

Welcome to this week's digital newsletter.

## Attendance

Well done for getting attendance back to 96% last week. Year 2,3,5 and 6 helped us achieve this.

## Running

Well done to all the children who have signed up for this term's running challenge. Last week we ran 199 miles collectively, bringing our total for the term to 343. Brilliant effort!

On Tuesday 21st January local firefighters will be joining us for our playtime run. This is a county-wide initiative and small cash donations towards the Firefighter Fund can be sent in on the day if you wish to contribute.

Attendance last week: 96%

Year/class	%	Lost learning
Nursery (am)	93.6%	8 sessions
Nursery (pm)	61.8%	21 sessions
Reception	92.1%	11 days
Year 1	95%	7 days
Year 2	96.3%	6.5 days
Year 3	97.1%	5 days
Year 4	93.8%	9 days
Year 5	96.9%	5 days
Year 6	96.8%	4.5 days

Achievement of pupils at expected level

Pupils at risk of under-achieving

Pupils underachieving

## Internet Legends

Last week, Key Stage 2 pupils watched a performance called Be Internet Legends by Parent Zone and Google.

Further details can be found on page 2, and on the internet, if you Google it.

## Defibrillator

The defibrillator was delivered on Friday. Thank you to everyone who supported the fundraising events for this important piece of equipment.

## Events this week

### Monday

Reception & Y6 height & weight check

Guitar lessons

### Tuesday

Running with firefighters

Y5 SWIMMING

### Wednesday

### Thursday

Infant Agility cluster event

Street Dance Club 3.30-4.30 3 of 6

### Friday

Brass

# Be Internet Legends

Key messages:

**Be sharp**– be careful about what you're sharing on-line. Often, once something is posted, it is difficult to remove. Check you have, and give permission.

**Be alert**– check it's real. Be aware that people post things on social media that are opinions or not true. This causes damage.

**Be secure**– protect your 'stuff'- personal information, passwords etc.

**Be kind**– respect each other. Don't type anything you wouldn't say out loud to someone in person.

**Be brave**– if in doubt, discuss with a trusted person.



## Defibrillator




Pupils receiving the defibrillator from the Tom Henson charity.

# Bee Values

Each week in class, pupils are recognised for demonstrating the Bee Values. We celebrate this in Assembly each week, and share with you some of the reasons. Children who are awarded will have their name on the

## Be the best you can be tree

for the week and will come home with a special sticker and certificate so you know when they have achieved one of the values and can ask them why.

Bee Values	Reasons for earning them
<b>Happy Bee</b> 	<p>Always having a BIG smile!</p> <p>Smiled lots this week during our work on The Great Fire of London.</p> <p>Returning to school with a positive attitude to learning and working hard to catch up.</p> <p>Being so proud of reading and achieving at home.</p> <p>Trying their best and being a happy member of the class.</p>
<b>Brave Bee</b> 	<p>Taking part in our teeth experiment even though they were nervous.</p> <p>Doesn't always find work easy but is putting in more effort with good results.</p> <p>Always putting their hand up to offer an answer or suggestion.</p> <p>Having a go and volunteering to act out a story in class.</p> <p>Coping with problems in a calm, mature manner.</p>
<b>Bee-long</b> 	<p>Working well and organising a group to get the most out of a task.</p> <p>Working extremely well, producing good work.</p> <p>Supporting their partner and other peers with kindness and patience.</p> <p>Bringing in resources to share with the class.</p> <p>Making others feel included.</p>
<b>Busy Bee</b> 	<p>Being an absolute superstar in Maths and expert at short multiplication.</p> <p>Always works hard and quickly.</p> <p>Working hard to progress onto tricky challenges.</p> <p>Working quickly and independently in Maths to solve all the problems.</p> <p>Working really hard to create a text map.</p>
<b>Body Bee</b> 	<p>Always joining in with Take 10 enthusiastically.</p> <p>Sits correctly and produces good handwriting.</p> <p>Telling a story through Romeo &amp; Juliet dance session.</p> <p>Controls their body and looks after equipment.</p> <p>Enthusiastic mini-leader and enjoys working with the younger children.</p> <p>Sitting well at the table.</p>

## See, wonder, think



Have a look at and talk about this picture together.

What can you **see**?

What does it make you **wonder**?

What does it make you **think (or infer)**?

*See p5 for further information to read together.*

## Did you read 5 times last week?

Class	Read 5 times	Didn't read at all
Reception	6	9
Y1	4	8
Y1/2	7	12
Y2	6	6
Y3	8	15
Y4	23	3
Y5	28	0
Y6	22	4

# AUSSIE BUSHFIRES

## “COULD GET WORSE”

**BUSHFIRES across Australia have killed at least 25 people, destroyed almost 2,000 homes and wiped out huge amounts of the country's native wildlife populations – and there could be more disaster on the way.**

Australia has bushfires every year but officials say they've never been this large, or begun this early in the country's fire season.

While the climate crisis didn't start these fires, scientists agree that it has contributed to making 2019 Australia's driest year on record, and has made heatwaves more severe.

The fires have affected every Australian state, hitting New South Wales (NSW), Victoria and South Australia the hardest.

As *First News* went to press, much-needed rain had lowered temperatures a little, but the welcome break wasn't expected to last. Further strong winds and high temperatures have been forecast, and there are concerns that fires in Victoria and NSW could join together to create a “mega blaze”.

Neville Nicholls, a former professor at Monash University's School of Earth, Atmosphere and the Environment, said: “While we all hope the rain arrives soon and eases the fire situation, the rain will bring other risks.”

Because Australia hasn't seen rain for a long time, when it does fall, it's more likely to rain a lot, and this can lead to floods and landslides.

Fortunately, our ability to predict the weather has vastly improved in the last few decades, and it's saved lives. Professor Nicholls says: “We must keep adapting to these changing threats, and further improve our ability to forecast them.”

# Talking Time

## Talking about learning at home

Class	Learning conversations	Key vocabulary
N	We will be looking at parrots and recognising and making the colour purple this week. Can you encourage you child to look for and notice the colour purple in their home.	Passion fruit, purple, parrot, letter p
R	Talk about and name different fruits and vegetables. What do they taste like? Can you buy some different or unusual fruit or veg and try it?	Fruit, vegetables, bunch, crunchy, smooth, sweet, sour, bitter, juicy, vitamins, skin, peel, pips, core, healthy, exotic, seasonal
Y1	Please read your reading book or a book from home. Record this in your reading record.	Read, language, book, vocabulary, sentences, phrases, predict, summary, fluent, decode
Y2	The children have been learning the story of 'Toby and the Great Fire of London'. They have produced a word map to re-tell the story. Get them to practise it at home. Talk about who the main characters are and what the problem is.	St Paul's Cathedral, burning, stinky cheese, explosions
Year 3 & 4	As part of our English learning, we are reading a book where the main character is a tortoise. Next week we will be researching information about tortoises, turtles and other reptiles. To support this learning, this week we will be having a visit from Sebastian the tortoise. In preparation, please find out some facts about tortoises (e.g. diet, habitat, physical features etc.).	tortoise, reptile, cold blooded (ectothermic), shell, herbivore, diet, habitat, life-cycle
Year 5	What does area and perimeter mean?	Area, perimeter, vertical, horizontal, multiply, apply
Year 6	We will be writing a news report on the events of Romeo and Juliet. Talk about them at home, and look at newspaper articles to see how they are organised.	Controversy, ingested, witness, report, altercation.

# Calendar Overview

Below is an overview of events taking place this term. This will be added to each week if new events are created. Dates further ahead are available on the calendar on the school website.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>20</b> <b>Reception &amp; Y6 height &amp; weight check</b> Guitar lessons	<b>21</b> <b>Swimming Y5</b> <b>Running with firefighters</b>	<b>22</b>	<b>23</b> <b>Street Dance Club</b>	<b>24</b> <b>Brass</b>
<b>27</b> Guitar lessons	<b>28</b> <b>Swimming Y5</b>	<b>29</b> <b>Saltmine Theatre (Y2-6)</b>	<b>30</b> <b>Street Dance Club</b>	<b>31</b> <b>Brass</b>
<b>3 Feb</b> <b>INSET DAY</b> school closed	<b>4</b> <b>Swimming Y5</b>	<b>5</b>	<b>6</b> <b>Key Strings Musicians performance</b> <b>Street Dance</b>	<b>7</b> <b>Brass</b>
<b>10</b> Guitar lessons	<b>11</b> <b>Swimming Y5</b>	<b>12</b>	<b>13</b> <b>Street Dance Club</b>	<b>14</b> <b>Brass</b>  <b>Break up for half term</b>



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**CATHOLIC HIGH SCHOOL**  
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>17</b> FEBRUARY	<b>18</b> FEBRUARY	<b>19</b> FEBRUARY	<b>20</b> FEBRUARY	<b>21</b> FEBRUARY
£15 PER DAY	£15 PER DAY	£15 PER DAY	£15 PER DAY	£15 PER DAY

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