

# Abacus Primary School

## Newsletter 424

### 5 / 1 1 / 2 1



# WELCOME BACK!



We hope that you all had a great half term break. We have had a lovely first week back and what a great start with the Bollywood dancing workshops. All the children (and staff) participated with enjoyment and enthusiasm. Videos and photos will be added to the class website pages very soon.

Next week, we have school photos taking place on Thursday 11th and Friday 12th November.

Further information will be sent out via text next week.

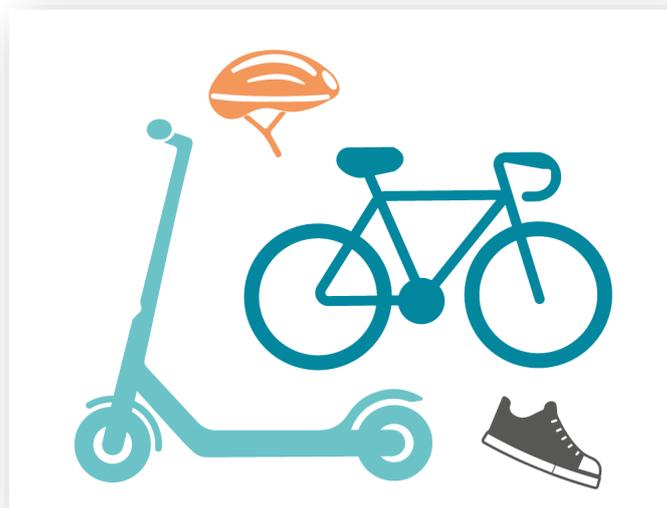


Next week we are on week 3 of our menu.

# WEEK 3

Created by Ladybug's Teacher Files, graphics © www.thisiegirl designs.com

It's lovely to see so many children cycling and scooting to school now. Please use the paths when entering the bike shed and not cycle or scoot across the car park. Please note that anything left in the bike shed is left at the owners risk.



Thank you to the children who have already sent in entries for the Little Inventors challenge. Copies of the plan can be downloaded from our website or collected from school. I can't wait to see your ideas– I know you'll have lots. Please ensure that all entries are sent in to school by 26/11/2021.

Click the QR code below to watch the video about the challenge.

**My invention!** 1. Use a black pen, DRAW BIG, add colour and labels.

**Little Inventors**

Date \_\_\_\_\_ Age \_\_\_\_\_

First name \_\_\_\_\_

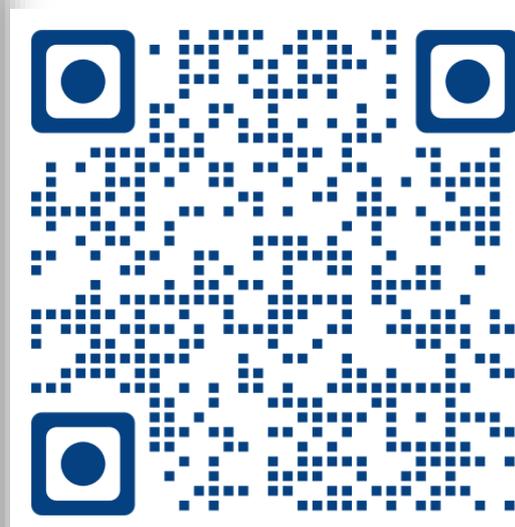
School \_\_\_\_\_

My invention is called \_\_\_\_\_

**2. Explain your invention!**  
What is it? How does it work? Who is it for?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Upload your idea at [littleinventors.org](http://littleinventors.org) to get feedback and a chance for it to be made real!



# LET'S CELEBRATE!



Well done to Jaxon, LJ, Lucas, Amelie and Annabella for their achievements in their clubs and activity clubs.



## House Points

			
St George's Day	St David's Day	Happy St Patrick's Day!	St Andrew's Day
265	220	222	179

Well done to St George's House who are top of the house points league again this week!!

## Tag Rugby Festival



On the 2nd November 2021, 12 children from 5 and 6 took part in a Tag Rugby Tournament with 2 other Wickford Schools.

Before the tournament, we were very lucky to have some coaching sessions from South Woodham Ferrers Rugby Club where we practiced passing, tagging and learning the rules of this complicated game.

Whilst we were unlucky not to win any games, there was passing and tagging and tries scored.

Well done to all the children that took part and thank you to the families who came along to support.



Passing skills



The Rules

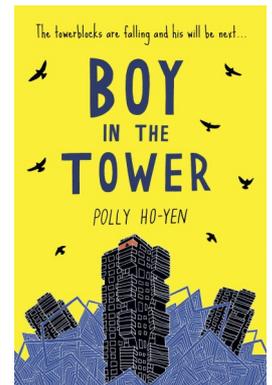
### Book Club Book Reviews - Boy in the Tower by Polly Ho-Yen

Chloe L - Rating: 9/10

I really liked the book because it had an unusual storyline but it was very good. My favourite character was Ade because he played a big part in the story and went through a lot with his mum.

Isabelle P - Rating: 9/10

I liked the book because it was unlike any book I have read before and I wanted to keep reading it to find out what would happen next. It was quite sad as the mum was ill; there were lots of ups and downs. I liked the happy ending though. My favourite character was Gaia because she was always really helpful and a good friend.





Paper poppies will be available in class next week. If you would like your child to have one then please send them into class with a donation for The British Legion Poppy Appeal. Thank you

(we have a limited supply of poppies available)

# Our Curriculum



<p>Early Years Foundation Stage</p>	<p>We have been so impressed by how well the children have settled back into school after half term. We have been learning about Diwali this week, with telling the story of Sita and Rama, rangoli patterns and our highlight this week was definitely Bollywood dancing. You should ask us to show you our moves. In Maths we have focussed on the numbers 1,2,3. We have continued to learn new sounds in phonics and are getting confident with our segmenting. Why not use our sound cards to show you at home.</p>
<p>Year 1</p>	<p>What an exciting week Year 1 has had celebrating Diwali, fireworks and sharing our Trick or Treating adventures. All of this on top of our Maths work where we have been learning about number bonds to 10 and in English we have been learning to use conjunctions. Ask us to say a sentence with the conjunctions and/because in. Science has been exciting too because we went hunting for deciduous and evergreen trees.</p>
<p>Year 2</p>	<p>We have had a busy week back in Year 2, learning about word classes in GPS and have added the suffixes -less and -ful to root words. Ask us to think of (and spell!) some words with these in! We have written expanded noun phrases in English to write monster poetry, and we have today created a story map and actions to retell a story called Where the Wild Things Are. See if we can tell you the story with our actions! In Maths we have been practising column addition. This is tricky but we are getting the hang of it really quickly! We have learnt about chronology in History, sequencing some of the events we are learning about. We enjoyed Bollywood dancing in PE this week and we have also talked about our new BIG question in PSHE: What is bullying? See if we can tell you about the words and actions that can affect others in good and bad ways that we talked about in class.</p>
<p>Year 3</p>	<p>Year 3 have had a great week learning about Diwali; we learned Bollywood dancing and make lanterns. We have enjoyed our first week of Netball in P.E and have been learning about how we could have a balanced diet in Science. In English, we have been identifying the features of a recount; we read the story 'Stone Age Boy' that is the text linked to the recount we are going to be studying. In Maths, we have been using the formal written method using columns to add/subtract 3 digit numbers that require exchanging. Can you child show you how to do this?</p>
<p>Year 4</p>	<p>In Geography, we have been learning about deforestation and the different layers in the rainforest. What are the 4 layers in the rainforest? We have been learning about Diwali this week; we took part in a dance workshop, a Diwali assembly and made Diwali bells. In PE, we have started our unit of gymnastics. We created a range of partner balances this week developing our body and muscle tension.</p>
<p>Year 5</p>	<p>This week in Year 5 we have started a new book in English. We are reading Cosmic by Frank Cottrell-Boyce. Ask your child what they think of the book and what they think might happen? In Science, we are continuing to look at planets and we have been experimenting with craters and recreating phases of the moon. We have also taken part in Diwali activities this week which has been really interesting. In P.E, we are continuing with Hockey but are also beginning a new dance unit. What different types of dances do you know of? We have already started off this half term with lots of events and learning. We cannot wait for all the other brilliant things we have lined up.</p>
<p>Year 6</p>	<p>Year 6 have had a fantastic week celebrating Diwali! We had a fabulous time learning a Bollywood dance sequence and created some beautiful rangoli patterns using batik - ask us how we did it. The zoom assembly about Diwali was really informative and we enjoyed the discussion session thinking about key questions. In English we have written some poems about Pandora focusing on effective language choices and we have started to develop our still life sketches in Art.</p>

# E-Safety

for parents and carers

All National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one app of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, facts and tips for adults.

## What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivaling platforms such as TikTok and Instagram.

### CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Meep have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

### EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily. Spotlight Challenges give users the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

### INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

### SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshot first – users have found alternative methods to save images, such as taking pictures with a separate device.

### DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beauty' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

### VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking in to locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

### CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.

### TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

### CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #Challenge like TikTok: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMap, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in: strangers, bullies and groomers could use this information to engage in conversation and arrange to meet in person.

### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or misquoting as someone else, for example).

### 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.



NOS  
National Online Safety  
#WakeUpWednesday