



# YR AH Nativity Rehearsal

Don't forget to give consent for your child to be filmed performing in their nativity.

Log on to Parent Pay and choose the item "Christmas Performances."





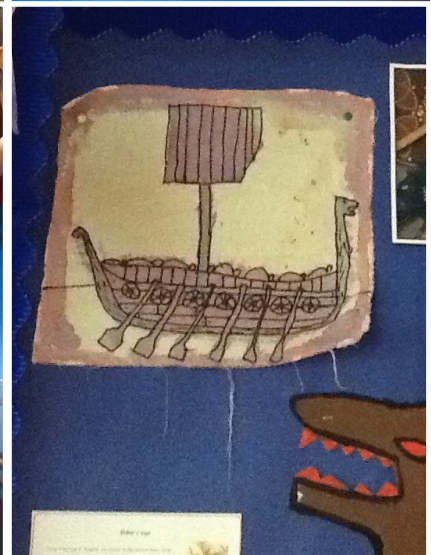
# YR LH Nativity Rehearsal





# How Did Vikings Dye Their Clothes?

This week, Y4 made their own dyes using natural materials, just like the Vikings. Pupils collected leaves and berries from the Forest School area and mixed their own dyes which they applied to images they had hand drawn on to fabric.

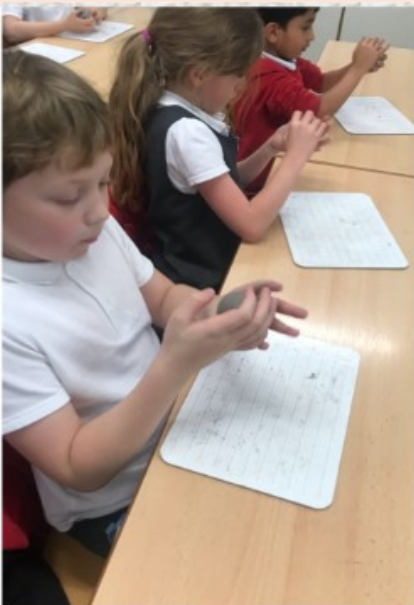




# Y3 History Learning



**Year 3 have been making Bronze Age pots this week. The children worked with clay and decorated the outside of their pots using Bronze Age motifs.**





# Curriculum: Spring 1 Topics

## Reception



### Can You Tell Me a Story?

Was the Big Bad Wolf really so bad? How many bowls of porridge did Goldilocks eat? Explore these questions and more in this magical project all about fairy tales, goodies and baddies!

## Year One



### Bright Lights, Big City

Put on your best outfit because you're invited to have tea with the Queen. Use your best manners and comb your hair, as one will not be amused if you don't! What do you know about England's capital city? Let's find out all about London, including its history, transport and famous landmarks. Step back in time and discover what happened in the Great Fire of London. Where did it start? How did it end? Create a model of the bakery on Pudding Lane, then burn it to the ground to recreate the Great Fire. Stand well back and watch how the flames spread. London's burning! London's burning! Fire, fire! Fire, fire! Hang on, there's someone new in town. Plan a tour for Marley the Meerkat (he's come all the way from Zambia, you know) making sure he takes in all the sights and sounds of London before he finally meets his family at London Zoo. Are you ready for the bright lights of the big city? Hop in a black cab and enjoy the ride.

## Year Two



### Scented Garden

Tiptoe through the tulips as your senses discover the blooming foliage and enchanting fragrances of flowers and herbs. Round and round the mulberry bush we go, planting bulbs and seeds, and then watch them grow beneath sunshine and showers. Explore the astounding world of the scented garden, but be careful, there are some wild and dangerous plants out there that do astonishing things. Don't touch them. Use the marvellous properties of plants, flowers and herbs to make an exceptional gift for somebody special. Everything is coming up roses. Why not grow your own?

## Year Three



### Mighty Metals

You're an engineer, a scientist, a maker of men (iron men, of course). Explore the scientific world of forces and magnetism, metals and materials. Expand your mind as you test and trial, build and move. Which force is at play as you slide down a slide or swing on a swing? Can you explain why magnets repel and attract? Can you make a penny look shiny and new or build a steel band from pots and pans? Then, meet Hogarth the Iron Man's companion. The Iron Man wants a friend. Can you build him one? You must make him strong, sturdy and ready to rumble. If you were a metal, which one would you be? Gold, a shimmering, precious and costly mineral? Or steel, that strong and useful alloy? Maybe you're iron, malleable and easy to shape, but ready to rust. Maybe you're not a metal at all, but a force to be reckoned with.



# Curriculum: New Topics

## Year Four



### Playlist

What's that noise? A bash? A crash? A shake, a rattle or a low, bass hum? Which do you prefer – an acoustic singer or a booming brass band? A solitary voice singing sweetly and quietly or a magnificent choir lifting the roof? Take out your ear plugs as you journey through the valley of sound and find out about instruments, the sounds they make and how they are produced. Discover how sounds are made and which sounds travel the furthest. Then, sing up and compose a class song for the local talent contest, Class Factor. Can you write a number one hit? Be sure to stand up straight, warm up your voice and sing your heart out. When your performance is done, sit back and listen to calming classical melodies, a soothing lullaby or your favourite boy band ballad. Can you hear me over there? Or do I need to TALK MORE LOUDLY?

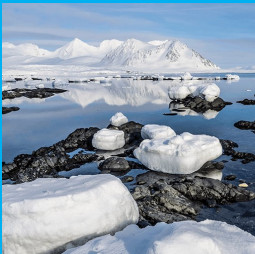
## Year Five



### Off With Her Head!

What sort of man would order the beheading of his wife? Was she really that bad? Travel back in time to the 1500s and meet the terrifying Tudors, a domineering dynasty that changed our history. Discover an opulent court where dancing and singing goes hand in hand with swift falls from favour, and even swifter falling of heads. Develop your painting skills in miniature, solve riddles and remember to protect your precious neck with a large white ruff, if you want to survive at Tudor court. Flex your detective muscles and become a criminal investigator. Will you find out the facts or will the evidence from the past bemuse you? How will you find the accused, innocent or guilty? It's your turn to take part in one of the most famous trials that the world has ever known.

## Year Six



### Frozen Planet

Button up your coat and put on your hat and scarf because we're off to the land of ice and snow. Find out about the characteristics and features of polar regions, including the North and South Poles and explore the environmental factors that shape and influence them. Learn about famous explorers and find out more about classification keys.





# WIN £25

by taking part in our

# Festive Word Trail

Over the Christmas break, follow our trail around the Sydenham estate and collect special letters displayed in the windows of certain houses. Write down the letters and, once you've collected them all, unscramble them to crack the secret code!

Bring your answer sheet in to school on Tuesday 5th January and one lucky winner will be chosen at random to receive a £25 gift voucher.

**Log on to Parent Pay to take part**—tickets cost £1; closing date Wednesday 16th December. Instructions and entry sheet will be sent home with your child on 16.12.20.





# Parents!

We need

YOU!



## Why volunteer to be a school governor or trustee?

School governors make a valuable contribution to children's education, opportunities and futures.

Being a school governor is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people and give something back to your local community.

Schools need governing boards that have a balance and diversity of knowledge, skills and experience to enable it to be effective. Ofsted (the national inspection body for schools) has repeatedly noted that the most effective schools demonstrate effective leadership and management – which includes the governing board.

## Who can become a school governor?

Anyone aged 18 or over can be a governor. There is no requirement for you to have an understanding of the education system, just the necessary skills, character and time to contribute. There is plenty of training available to help you learn about education. Schools need and benefit from a range of professional knowledge on their governing board including education, finance, human resources, legal, marketing and public relations, property and estates management, and organisational change.

As a governor, you will be able to:

- use your own experience of education and life beyond school to inform conversations
- make a valuable contribution to education and your community
- support and challenge the school so that it improves for pupils and staff
- bring your unique experiences and insights in to decision-making in the interests of the school community

Governors and trustees should also be committed to their role and to young people; confident in having courageous conversations; curious with an enquiring mind; able to challenge the status quo to improve things; collaborative to build strong relationships; critical to improve their own work and that of the board; and creative in problem solving and being innovative.

## What will be expected of me?

The average time commitment is an hour a month. This includes meetings, background reading and school visits. As well as full governing board meetings, we have link governor roles which you may like to contribute to.

Like magistrates or members of a jury, school governors and trustees have a right to reasonable time off work for their public duties, although this may be unpaid. Your company's HR department will be able to tell you about its policy.

# Become a Governor

The term of office for our federation governors is four years. Many people choose to serve multiple terms, however as a volunteer you can resign before your term is finished if your circumstances change.

Each individual governor is a member of a governing board, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing board; decisions are the joint responsibility of the governing board.

Governance is a voluntary role and therefore it is not paid.

### **What do governors do?**

The governing board provides strategic leadership and accountability in schools. It has three key functions:

- Overseeing the financial performance of the school and making sure its money is well spent
- Holding the head teacher to account for the educational performance of the school and its pupils
- Ensuring clarity of vision, ethos and strategic direction

Governors set the aims and objectives for the school or group of schools and set the policies and targets for achieving those aims and objectives. They monitor and evaluate the progress the school is making and act as a source of challenge and support to the head teacher. In action, this means:

- Appointing and performance reviewing the head teacher and senior leaders, including making decisions about pay
- Managing budgets and deciding how money is spent
- Engaging with pupils, staff, parents and the school community
- Sitting on panels and making decisions about things like pupil exclusions and staff disciplinary
- Addressing a range of education issues within the school including disadvantaged pupils, pupils with special needs, staff workload and teacher recruitment
- Looking at data and evidence to ask questions and have challenging conversations about the school

Governors and trustees must be prepared to adopt the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

**To apply to become a parent governor for Lighthorne Heath and Sydenham Primary Schools, please email Mrs Westwood: [head2622@welearn365.com](mailto:head2622@welearn365.com) or call the school office.**



## DID YOU KNOW THIS IS HAPPENING RIGHT NOW IN INDIA?



### THE LARGEST PROTEST IN HUMAN HISTORY

There are over 250 million **farmers** from Punjab, Haryana & Uttar Pradesh and other parts of India that have marched to the capital city of Delhi in protest. 250 million farmers - that is almost five times the population of the entire UK. It is important to note most of these protestors are over the age of 60.

- The Indian government has recently, during a pandemic, passed 3 legislative bills without consultation with the farming industry.
- The bills will devastate crop prices, decrease earnings and bargaining power, remove the minimum price they can expect, which means **no** minimum wage! There is risk of exploitation of farmers by private corporations, which all impacts livelihood of farmers across India. There is also huge concern about unemployment and crippling debts.
- There have been protests globally in solidarity with farmers, including here in UK
- There may be Punjabi families in our school community impacted by this, who have longstanding links to land and farming in India

#### Peaceful protests

The protests are peaceful, but sadly protestors are being met with oppression, brutality, and force by police who are using tear gas and water cannons. The farmers are forced to camp out in frigid temperatures and they refuse to leave without justice. The farmers are enduring this treatment whilst they lawfully carry out their human right to peacefully protest. The Indian government should show respect, restraint & compassion to the peaceful protesters to uphold important principles of freedom of speech and the right to demonstrate peacefully.

#### Where can I find out more?

There is coverage on social media where you can find out more using the following hashtags  
#farmersprotest #nofarmersnofood #istandwithfarmers #isupportfarmers

If you agree that the farmers human rights are being violated and everyone one has the democratic right to peacefully protest, **please support the farmers!**



*Thank you for taking to the time to read this – Mini Kaur Mangat (Parent)*

# Guide to managing children's screen time

internet  
matters.org

## Effect on behaviour

Constant use of a device and features like auto-play on platforms can be habit forming and encourage children to spend longer on screens



## Effect on sleep

Blue light from phones can trick the brain into thinking it's still daylight making it difficult to sleep

## Effect on the brain

Screens can have a drug-like effect on the children's brains which can make them more anxious

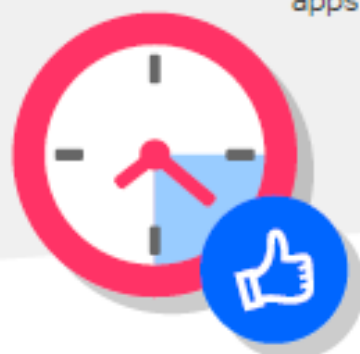
It can make children more forgetful as they rely on things like Google, GPS and calendar alerts to look up information

## What are the benefits?

- Gives children access to a wealth of information to build their knowledge
- Technology takes away physical barriers to social connections to make children less isolated
- Exposure to tech has proven to improve children's learning and development
- Online games and activities enhance teamwork and creativity



# 10 tips to get in control with your child's screen time



1. Set a good example with your own device use
2. Have discussions about the risks that they may face based on their online activities
3. Put in place a family agreement and agree an appropriate length of time they can use their device
4. Help them build critical thinking to understand that some features on platforms are design to keep you watching or playing
5. Encourage them to switch off auto-play on platform to remove the temptation to binge on programmes
6. Use tech tools and parental control to manage the time they spend online and the apps they use
7. Get the **whole family to unplug** and create 'screen free' zones at home
8. Together find apps, site and games that will help children **explore their passions** and make screen time active
9. For younger children find ways to **combine touch screen use** with creative and active play
10. Encourage children to **self-regulate** the time they spend online and the activity they do to ensure they are having a positive impact on their wellbeing



# Internet Matters six tips for keeping children safe while online gaming

internet  
matters.org

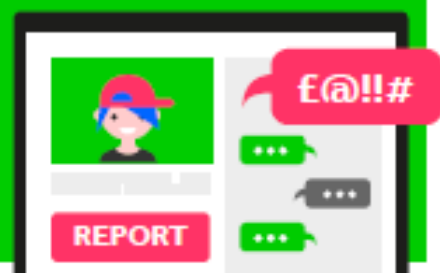


Take an active interest in the games your children are playing to get to grips with how they work and why they enjoy playing them

1

2

Ask who they play with online, who they meet and talk to, and talk about what kind of language is being used. Make sure your child knows how to do report abusive or anti-social behaviour



For younger children, use 'airplane' mode settings on your tablet or smartphone. That way, they can play offline without making accidental purchases or connecting with someone they don't know

3

4

Use PEGI ratings and App store ratings to ensure your children are playing age appropriate games. Help children understand why some games are allowed and others aren't

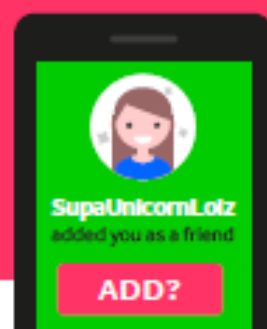


Gaming can be very addictive, so agree boundaries and how long they're allowed to play for and with whom they are allowed to play online with. Remind them that people may hide behind fake profiles and not be who they say they are

5

6

Teach your children to protect themselves by thinking critically – remind them not to share personal information and to keep gaming friends in the game only rather than adding them to their other social networks





# Online safety tips for parents of primary school children 6-10 Year Olds

## Checklist

### ✓ Put yourself in control

Make use of the parental controls on your home broadband and any internet-enabled devices. You can find out how at your broadband provider's website or by visiting [internetmatters.org](http://internetmatters.org).

### ✓ Search safely

Use safe search engines such as [swiggle.org.uk](http://swiggle.org.uk) or [kids-search.com](http://kids-search.com). Safe search settings can also be activated on Google and other search engines as well as YouTube. You can find out more at [google.co.uk/safetycentre](http://google.co.uk/safetycentre).

### ✓ Agree boundaries

Be clear what your child can and can't do online – where they can use the internet, how much time they can spend online, the sites they can visit and the type of information they can share. Agree with your child when they can have a mobile phone or tablet.

Over 65 % of parents are most concerned about their 6-10 viewing inappropriate content online\*



### ✓ Explore together

The best way to find out what your child is doing online is to ask them to tell you about it. Encourage them to use devices in communal areas so you can see what sites they're visiting and share with them.

### ✓ Check if it's suitable

The age ratings that come with games, apps, films and social networks are a good guide to whether they're suitable for your child. The minimum age limit is 13 for several social networking sites, including Facebook and Instagram.

Know this stuff matters, but don't know where to turn?

Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online – with information, advice and support on all the big e-safety issues.

**internet  
matters.org**

\*Source: Children's online safety in 2016 report. Commissioned by Internet Matters by Opinion Leader



# Sydenham Superstars

## YR LS

This week, Mrs Scholes has chosen **Hunter** as her superstar for stepping in and saving the day by taking on the part of Joseph in the class nativity. Sadly, the original Joseph was poorly on the day of filming but Hunter was brave enough to take on the role which he performed brilliantly.

## YR HC

**Iris** is the YR HC superstar, chosen because of the fantastic bedtime story she wrote as part of the topic 'What happens when I fall asleep?' Iris wrote her story with a clear narrative about a trip to the park. She sounded out her words using her developing phonic knowledge, working independently. Well done, Iris.



## Y1 EL

Mrs Lee is very proud of **Tayyib** and has chosen him as her superstar this week. Tayyib has worked really hard on his letter formation. He's made sure all his letters sit on the line and go right the way across the page. Keep it up, Tayyib. You're doing a great job.

## Y1 CD

**Oakley** has really impressed Miss Daly this week with his positive attitude to learning and she feels he really deserves to be superstar. Oakley has completed some lovely work and has tried especially hard with his writing. He has concentrated, put his hand up to answer questions and done special jobs to help in the classroom.

## Y2 CP

The Y2 CP superstar is **Joseph** who has been chosen because of the wonderful adventure story he wrote as a "hot task." Joseph's story included super sentence openers, accurate punctuation and effective vocabulary. Miss Peters also really loved the clever way the story ended.

## Y2 RK

The Y2 RK superstar is **Gurtaran**. Gurtaran is becoming an enthusiastic writer and has shown fabulous concentration when creating his story. He has also listened well to others and taken on board their advice. Congratulations Gurtaran! We love your positive attitude.

## Y3 JL

Mr Lee is thrilled to pick **Kasia** as superstar this week. Kasia has worked so hard in Maths and been very successful at understanding that sometimes, when we divide a number, we're left with a remainder. Kasia has used counters to help her solve problems, working independently and always with a smile on her face. Brilliant!



# Sydenham Superstars

## Y3 CR

Mrs Christensen, Mrs Rastall and Mummy are all very proud of **George**, who is the Y3 CR superstar this week. George has remembered to wear his glass every day at school and this has really helped his presentation and stamina in class. Keep it up, George. You're a star!

## Y4 AH

**Sophia** has been chosen as Y4 AH superstar for consistently pushing herself to develop her handwriting and reading. Sophia is always asking for advice and looking for ways to improve her learning. She works exceptionally hard in class and has a brilliant growth mindset.

## Y4 SM

Mrs Madahar is so pleased with **Salina** that she'd like to make her this week's class superstar. Salina has worked hard at school and at home to learn her multiplication facts and this practice has really helped her make progress in Maths lessons. We're very proud of your effort, Salina.

## Y5 CB

Y5 CB have all sung wonderfully well this week with Mrs Murphy but one special person has stood out as a singing superstar—**Riley**. Riley sang his solo in "God Rest Ye Merry Gentlemen" so beautifully it brought a tear to Miss Glenny's eye as she was filming the performance. Well done, Riley and keep on singing as you have a real talent.

## Y5 JE

Miss Ellershaw has chosen **Taran** as superstar this week due to his enthusiasm for learning. Taran has put 100% effort in to all his lessons, writing a fantastic World War One poem and completing his Power Maths work on area and perimeter to a high standard.

## Y6 KG

The Y6 KG superstar is **Aleks**. Aleks is working very hard in all subjects, concentrating well in class and cooperating with others. He always tries his best and puts his Learning Characters into action to help him make progress. Well done Aleks for being a great role model!

## Y6 JvS

The superstar in Y6 JvS is **Raajan** who has excelled in English lessons. Raajan has proved himself to be a master of word play and has written so super headlines in class. Keep on working hard, Raajan because you have a real talent as a writer.

### **Toy Day**

Your child may bring a toy to share with friends on Friday 18th December. Please **do not** allow your child to bring any electronic devices or toys of special value to avoid upset if things get lost or damaged.

### **Charitable Donation to The Anti Bullying Alliance**

Our last MUFTI Day raised £100.50p for The Anti Bullying Alliance. Thank you to everybody who donated 50p

### **MUFTI(Non Uniform) Day in Aid of Myton Hospice**

Our next MUFTI Day on 18th December will be in aid of Myton Hospice who have continued to provide end of life care throughout the pandemic. Children may bring 50p to wear their Christmas jumper or a festive outfit. All proceeds will be donated to the hospice.

# Diary Dates

Wednesday 16th December	Y1 Christmas party.
Wednesday 16th December	Y4 AH and YR LS flu nasal spray.
Thursday 17th December	Christmas lunch.
Thursday 17th December:	YR/2/3/4/5/6 Christmas parties.
Friday 18th December:	Toy Day. Bring a game or toy to share with friends.
Friday 18th December	MUFTI—bring 50p to wear your Christmas jumper or a festive outfit. All proceeds to Myton Hospice.
Friday 18th December	BREAK UP

## **CHRISTMAS HOLIDAY**

Monday 4th January	INSET—school closed for staff training.
Tuesday 5th January	Children return to school.
Tuesday 26th January 2021	School photographer taking individual portraits (providing this is deemed Covid safe and in line with government regulations.)

**Have a super weekend and see you all again on Monday.**

**Best wishes from Miss Glenny (Associate Headteacher)**