

Indian Feast

Children in Reception have been exploring the book, "No Dinner" which is based on a traditional Indian fable. In the story, a frail old lady sets out to visit her granddaughter on the other side of a forest full of fierce and hungry animals. Pupils have been busy thinking about how she can cross the forest safely. They have also enjoyed an Indian feast which included traditional treats such as samosas, pakora and sweet bread.



UN Convention on the Rights of the Child

Article 14: Freedom of Thought, Belief and Religion



Y2 Science: Changes of State

Year 2 have been learning all about melting. Pupils had fun trying to melt different objects using the heat from their hands and then wrote about their findings. Pupils also created Rice Krispie cakes and wrote accompanying instructions. Some children loved the cakes so much that they decided to do extra baking at home.



Muck, Mess and Mixtures



UN Convention on the Rights of the Child

Article 29: Goals of Education

The Colours of Us

As part of their work on Rights, Y2 have been looking at the book 'Colours of Us' by Lillian Katz to explore and celebrate the shades of their skin. The children used different foods such as ginger, cinnamon, preaches, cream, coffee, chocolate and brown sugar to explore simile and skin colour at the same time. Pupils went on to make paintings and write descriptive sentences to describe their beautiful skin!



My skin is like butter (Arron)
 My skin is light like honey (Leon)
 My skin is delicious toffee (Igor)
 My honey skin (Marcel)
 My skin is something like cinnamon (Manreet)
 My skin is brown, my eyes are blue like the sea (Robert)
 My skin is honey (Jagveer)
 My skin is sugary like ginger (Aeris)
 My skin is ginger like brown sugar (Seb)
 My skin is golden like honey (Mollie)
 My skin is like golden brown, like chocolate (Joven)
 My skin is tasty cinnamon (Narayan)
 My skin is ginger
 I'm golden coffee (Manvi)
 My skin is like ginger (Cris)
 My skin is like juice toffee (Jay)
 My skin is brown like peanut butter (Simran)
 My eyes are scrumptious, like chocolate buttons (Simran)
 My skin is like brown sugar (Melody)
 My skin is yummy like brown sugar (Kiara)
 My skin is creamy like a peach (Ayva)
 My skin is rosylike brown sugar (Arabella)
 My skin is like rosy brown sugar (Arabella)



UN Convention on the Rights of the Child

Article 2: Non-discrimination

Y1 Pine Cone Investigation

As part of their “Enchanted Woodland” topic, Y1 have been collecting pine cones.

The children investigated the cones, observing how they opened and closed in different environmental conditions. Pupils tapped the pine cones to find out whether the seeds fell out. They then placed the pine cones in a warm, dry place to observe what happens over the next week!



Woodland Crowns

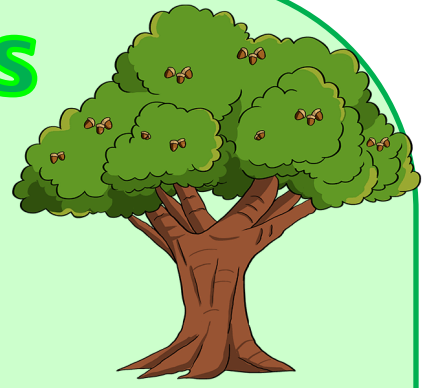
The children also made woodland crowns using natural materials they had collected in Forest School. They had great fun cutting, sticking and weaving the different materials together in creative ways.



PIC•COLLAGE



Forest Schools



Forest Schools is a type of outdoor education in which school children visit forests or wooded areas, learning personal, social and technical skills. It has been defined as "an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment".



Forest schools use the woods and forests as a means to build independence and self-esteem in school-age children. Topics include the natural environment, for example the role of trees in society, the complex ecosystem supported by a wilderness, and recognition of specific plants and animals. However, the personal skills are considered highly valuable, such as teamwork and problem solving. The woodland environment may also be used to learn about more abstract concepts such as mathematics and communication.

Schedules within forest schools vary, but a typical approach is to take school children to woodland areas once a week, for perhaps 6 weeks. The duration and frequency of visits influences the degree of outcome; more time spent in forest schools brings greater benefits. Visits should ideally continue throughout the year, allowing children to experience all weathers and the changing seasons. Forest schools are often led by the child's interests. The main goals of forest schools in primary age children include encouraging curiosity and exploration with all of the senses, empowering children in the natural environment, and encouraging spatial awareness and motor development. Children learn about flora and fauna but gain more abstract benefits in social skills such as team-building and cooperation, project planning and recognition of each pupil's own achievements. By setting children small manageable tasks and giving praise, they are given a good foundation for future learning. With high adult:child ratios, children can safely experience activities that are often prohibited, such as climbing trees or lighting fires. The programme allows children to grow in confidence and independence and extend their abilities.



Currently, Mrs Ashworth, Ms Knight, Mrs Doust and Mr Sidgwick are trained Forest Schools practitioners at Sydenham Primary School, and Mrs Westwood will be starting the training in November. This academic year, we are hoping to offer this exciting curriculum opportunity to every child in our school over the course of the year. All children are provided with waterproof trousers and jackets, so they do not need to bring in a change of clothes, but they do need wellies or old trainers. You will be informed in advance of your child's sessions starting.



UN Convention on the Rights of the Child
Article 24: Health and health services



Emotional Wellbeing

10 ways to relax!

1. SBS! Stop, breathe and smile! ☺

2. When someone annoys you count to 10 and walk away.

3. Go to my safe place and calm down.

4. Read a book

5. Do something that calms you, e.g. Play with a dog.

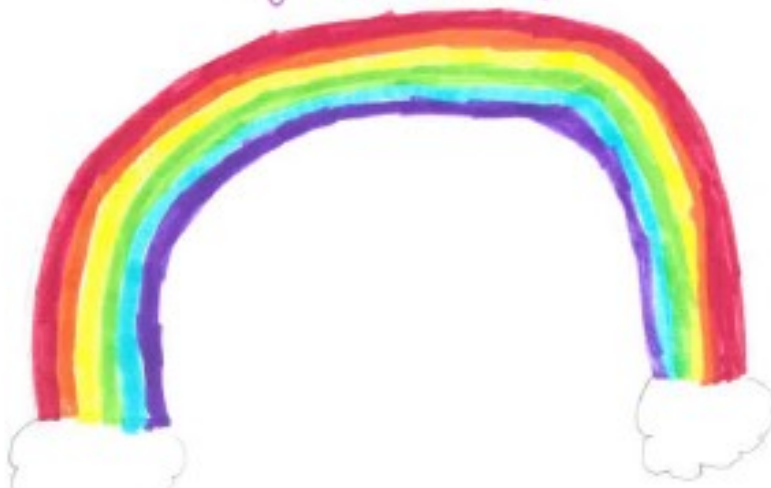
6. Meditate/pray

7. Talk to someone about your worries

8. Stretch/yoga

9. Engage in small acts of kindness

10. ~~Wait~~ Let out your feelings, eg. Cry.



SUPPORT US TODAY

We rely on voluntary income to keep our foodbank operating. Every donation we receive helps us continue to be there for people in crisis. Please return this form to the address on the back of this leaflet. Thank you!

Name:

Address:

Postcode:

Email:

I enclose a gift of £

(Please make cheques payable to Warwick District Foodbank)

giftaid it

BOOST YOUR DONATION BY 25P OF GIFT AID FOR EVERY £1 YOU DONATE.

☐ I want to Gift Aid my donation and any donations I make in the future or have made in the past four years. I am a UK taxpayer and understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year it is my responsibility to pay any difference.

Date:

You can also donate online at:
warwickdistrict.foodbank.org.uk/donate

We'd love to tell you about the amazing difference you make. How would you like to hear from us?

☐ by email ☐ by post

Data protection

Warwick District Foodbank is committed to protecting your privacy and will process your personal data in accordance with the Data Protection Act 1998. Warwick District Foodbank collects information to keep in touch with you and supply you with information relating to our work. This includes informing you of fundraising that might be of interest to you. Warwick District Foodbank will never sell or pass your details to anyone who isn't directly working on our behalf.

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Registered Charity in England & Wales (1160705)



We are part of a nationwide network of foodbanks, supported by The Trussell Trust, working to combat poverty and hunger across the UK.

Learn more: www.trusselltrust.org



EMERGENCY FOOD AND SUPPORT FOR LOCAL PEOPLE IN CRISIS

WHY DO WE NEED A FOODBANK IN WARWICK DISTRICT?

Today in the UK there are families struggling to put food on the table. For people on low incomes a sudden crisis – illness, benefit delay or an unexpected bill – can push their finances over the edge, meaning there is nothing left to pay for groceries. Cupboards are bare and people are going hungry in our neighbourhoods today. We can't sit by and let that happen.

13 million people live below the poverty line in the UK. People in Warwick District are going hungry today.

Source: The Joseph Rowntree Foundation



Warwick District Foodbank is here to help anyone who is facing hunger because of a crisis - for the parents skipping meals so their children can eat, for the tenant forced to go hungry just to pay the rent, for the elderly person making the stark choice between heating or eating.

We are part of The Trussell Trust's UK-wide network of foodbanks. We are part of the movement to help the many people affected by poverty and hunger in our society. We provide three days' emergency food and practical support to help people cope in a crisis, as well as give advice and signpost to other services in the area to help people recover, rebuild their lives and break the cycle of poverty.

To find out more about our foodbank, visit:
warwickdistrict.foodbank.org.uk

ONE MILLION TOO MANY...



In the 2015/16 financial year, Trussell Trust foodbanks gave 1,109,309 three-day emergency food supplies to people in crisis in the UK.



HOW DOES WARWICK DISTRICT FOODBANK WORK?

STEP 1 > FOOD IS DONATED

Non-perishable food is donated by schools, churches, businesses and individuals.



STEP 2 > FOOD IS SORTED AND STORED

Volunteers sort food to check that it's in date and store it, ready to be given to people in need when they visit the foodbank.



STEP 3 > PROFESSIONALS IDENTIFY PEOPLE IN NEED

Foodbanks partner with a wide range of care professionals such as doctors, health visitors, social workers and police to identify people in crisis and issue them with a foodbank voucher.



STEP 4 > CLIENTS RECEIVE FOOD AND FURTHER SUPPORT

Foodbank clients bring their voucher to a foodbank centre where it can be redeemed for three days' emergency food. Volunteers signpost people to agencies able to solve the longer-term problem.



JAY'S STORY



"It's been a rocky ride, but the foodbank has helped me through it."

Painter and decorator, Jay, wanted to make a new start in life following a relationship breakdown. However, when the 40-year-old struggled to find the work that he desperately needed, he ended up sleeping outside shop doorways for some time, before he was referred to his local foodbank, where the volunteers made him feel instantly very welcome.

Not only was the foodbank able to help him with food, but they also provided toiletry essentials and clothing, as well as supporting Jay with furniture when he later moved into his flat.

WE NEED YOUR HELP

SHOPPING LIST

Tinned meat
Tinned fish
Tinned veg
Tinned fruit
Cooking sauces
Coffee
Milk (UHT or powdered)
Cereals
Fruit juice (long life)
Tinned pudding
Jam
Instant mashed potato

DONATE FOOD
Visit our website for our most current needs.

VOLUNTEER
Your skills could be just what we need.

DONATE MONEY
Big or small, every gift you give helps transform lives.

warwickdistrict.foodbank.org.uk/donate

UN Convention on the Rights of the Child

Article 24: Health

Healthy Eating

We received the following poster from Compass (the school nursing service) this week. Although it's arrived too late for Healthy Eating Week, you might like to use the resources with your child at home.



Warwickshire School Health & Wellbeing Service is supporting the British Nutrition Foundation Healthy Eating Week, which takes place 28th Sept - 4th Oct. The aim of Healthy Eating Week is to bring the UK together to focus on key health messages and promote healthy habits. This year's health challenges are:

- Eat more whole grains
- Vary your veg
- Drink plenty
- Move more
- Be mind kind
- Get active together
- Eat together



More information and advice can be found on the British Nutrition Foundation website: www.nutrition.org.uk

Useful links

nhs.uk/change4life

greatgrubclub.com

nhs.uk/live-well/eat-well/the-eatwell-guide

Find out about Change Makers healthy lifestyles services for families:

cutt.ly/change-makers-leaflet

Printable activities for children & young people

Reception

Fruit and vegetables colouring in activity: cutt.ly/fruit-veg-colouring

KS1

Healthy or Treat? activity (easy): cutt.ly/healthy-or-treat

Little or Lots? lunch box activity (easy): cutt.ly/lunchbox-little-lots

Food groups lunch box activity (medium): cutt.ly/lunchbox-food-groups

KS2

Healthy lifestyles activity sheet: cutt.ly/healthy-living-worksheet



Support from Warwickshire School Health & Wellbeing Service

Our service is here to provide with a range of health and wellbeing issues. Schools can get in touch by calling 03300 245 204 or emailing schoolhealthwarks@welearn365.com.

Parents/carers and secondary school pupils can use our confidential text messaging services: ChatHealth (for ages 11-19): 07507 331 525

Parentline text service: 07520 619 376

Find out more on our website: www.compass-uk.org/services/wshwbs



Medicines in School

Sydenham Primary School recognises that a number of children, because of their medical condition, will require medication whilst at school.

Staff have no obligation to administer or to have involvement with medicines for children. Wherever possible, responsibilities must remain those of the parents/carers and medical practitioners.

In general, treatments should be managed so that it is not necessary for medicines to come to school. Most medication can be managed by doses timed to be outside the school day, ie 3 times a day before school, after school and in the evening.

Parents/carers are discouraged from sending children to school with non-prescribed medicine. Non-prescribed medication will **not** be administered by school staff.

In cases where prescribed medication has to be administered in school time and staff have agreed to do so, the following procedures must be followed:

- Parents/carers must arrange delivery of medicines to be taken or administered to the school office.
- Medicines must be clearly labelled with the child's name.
- Parents/carers must complete and sign a permission form, specifying preparations, storage arrangements, dosage, timing and the circumstances under which it should be given.
- One member of staff will administer the medication, witnessed by another member of staff, and a record of administration will be completed and signed by both staff.
- For medication in which training is required to administer it, only trained members of staff will be allowed to administer the medicine.

Parents/carers of children with asthma must complete an "Asthma Inhalers in School" form.

Self administration of certain prescribed medication can be found in the Warwickshire Schools Health Directory.



Useful Information

Parking

Please park legally and responsibly when you are dropping off or picking up your child from school. Take care not to mount the pavement when parking as the footpaths are busy and there is no space for pedestrians to move out of the way.

If possible, please take the healthy option and walk, scoot or cycle to school every day.

Book Bags

Please send your child to school with a **small** bag, ideally the book bag they were given when they started school. As the cloakrooms are out of action at present due to the restrictions around Covid, all bags and coats are being stored in the classroom and there isn't enough room for bulky rucksacks. PE kit should be stored in a separate, draw string bag labelled with your child's name.

Playground Equipment

In order to prevent children from different bubbles mixing, please keep your children off the playground equipment after school. We would also appreciate your cooperation in leaving the school site promptly, following the one-way system out through the small gate and down the path. Thank you.

MUFT Day

Our next MUFTI (non-uniform) day is Friday 23rd October. Please could each child bring a donation of 50p if they wear their own choice of clothes. All donations go to School Fund.

Half Term Holiday

The half-term holiday runs from Monday 26th October—Friday 30th October.

Pupils are back in school on Monday 2nd November.

Sydenham Superstars

YR LS

Mrs Scholes has chosen **Laila** to be her superstar. Laila has written a magic spell all by herself this week, carefully sounding out to help her write each word and using beautiful handwriting. Well done Laila for using your phonics. Keep up the good work.

YR HC

Harry has been chosen as the YR HC superstar. This week, Harry wrote the sentence, "I am happy" using his sounds and remembering to form his letters carefully and include a full stop.

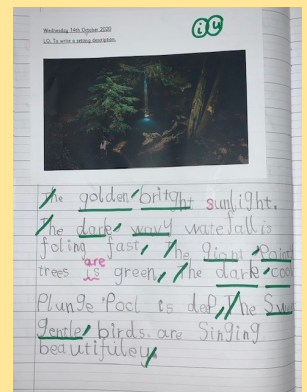
Y1 EL

Mrs Lee has chosen **Tia** as her superstar this week. Tia has really concentrated on the size and orientation of her letters this week during handwriting sessions. She has made sure all her letters sit correctly on the line so that her presentation is beautiful.



Y1 CD

The Y1 CD superstar is **Athena**. This week, Athena has written a well structured, mature and thoughtful setting description. Athena's writing contains lots of creative ideas and some super, descriptive vocabulary. Miss Daly is very impressed!



Y2 CP

Miss Peters has chosen **Arthur** as class superstar for his brilliant "have a go" attitude to his writing. Arthur has written some fantastic instructions and a great story about a sea monster this week.

Y2 RK

Miss Knight has picked **Mollie** to be superstar this week for improving her reading by practising every day. Keep up the hard work, Mollie. It's really making a difference.



Y3 JL

The Y3 JL superstar is **Arion**. Mr Lee has really noticed that Arion is making a big effort with all his learning. He has been practising his handwriting and reading at home and has been enthusiastic in class. Well done, Arion!

Sydenham Superstars

Y3 CR

Jackson is the Y3 CR superstar this week. Jackson has returned to school with a really positive attitude to his learning. He has concentrated and tried really hard to complete all the tasks set and been a brilliant class member. Well done!

Y4 SM

Mrs Madahar has chosen **Gabriella** as her superstar. Gabriella has made a great start to Year 4. She is helpful, kind to others and always gets on well with her talk partner. She is a brilliant role model!

Y4 AH

The Y4 AH superstar is **Suryansh**. Mr Hawes has noticed that Suryansh has made an effort this week to concentrate in class and improve his writing. He also made a fabulous sea-themed board game for homelearning. Keep up this enthusiastic attitude, Suryansh.



Y5 CB

Demari has had a brilliant week in class and has been chosen as superstar. Demari impressed Miss Ball with his powers of persuasion whilst debating the question: "Can the Eldelry Learn to use New Technology?" He used a range of vocabulary and was respectful towards other people's opinions.

Y5 JE

Saishri has been chosen as superstar because of her kind and helpful nature. Saishri is a brilliant team player and a supportive talk partner. She is a real pleasure to have in class.

Y6 KG

Miss Gillespie would like to choose **Jake** as her superstar. This week, Jake has completed all his learning tasks independently and has tried hard to keep on improving his work. He has been engaged in every lesson and should feel very proud of himself.

Y6 JvS

The Y6 JvS superstar is Amelia. Amelia wrote a fantastic suspense story in class this week and remembered to follow all of the success criteria. She concentrated really well and used her imagination to good effect.



Enjoy the weekend and see you on Monday

From Miss Glenny and all the staff at Sydenham