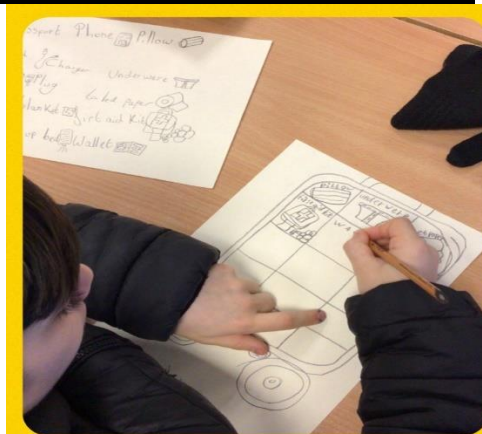


FRENCH WITH THE HOPE UNIVERSITY STUDENTS



PIC•COLLAGE

Year 6 Creativity week with Hope University.







PIC•COLLAGE



Wonderful Words!

This week, the children have been learning to use fantastic vocabulary across the curriculum. Can your child explain the meaning of their word to you?

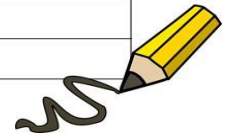
This week's words:

EYFS Concertina Technique	Year 1 pattern	Year 2 translating	Year 3 review
Year 3 document	Year 4 pizzicato	Year 5 action	Year 6 calligram



Word of the Week

artificial (adjective)	
Created by people rather than occurring naturally. <i>The cake contains artificial colouring.</i>	
Synonyms	synthetic; man-made
Antonyms	natural
Pretending to have attitudes and feelings which other people realise are not real. <i>He put on an artificial smile for the photographer.</i>	
Synonyms	insincere; false
Antonyms	true; genuine



Last week, our Votes for Schools topic was, 'Will science fix the world's problems?'. The children were asked to consider the role future innovation and discoveries could play in tackling global issues, while the assembly explored the idea of serendipity in science, and how this affected some of history's major discoveries. The children had to think about the importance of science and the power it can have. This was also a fantastic link to our STEM week that took place in school in November. Raising the profile of science in school is very important.

When asked to vote on the question – '**Will science solve the world's problems?**'- 40.7% of our pupils felt that yes, science will solve the world's problems, this compares to 60.1% nationally. A big well done to all of the children!

This week's VoteTopic

Will science solve the world's problems?

Share your thoughts!
Log in to your VotesforSchools account after the lesson to submit your vote.

Why are we talking about this?

Last year, **scientists** around the world made lots of **important discoveries** that help us to **learn about the world**.

Importantly, **scientific research** may be able to **solve** some of the **problems** facing the world today. However, it can take a lot of **time** and **money** to do so.

Will science **solve the world's problems?** Or will it take more than that? Let's decide today...

Will science solve the world's problems?

Science has solved lots of problems with things like **medicine** and **technology**.

If we put **more money** into **science**, we would have **more solutions**.

Scientists are always finding new things. Who knows what **they'll discover next?**

Science won't fix everything. **We also need to help** fix the world's problems.

Science can cost a lot of **money**, which not everyone has.

Scientific discoveries often **take a long time**. Some problems need **quick solutions**.

We will be sharing your thoughts on this topic with The Big Bang Festival, British Science Association, The Cheltenham Science Festival, Science Museum and the Royal Society of Chemistry. Log in to your VotesforSchools account to submit your vote and leave a comment.

Meet your Reading Ambassadors



Name:
Maya

The first book I remember reading:
Room on the Broom by Julia Donaldson

The most recent book I read:
Harry Potter and the Deathly Hallows

My favourite author:
JK Rowling

My all-time favourite book:
Room on the Broom by Julia Donaldson

I think reading is important because...
If you read you will learn Standard English and you will be relaxed and happy – all of your worries and nerves will be gone!

Meet your Reading Ambassadors



Name:
Oliver

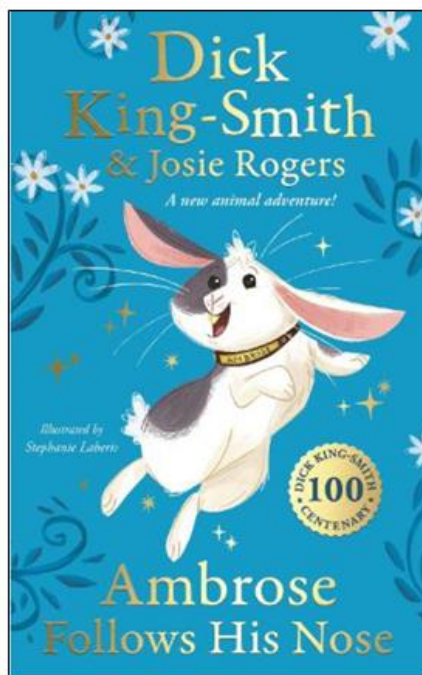
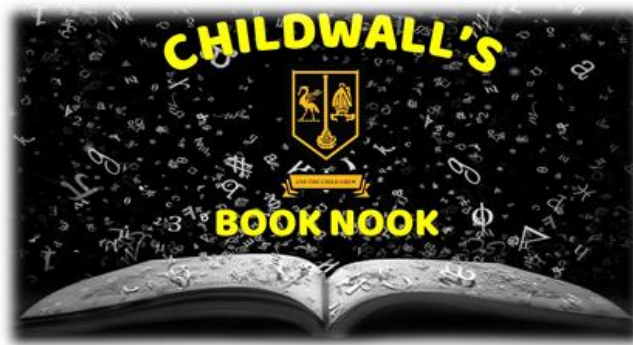
The first book I remember reading:
No! No! Charlie Rascal!

The most recent book I read:
Bodyguard Target

My favourite author:
Anthony Horowitz or Robert Muchamore

My all-time favourite book:
I can't choose one favourite – I love a lot!

I think reading is important because...
It can take you to all sorts of places and it gives you a better range of vocabulary.



Ambrose may seem like an ordinary rabbit but he has the most extraordinary sense of smell. He can detect any aroma from sweets to kittens – and even nifty foxes! He lives with his family in a hutch and is visited every day by Biddy, who is desperate to take him home to be her pet – if only her mum and dad would let her. Biddy trains Ambrose to become a tracker rabbit – which comes in very handy when Ambrose's little sister Roly goes missing. But when Biddy's family find themselves in real danger, can Ambrose's sensitive nose save the day? (Credit – Waterstones)



Online Safety Information:

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about

TWITTER



WHAT ARE THE RISKS?

Twitter is a social media network which allows users to post short messages ('tweets') of up to 280 characters. Tweets can consist of text, photos, videos, audio, links, polls and GIFs – often linked by hashtags if they share a common theme or message. Hashtags receiving high levels of interest are said to be 'trending'. Twitter users can engage with other people's posts by liking, retweeting (sharing) or tweeting back (commenting on). Since the entrepreneur Elon Musk acquired Twitter in October 2022 for \$44 billion, he has implemented several major changes to the platform.

INTERACTION WITH STRANGERS

Tweets are public by default, meaning that anyone can view and interact with posts, follow someone and send direct messages. The concern here is that young people may therefore connect and communicate with strangers. Some individuals may follow a young person's Twitter account simply because they have similar interests; however, others may turn out to have more sinister intentions.

FIXATION ON VIEW COUNT

Twitter has recently introduced a 'view count' feature – telling users how many people have seen their tweet (even if they haven't reacted to it). Previous research has found that unfavourable comparisons with other social media users can cause young people to experience feelings of insecurity, jealousy and low self-esteem – leading to an obsession with increasing their numbers.

TROLLS AND BULLYING

The anonymity offered by fake profiles encourages some users to send tweets designed to provoke a reaction; to disrupt conversations; to spark an argument; or to harass the recipient. Such trolling and bullying can impact the mental wellbeing of both the target and anyone who witnesses it. Encourage your child to come to you if they experience such behaviour on Twitter, or if they see it taking place.

PAID-FOR VERIFICATION

Previously, if a Twitter profile displayed a blue tick icon, it meant that the owner – usually a celebrity or a major organisation – had been verified as genuine. Now, however, anyone can pay for a Twitter Blue subscription to receive the tick, with the platform carrying out limited checks on the account's authenticity. This could easily lead to more fake accounts impersonating real people or companies.

CONTENT MODERATION CHANGES

In late 2022, Twitter stated that their 'policy enforcement will rely more heavily on de-amplification of violative content: freedom of speech, but not freedom of reach'. No policies have changed yet, but this wording suggests they may limit who can see posts rather than removing them. While supporting free speech, this could encourage an environment where some toxic content remains online.

HIJACKED HASHTAGS

The hashtag (#) is one of Twitter's most recognisable facets, allowing users to find specific trends or topics. But the sheer volume of tweets each hour can rapidly distort a hashtag's meaning: an initially innocent search term can quickly end up returning inappropriate results. This is common with 'trending' hashtags, as people know that using them will get their tweet seen by a larger audience.

Advice for Parents & Carers

SET ACCOUNTS TO PRIVATE

To reduce some of the fear of your child's tweets being seen and shared by anyone, you can always make their account protected. This means that your child has to give approval for another user to view their posts. You can change Twitter's privacy settings so that your child can't be messaged directly by other people on the platform and their geographical location won't be shared.

FOSTER CRITICAL THINKING

It can be difficult for anyone to ascertain if something online is real or false, but particularly for young people. Encourage your child to check several reputable sources to determine if a story they've seen is true; remind them to watch out for scams and think about the message's possible motive. Emphasise that it's not a good idea to retweet something if they aren't sure it's correct.

ENGAGE SAFETY MODE

When Safety Mode is activated, Twitter checks for abusive or spammy behaviour such as hurtful language or repeated negative replies. The platform then flags these suspect accounts and blocks them from responding to your child's tweets. The autoblock function then prevents these accounts from interacting with your child's again for seven days.

EXPLORE THE NEW SETTINGS

Previously, any user could reply to anyone else's tweets. However, the new conversation settings let your child determine who can reply to their posts – either by selecting everyone (the default option), people they follow or only people they mention (using the @ symbol). This improvement has given users extra control, providing them with more protection from trolls and online abuse.

PAUSE BEFORE POSTING

It's important that young people think about what they're about to post and whether they might regret it later. Twitter has developed 'nudges': little prompts which appear if someone is about to tweet using harmful or offensive language. These nudges promote more positive online behaviour by giving users an opportunity to pause and consider their words before they post something.

BLOCK, REPORT OR MUTE

If someone is upsetting your child on Twitter, you can block and report them. Blocking stops them from messaging or following your child, while reporting an account alerts Twitter to investigate possible misuse. The 'mute' feature, meanwhile, keeps tweets from a specific account (or which include certain words) out of your child's timeline. The other user won't know that they've been muted.

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.



BE CAREFUL WHO TO FOLLOW

As accounts are no longer being as rigorously verified under the 'blue tick' system, it's essential that young Twitter users understand what this means. In terms of people not necessarily being who they claim. Anyone who your child only knows online is still a stranger, regardless of how long they've been communicating for. Remind your child never to disclose personal information on social media.

Source: <https://blog.twitter.com/common-thread/en/topics/stories/2022/how-twitter-is-nudging-users-healthier-conversations> | https://blog.twitter.com/en_us/topics/product/2022/twitter-blue-update | https://blog.twitter.com/en_us/topics/company/2022/twitter-2-0-our-continued-commitment-to-the-public-conversation | <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=213&context=etd>

Thank You God for our food today

A reminder of the options for school dinners:

1. Packed Lunch for Junior Children
2. Packed Lunch with Fishy Friday for Junior Children
3. School Dinner

Once you have selected an option, this will need to remain the option for the remainder of the half term. This ensures that our kitchen staff are able to order and prepare the correct number of school meals. The cost of a school dinner is £2.00 per day and must be paid for **weekly in advance**. All infant children receive a Universal Free School Meal.



Primary Lunch Menu



Week Commencing 23/01/23

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Main Meal We provide a variety of seasonal hot and cold dishes for children to freely choose from	Homemade Pizza with Wholemeal Pizza Base served with Homemade Wedges and Salad	Homemade Steak Pie served with Butter Glazed New Potatoes and Green Beans	Homemade Tomato and Basil Pasta served with Crusty Bread	Sausage and Mash with Onion Gravy, Peas, and Sweetcorn	Fish Fingers with Chips and Baked Beans
Alternative Jacket potatoes with tuna and other fillings available daily	Broccoli and Cream Cheese Pasta Bake	Pesto Pasta	Salmon Fish Pie	Macaroni and Cheese	Veggie Sausage Roll
Homemade Soup	Carrot and Coriander	Tomato and Basil	Red pepper Soup	Chef Choice	Chef Choice
Starchy Food Various bread choices available	Pizza Base	New Potatoes	Pasta	Mashed Potato	Chips
Vegetables Salad Bar with Hummus	Peppers	Green Beans	Tomatoes	Peas	Baked Beans
Dessert Fresh fruit, selection of low-fat yoghurts and homemade puddings available every lunch time	Fresh Fruit Salad Fresh Fruit	Apple Flapjack Fresh Fruit	Carrot Cake Yoghurts	Fresh Fruit Jelly Fresh Fruit	Cheese and Crackers Mixed Flavour Yoghurts

Ask for daily chef specials

All our meat is sourced from local suppliers, we use free range eggs and organic flour where possible. All our fruit and vegetables are locally sourced where possible. Halal options available.

Food For Thought is a not-for-profit school meals company owned by it's partner schools. Any surplus is reinvested in the company or returned to its member schools.

GOOD FOOD CULTURE



Attendance for wb 16th January 2023

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Class 11	Class 12	Class 13	Class 14
97%	99.3%	98%	97.3%	99.3%	96%	96.3%	99.4%	98.3%	99.7%	93.5%	99.3%	93.8%	97.3%

Whole school attendance = **97.5%**

MENTAL HEALTH SUPPORT
TEAM PRIMARY VIRTUAL COFFEE
MORNING
FOR PARENTS AND CARERS

**CHILDREN'S MENTAL HEALTH WEEK:
 LETS CONNECT**

MONDAY THE 6TH OF FEBRUARY
10:00-12:00

HOSTED ON
EVENTBRITE!

YPAS
Young Person's Advisory Service

Liverpool CAMHS
mental health is everyone's business

Dates for the Diary

Thursday 9th February	Barnstondale information meeting in school hall at 2.30pm
Thursday 23rd February	Year 4 PGL meeting in school hall at 2.30pm
Thursday 23rd March – Friday 24th March	Year 2 – 1 night residential at Barnstondale
Monday 27th March – Wednesday 29th March	Year 4 – 2 night residential at PGL
Monday 22nd May - Wednesday 24th May	Year 6 – 2 night residential at PGL



And The Child Grew... Luke 2:40



@childwallcofe



@kidz_chill