



# Safer Internet Day

Over the years, Safer Internet Day has become a landmark event in the online safety calendar. It's now celebrated every February in approximately 170 countries worldwide. The aim of the event is to promote the safe and positive use of digital technology by children and young people. This year, we celebrated the event on Tuesday 9th February.

Mrs Madahar and our pupil Digital Leaders are currently gathering evidence towards the renewal our 360° Online Safety Quality Mark which recognises our work to keep pupils safe when using digital devices. As you can see below, some of our Digital Leaders have been busy at work this week promoting e-safety in school via a poster competition. Lily, Olivia and Amber have also worked with the wider community by sharing tips on the safe use of the Internet with their Brownies group. Via Zoom, they shared key facts about the age restrictions of popular children's games. They also shared a children's search engine 'Swiggle' and explored whether you can trust everything you read on the internet. The girls were fantastic! They presented their information confidently and were very knowledgeable.



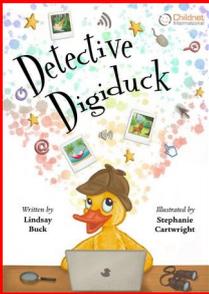
Online safety advice for parents can be found on pages 5, 6, 7 and 8 of this newsletter.



UN Convention on the Rights of the Child  
Article 3: Best Interests of the Child

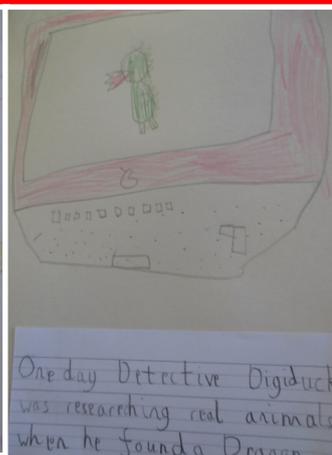
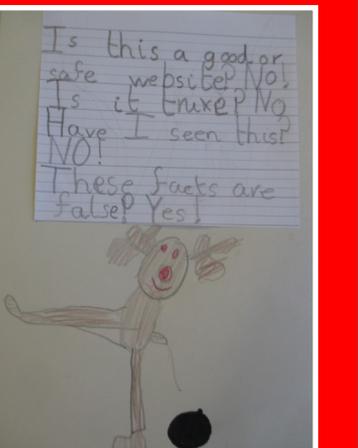
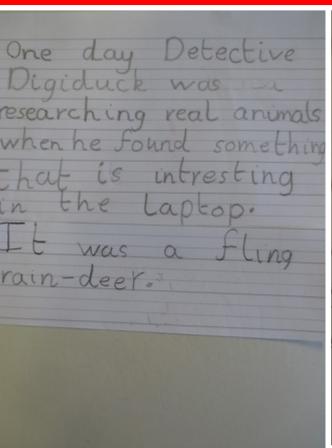


# Y2 Online Safety Books

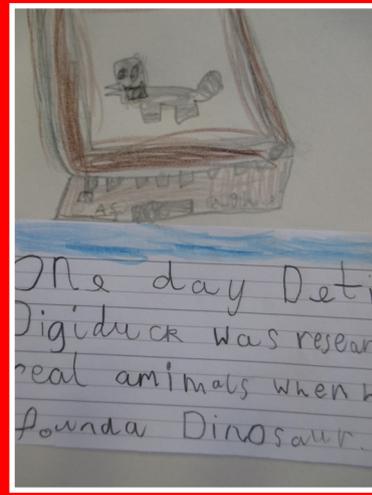
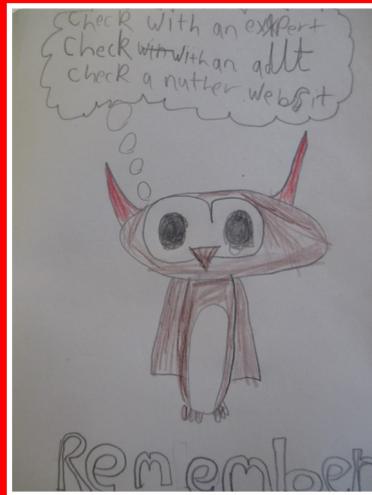
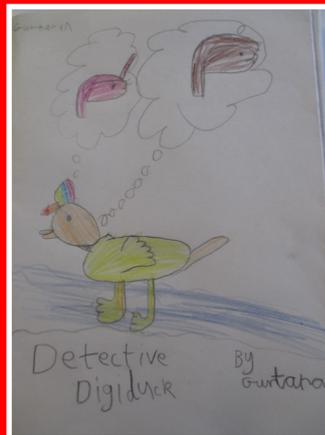
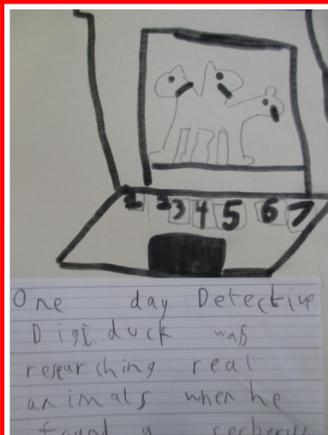


On Safer Internet Day, Y2 read the third story in the Digiduck® series, focussing on the reliability of online information. The story encourages young children to start to think about online content, and helps them to understand that what they read or see online might be true, untrue, or someone's opinion.

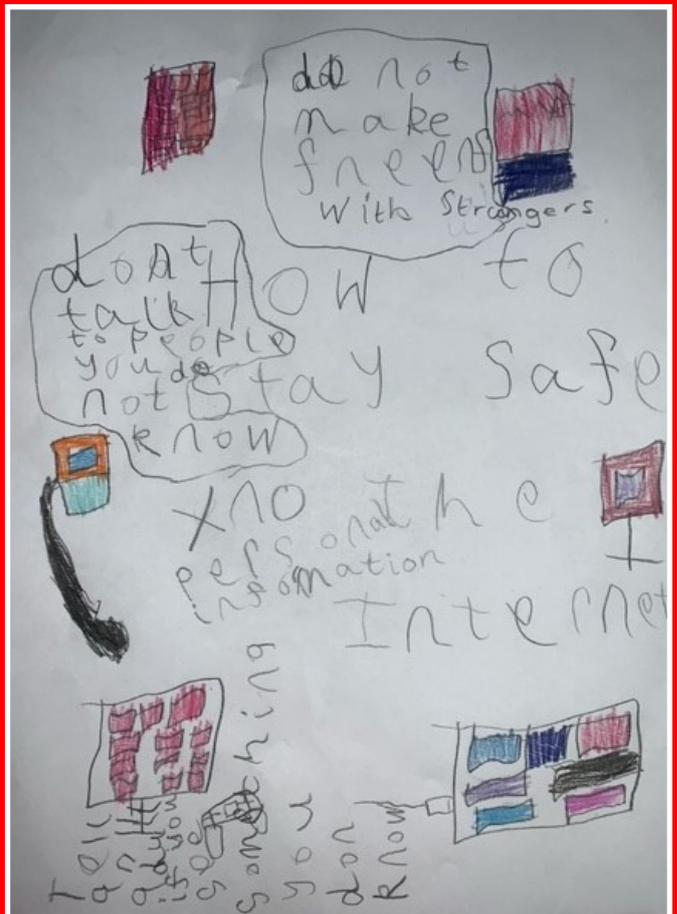
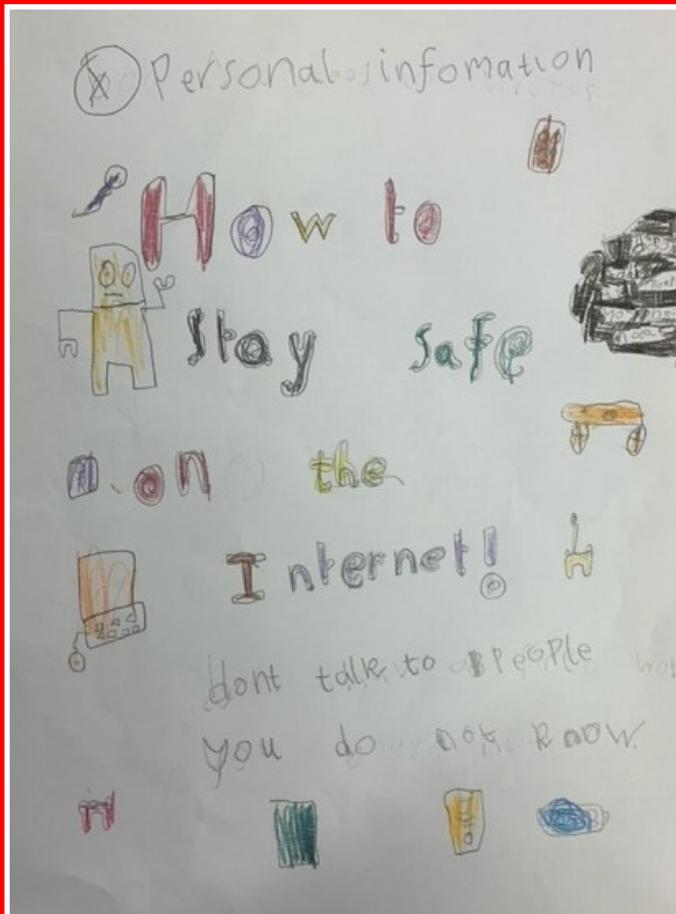
Pupils made their own Detective Digi Duck books. Some examples are below and they're absolutely delightful.



# Y2 Online Safety Books

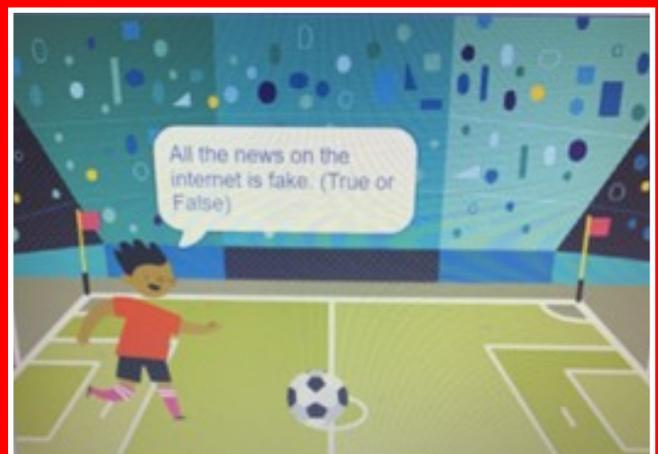
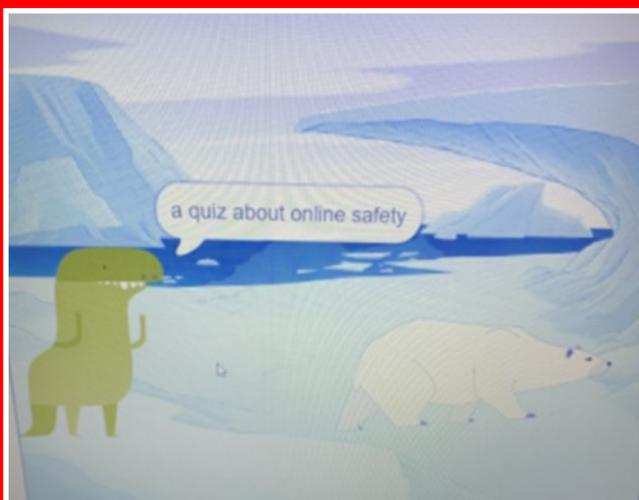


# Y1 Internet Safety Posters



# Y4 Online Safety Quizzes

Y4 used Scratch to program and make their own online safety quizzes.



We've designed a simple checklist to give you peace of mind regarding your child's safety on the internet.

Set your children's device up before you give it to them so you know they're safe online as soon as they start playing.



## Get started



Set parental controls on your broadband to prevent your children seeing things they shouldn't



For smart phones check parental controls are also set up on the mobile network

## Set up the device safely



Use the device setting so you can only download age appropriate apps and games



Disable location services so your child doesn't unintentionally share their location with others



Set up password control or disable in-app purchasing so big bills are not run up accidentally



Download age appropriate apps you're happy for your child to use

## Talk about staying safe



If your children are 8-10 years old, download our parent / child Internet Matters app to help you talk about e-safety issues in an interactive way.



Be aware of key issues and how to discuss them with your children so they know how to stay safe online



If your child is using social networking apps check their profile and privacy settings, making sure they are not sharing personal or private information with people they do not know

# Child Safety Online:

*A practical guide for parents and carers whose children are using social media*

## Why children use social media

- Entertainment
- Belonging
- Confidence
- Popularity
- Self-esteem
- Expression



Social networking is hugely popular. Many young people are sophisticated in the way they use social media apps and websites, tailoring their communication for different audiences, and accessing them from a range of devices including smartphones, tablets, and games consoles.

But social media, like all forms of public communication, comes with some risks. Not all of these risks turn into actual problems, and if children never face any risks, they never learn how to deal with them. By helping your child understand what the risks are, you can play a big part in preventing them from turning into problems.

## Understand the risks children may need to deal with

### What they could see or do:

- Seeing or sharing of violent, sexual and pornographic content
- Inaccurate or false information and extreme views
- Promotion of harmful behaviours including self-harm, anorexia and suicide
- Over-sharing of personal information
- Actively or unintentionally getting involved in bullying or hurtful behaviour

### Who they might meet:

- People who might bully, intimidate or frighten
- People posing behind fake profiles for:
  - Mischief-making
  - Sexual grooming and stalking
  - Blackmail and extortion
  - Identity theft and hacking

### How this could affect them

- Fear of missing out leading to excessive use or exaggeration
- Getting upset by things they have seen and being uncertain about what to do
- Engaging, or being pressured into engaging in more risky behaviour either by accident or by design
- Developing unrealistic, and perhaps depressing ideals of body image and gender
- Becoming subject to peer pressure or interactions that are intense or too difficult to handle
- Creating an online reputation that may create problems for them in the future



## Practical tips to help minimise the risks your child might face

It's good practice for apps and websites to have safety advice and well-designed safety features which can make a real difference to how safe your child will be when using them.

Work through safety and privacy features on the apps that your child is using, or might use. Make sure they understand the point of these and how to use them. Don't be put off by believing your child knows more than you: the tools are actually quite easy to manage.

- **Ask them to show you** which social media apps they use and what they like about them. Talk about how they use them and what makes them so engaging.
- **Explain how you can use privacy settings** to make sure only approved friends can see posts & images.
- **Check if any of their apps have 'geo-location' enabled**, sharing their location unintentionally.
- **Show them how to report offensive comments** or block people who upset them.
- **Check 'tagging' settings** so that when others are posting or sharing photos online, your child's identity is not revealed. Also, get people's consent before sharing photos.
- Encourage your child to **come and talk to you** if they see anything that upsets them.

## Keep talking and stay involved

In a mobile age, children can't be completely protected, even by the best privacy controls; another child may use different settings. So it's important to keep talking to your child about the implications of social media.

Getting a sense of what they think is a useful place to start; you may be surprised by how much thought they may have given to the issues. Encourage your child to think carefully about the way they, and others behave online, and how they might deal with difficult situations.

- People may **not always be who they say they are online**: how can this create problems?
- Why is it **unwise to meet** anyone in the real world that you've only ever met online?
- Even if you think your messages are private, remember that words and images can always be **captured and broadcast**.
- People **present themselves differently online** - do they really look like that? Are they always having that good a time?
- Be aware that screens, and especially being anonymous, can lead people to say things they **wouldn't say to someone's face**.
- What does **being a good friend and a likeable person** online look like?
- There can be **pressure to be part of a particular group** online or to be seen to be **following a certain set of ideas**. How can you take a step back and make your own decisions?

### For more information

You can find out more about how children use social media, the apps they use, the risks they face, how to use privacy settings, and advice and tips about how to talk to your children at:

[www.childnet.com/sns](http://www.childnet.com/sns)

[www.internetmatters.org](http://www.internetmatters.org)

[www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)

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

[www.thinkyouknow.co.uk/parents](http://www.thinkyouknow.co.uk/parents)

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

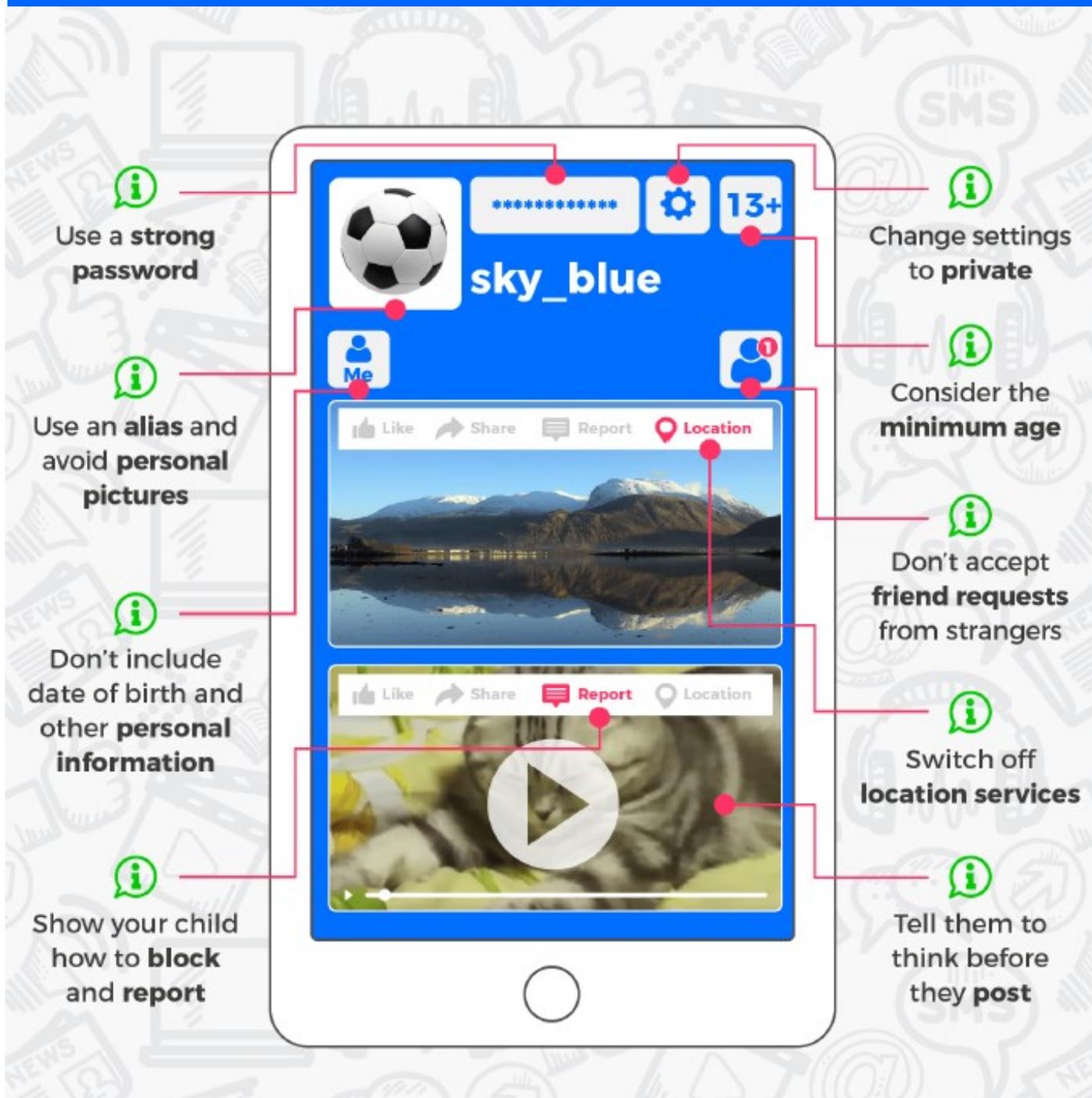
### To make a report

Concerned about online grooming or sexual behaviour online? Contact CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)

If you stumble across criminal sexual or obscene content on the internet you should report it to the Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)



Tips to help your child create a good social media presence online that will help them build a good digital footprint and serve them for years to come.



## Useful Online Safety Websites for Parents

<https://www.saferinternet.org.uk/>

<https://www.childnet.com/>

<https://www.internetmatters.org/>

<https://www.ceop.police.uk/>

# Egg and Spoon Fun

Y1 had fun holding egg and spoon races on the playground this week. We love the concentration and balance at work here as they try to hang on to their eggs.



UN Convention on the Rights of the Child

Article 29: Goals of Education

# Reception Maths

Reception pupils have been exploring the numbers 5, 6 and 7. They then played shops to aid their understanding.



# Early Signs of Spring

In spite of the wintry weather, a breath of Spring air has blown through Sydenham Primary School this week thanks to your lovely sunflower photographs.



If you haven't yet collected your free sunflower growing kit from school, please pop in and take one from the trolley outside the main office after the half-term holiday. We hope you have fun potting-up your seeds and watching the seedlings appear.



# Y6 Frozen Kingdom

## *Ernest Shackleton's Diary* *9<sup>th</sup> January 1909*



As part of their learning about the North and South Poles, Year Six have been finding out about Ernest Shackleton who led three expeditions to the Antarctic. Pupils have been writing diary entries which chronicle Shackleton's adventures. Here is an example, written by Tara, along with some examples of Year Six artwork.

*Unfortunately, Endurance started cracking up. It couldn't take the pressure of the pack ice surrounding it so we decided to abandon ship. Today we ran out of all of our supplies so tomorrow we are heading to South Georgia for more food. Hopefully, we will get back in time to save the rest of our crew. Though life on the pack ice is hard, we have managed to make do so far and why should we stop being able to do so? Now we are arranging the boat for tomorrow's excursion to South Georgia.*

*Wish me luck!*



# The Three Billy Goats Gruff



Reception have been making puppets and acting out the story of "The Three Billy Goats Gruff."



# Curriculum: Spring 2 Topics

## Reception



### Are Carrots Orange?

What do you like to eat? Are you happy to try something new? Explore these questions and more in this project about eating well and being healthy.

## Year One



### Paws, Claws and Whiskers

Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a cat nap.

## Year Two



### Coastline

Buckets and spades at the ready because we're going on a virtual trip to the seaside. Learn about the physical and human geographical features of coastal areas across the United Kingdom and make an in depth study of a seaside town.

## Year Three

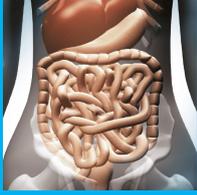


### Emperors and Empires

Friends, Romans, country men, lend me your ears! Whether you're a senator or a slave, there's lots to learn in this exciting topic about the history and structure of Ancient Rome. Discover what it was like to live and work in Rome; how the Roman army operated and how society was organised. Find out how the Roman influence spread across the world and what happened when Julius Caesar invaded Britain.

# Curriculum: Spring 2 Topics

## Year Four



### Burps, Bottoms and Bile

Open wide – let's take a look inside. We're on a voyage of discovery to investigate the busy world inside your body. Do you have a toothy grin or a winning smile? Take dental impressions and test the effects of sugary substances on your pearly whites. Follow a tasty morsel as it makes its way through your digestive system, helped by some mouthwatering saliva. And don't forget the importance of good hygiene at both ends. And whilst we're talking business, could you recognise an animal just by its poo? Are you brave enough to take the challenge? Make a working model of the digestive system and use it to persuade others to eat healthily. Learn how to look after this marvellous belching, squelching, mixture making machine we call our body.

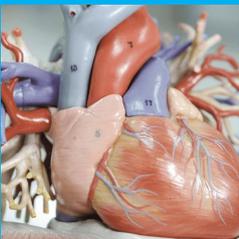
## Year Five



### Beast Creator

A bug, a creepy-crawly, a beast. He'll tickle your skin then go in for the sting. Arachnids, insects, molluscs and myriapods, hiding in nooks and beneath darkened rocks. Come search for these minibeasts, and let's sort them out. How many legs? How many wings? Who does it eat and who eats it? Can you classify it? Can you draw it or make it? Build a bug hotel or a wonderful wormery, then watch them wriggle and burrow, mixing earth as they go. Discover where in the world you'll find the deadliest beasts. Perhaps the *Vespa mandarinia japonica* is the one that you fear? Why not become a beast creator? Selectively breed a killer predator that saves the world from the super strong aphid. You'll be a hero. 'There was an old lady who swallowed a fly. I don't know why she swallowed a fly. Perhaps she'll die?'

## Year Six



### Blood Heart

Crimson, scarlet, burgundy, cherry. Blood flows through our bodies in all its vibrant shades of red. Let's explore our circulation system. Now, surgeons, don't be squeamish as we dissect an animal heart and examine the veins, arteries and chambers up close. They all work hard to move blood around our bodies. William Harvey was fascinated with anatomy, and made groundbreaking discoveries about valves. I wonder what we might uncover? Why do people give blood? Find out how to keep your heart happy with cardiovascular exercise and healthy food. Kickstart a campaign to spread the word about the damage caused to the lungs and heart by smoking. Hearts pound, flutter and maybe skip a beat. What makes your heart race? Is it a secret? Cross my heart, I won't tell.

# Love

## LEAMINGTON

GET CREATIVE AND SUPPORT  
OUR TOWN CENTRE BUSINESSES

Can you help Go Go Makers show love and support to  
our town, Leamington during these difficult times?



**Draw a self portrait inside a heart and  
send us a photo of your artwork. We'll  
then print it out and use it to decorate the  
shop windows of our lovely town!**



[www.gogomakers.co.uk](http://www.gogomakers.co.uk)  
[hello@gogomakers.co.uk](mailto:hello@gogomakers.co.uk)

## Music Stars!

Our fantastic Key Stage Two music teacher, Mrs Murphy, has worked really hard to set some exciting learning for pupils at home and at school using “Charanga.” She would like to say a big well done to the following pupils who have made an outstanding effort with their music learning:

- Kiyan, Maddison, Neha, Bhaavi, Shri, Emma (Y5)
- Andrei, Amber, Bram, Gabi, Sarvesh, Tara, Jake (Y6)
- Bryana, Emma (y5—for their work on the ukele)
- Ekum (Y5—for his work on the guitar.)



## British Science Week Poster Competition

This year, the science poster competition is all about 'Innovating for the Future'.

Posters are judged on the following criteria:

Creativity in approach – innovative angle on the content or creative interpretation of the theme

Content – clear, accurate and informative about the STEM topic

Effective communication – presented and communicated in an engaging way

Below is an example of last year's Early Years winner!



Please visit <https://www.britishsienceweek.org> for more information on the competition and for more activities you can participate in at home.

All entries must be emailed or given to the office with your child's full name and year group by FRIDAY 5<sup>th</sup> MARCH 2021. After collecting all entries, Senior Leaders will choose the final 5 to be entered into the National Competition online.

It is then over the British Science Association who will shortlist the entries by a panel of judges. The two runners up in each category will be uploaded to their Facebook page and the public will decide on a fifth 'popular vote' winner.

We hope you have fun creating your 'Innovating for the future' posters, we look forward to seeing them soon!

5-16 March  
British  
Science  
Week  
2021



# Sydenham Superstars

## YR LS

**Veer** is the YR LS superstar in recognition of all of the amazing work he produces at home. Veer has put so much effort into all areas of his learning and should be very proud of himself.



## YR HC

**Enrica** has been working really hard from home and is this week's superstar. Even though Enrica is desperate to be back in school with us, she has persevered with her remote learning and made a super effort with her handwriting.



## Y1 EL

Mrs Lee would like to choose **Suraya** as superstar. It has been lovely to watch Suraya's confidence grow using all of our online learning platforms. Suraya loves joining in with live lessons and sharing her work at the end of them. Mrs Lee can see how much hard work she is putting in at home and is very proud of all of the things she has achieved. Keep up the wonderful work Suraya!

## Y1 CD

Miss Daly's superstar this week is **Taran**. Taran has had a fantastic week in the classroom, showing an excellent attitude towards all his learning. Miss Daly has been particularly impressed with his super non-chronological report 'All about the Triceratops'. He used lots of factual information and demonstrated the use of adjectives and similes to make his writing more interesting. Taran, Miss Daly has also been very proud of your supportive attitude towards your friends when they have been struggling. Well done Taran and keep up the excellent work.

## Y2 RK

Miss Knight would like to choose **Aeris** as superstar for 'never giving up' on her love heart card and for jotting things down and explaining her thinking in Maths. You're a super learner, Aeris. Well done!

## Y2 CP

**Arthur** is the Y2 CP superstar. He has shown fantastic empathy towards another member of our bubble this week and really understands that everyone is different but that we should all be treated fairly and equally. He has been helping this pupil understand the work and I am so proud of his kindness. He has also created a fantastic book for Safer Internet Day and enjoyed learning all about the Rainforest.

## Y3 JL

**Shivani** has been nominated as Y3 JL superstar. Shivani has shown amazing motivation, a great work ethic and a smiley face during online lessons as well as a can-do attitude to all of the home learning tasks. Mr Lee is very proud of her and it is a joy to see her work each day.

# Sydenham Superstars

## Y3 CR

**Finley** is the Y3 CR superstar. Finley is always on task and is a very independent learner. He's also very helpful and caring and has received his handwriting pen too! Well-done Finley.

## Y4 SM

Mrs Madahar would like to nominate **Aleks** as the 4SM class superstar this week. He has completed all his learning activities every week and even completes extra maths! His results in Mathematics have been exceptional and he is now completing extra challenges! Well done Aleks.

## Y4 AH

Mr Hawes would like to nominate **Cameron** as superstar because he has been working tremendously hard on his writing over recent weeks. He has been making some fantastic progress in this area and all the teachers and teaching assistants are incredibly proud of his work ethic. He comes into school every day wanting to work hard and to improve in every way that he can. A very well-deserved Sydenham Superstar - Well done Cameron!

## Y5 CB

Miss Ball's superstar this week is **Neha** because she does every single piece of learning sent out to her and puts so much effort into it. Miss Ball was particularly impressed with the Tudor board game she made in the style of Snakes and Ladders

## Y5 JE

The Y5 JE superstar this week is **Shri**. Miss Ellershaw has received work from her every single day without fail since Christmas, and every piece has had so much thought and effort put into it. You're an absolute star, Shri!

## Y6 JvS

The Y6 JvS superstar has to be **Reuben** for his enthusiastic participation in online lessons. Mrs Van der Sterren was particularly impressed with his mathematical chocolate investigation which he shared in Wednesday's live lesson. Great work!

## Y6 KG

**Ollie C** has worked really hard to improve his independent learning remotely from home and is this week's superstar. Mum and Miss Gillespie are so proud of the incredible PowerPoints and research that he has completed, as well as his fabulous "wanted" monster poster as part of his literacy learning. He was also incredibly enthusiastic in the Y6 online quiz and was so confident in sharing his ideas. Well done Ollie!

# Happy Valentine's Day



We hope you get lots of love on Valentine's Day. Enjoy your half-term break and remember that this is a time for you to be a parent and not the teacher. If possible, please concentrate on rest and recuperation, not homelearning!

School re-opens to eligible pupils on Monday 22nd February. Fingers crossed for a full re-opening on Monday 8th March.

Best wishes from Miss Glenny on behalf of the Sydenham team.

From Sydenham Primary School