

Abacus Primary School

Newsletter 500

22/9/23



It's just under two weeks before the circus is coming to Abacus on Thursday 5th October 2023. Children are invited to come to school dressed as circus performers. They will be taking part in a circus workshop during the day and we have a circus themed lunch planned.

There is still time to purchase tickets if you haven't yet at: <https://www.pta-events.com/faps-abacus/> (copy link)
Gates will open at 4.45pm—there will be some stalls and food and refreshments for sale. The pre show starts at 5.45pm and the main event starts at 6pm. Thank you to the 10 families who have offered to have a Temme English board on their property to advertise the event.

Thank you to all the children who entered the circus drawing competition and well done to Annabelle T (KS1) and Olivia S (KS2) for their winning drawings. You will be able to see their art work in the programmes on the evening.



If you would be happy to have a Temme English board in your garden to advertise the circus, please let FAPS know by emailing:

faps@abacus.essex.sch.uk



Next week, we will be on **WEEK 2** of our Summer menu.

Thursday 21/9/23

NATIONAL FITNESS DAY

To celebrate National Fitness Day, children were invited to come to school in their PE kits and the Sports Ambassadors ran a challenge at break time.



First, children took part in an active warm up and then each class competed in a shuttle relay to see how quickly they could run and pass the baton.

Well done and thank you to our Sports Ambassadors for leading these sessions.

To access the Autumn edition of the magazine, please copy and paste the link below.

<https://magazines.raring2go.co.uk/brentwoodandbillericay/autumn2023/>



MISSION DETAILS:

- Venture into Chelmsford between **Monday 23 and Sunday 29 October** to discover the city and the universe beyond with the 'Out Of This World' trail.
- Navigate your way through the High Street to identify giant inflatables replicating the eight planets within our Solar System, displayed within some of our incredible businesses.
- Complete the trail to learn the order of the planets and discover some other hidden surprises along the way...

GALACTIC ACTIVITY PROGRAMME:

'Out Of This World' will also bring a range of FREE galactic family fun throughout the week! Including Chelmsford Science Festival space activities, face painting, VR, theatre workshops, arts and crafts and so much more! In partnership with ARU's Chelmsford Science Festival and sponsored by Teledyne E2V.

To find out more-

<https://www.chelmsfordforyou.co.uk/>

LET'S CELEBRATE!



Well done to Mae and Samuel for their achievements in dance and Kung Fu

If your child is wearing a smart watch to school, please ensure that the phone, text and photos options are not active during school time.





NEW INTAKE SCHOOL TOURS

Our school is holding tours for prospective parents on the following dates:

TUESDAY 31ST OCTOBER

THURSDAY 23RD NOVEMBER

MONDAY 8TH JANUARY

We are holding 3 sessions on each of the above dates:

9.30am, 10.45am & 1.30pm

The tours will last for approximately 45 minutes and begin with a presentation sharing key information about our school, followed by a tour led by our "experts" in Year 6.

Please contact our school office on 01268 571018 to book a tour.

Tours are by appointment only

We look forward to meeting you all!

Our Curriculum



<p>Early Years Foundation Stage</p>	<p>We cannot believe it is Friday already! What a brilliant start to foundation we have had. The children are beginning to settle well and already showing independence in sorting out their own snack and asking for lunch. We have enjoyed playing lots of games and activities to help the children get to know each other and for us to get to know them. Well done on a fantastic start to your Abacus journey.</p>
<p>Year 1</p>	<p>A very busy week in Year 1. We having been doing lots of writing focusing on capital letters and in Maths we have been learning the importance of counting, backwards, forwards as well as finding one more and one less. We also had our first Science lesson looking at how the weather changes across the seasons and learnt a song to help us. In PE we have carried on with learning to create a sequence of movements in gymnastics and moving in different ways in an open space.</p>
<p>Year 2</p>	<p>We have had a very busy first couple of weeks in Year 2 and have almost written a whole new warning tale story together. We have been working really hard to remember to use our full stops and capital letters in our writing, and to use interesting vocabulary to describe our monsters. In PE we are showing great control in both gymnastics and ball skills, we have had lots of fun starting to learn our songs for our Harvest Festival - it's going to be amazing! In Maths we have been showing how confident we are with understanding the value of the tens and ones numbers in numbers to 100. We are getting used to how busy things are in Year 2 and having lots of fun learning about the Great Fire of London in our reading lessons and our History lessons too.</p>
<p>Year 3</p>	<p>In English, we have been writing a class fable that includes a moral. We can't wait to write our individual versions next week. In R.E, we have been learning about the meaning of commitment; we enjoyed seeing all of the children's awards to show their commitment to different clubs. In maths, we have been counting hundreds, tens and ones as well as partitioning them. We enjoyed singing a song 'Let your spirit fly' in music and using apparatus to create balances in gymnastics.</p>
<p>Year 4</p>	<p>Year 4 is off to a flying start! In English we are reading Rainbow Bird which is an Aboriginal folk tale that has been retold by Eric Maddern & Adrienne Kennaway. We have been looking at the key features of a diary entry which is a continuation of Year 3. Maths has been learning about place value, partitioning and using number lines and in Science we have been learning about Sound. Ask your child how they hear. PE on Tuesdays, we're learning how to play Hockey and on Thursday we have been practicing our skills in Basketball with Mr Adams. It is great fun! Ask your child what the class book is.</p>
<p>Year 5</p>	<p>What a busy start to Year 5! In Maths we have been adding 10, 100 or a 1,000 to a number up to 1,000,000 focussing on the place value of digits. In English we have been looking at the setting of our class book 'Kensuke's Kingdom' and using expanded noun phrases to add detail and description to what we write. We have also looked at the character traits of the two main characters. In Sci-</p>
<p>Year 6</p>	<p>Year 6 have had a brilliant start to the term! We have been enjoying reading our class book 'Who Let the Gods Out?' and have been focusing on creating dialogue between the characters. We have also studied various myths, including Theseus and the Minotaur, and look forward to writing our own next week. Ask us to tell you about our favourite one! Linked to this, we have been learning about Ancient Greece in History, considering the achievements that were made during this time period and thinking about whether we would have preferred to have lived in Athens or Sparta.</p>

eSafety

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about

WHATSAPP

AGE RESTRICTION

16+

In UK and Europe;
rest of the world 13+

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

...MSG ME...

WHAT ARE THE RISKS?

EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a "Forwarded many times" label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual, either.

ONLINE

'VIEW ONCE' CONTENT

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content – but a recently added WhatsApp feature now blocks this, citing increased privacy.

CHAT LOCK

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

VISIBLE LOCATION

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safe on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

Advice for Parents & Carers ...TYPING...

EMPHASISE CAUTION

Encourage your child to treat unexpected messages with caution: get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

THINKING BEFORE SHARING

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

ADJUST THE SETTINGS

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

CHAT ABOUT PRNACY

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'Locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

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.



...HEY OSCAR...



National Online Safety®

#WakeUpWednesday

Source: <https://blog.whatsapp.com/an-open-letter> | <https://iaq.whatsapp.com/10770883958232> | https://iaq.whatsapp.com/38005990189245/?helpref=hc_fnav | <https://www.whatsapp.com/security> | <https://blog.whatsapp.com/chat-lock-making-your-most-intimate-conversations-even-more-private> | <https://www.curo.com/learn/whatsapp-scams>

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.09.2023



Special Educational Needs
& Disabilities

Below is a Focus on support in schools as set out by our Local Authority

Most children with special educational needs and disabilities can receive the help they need in mainstream education.

This includes when at nursery, at primary or secondary school or at college.

If you think your child might need extra support, there are people you can speak to.



Essex County Council
Special Educational Needs
and Disabilities (SEND)

Who to speak to

The first person to speak to could be your child's teacher. Trust your instincts and speak to who you feel knows your child best.

Many issues can be addressed by a class teacher. If your child's needs are more than their teacher can help with, they can refer you to the Special Educational Needs Coordinator (SENCO). They can work with you and professionals to plan support for your child.

One Plans

Schools can put together a support plan for children and young people with extra needs. In Essex we call this a One Plan. They can help young people to achieve their goals.

You can watch video about what a One Plan is and how it can help on Essex County Council's YouTube channel.

How it can help your child

A One Plan can help identify who is going to do what, when, how often and for how long. One Planning includes reviewing the child or young person's progress based on their own goals.

This is a way to build on what's working and changing what's not. It's a way to address needs that are not met. If the plan helps with progress towards these goals, it's effective.

How the plan is made

This plan is developed, shared, and used by all the people working with the child or young person.

How to prepare for a conversation with your school

It can help to write down a list of things you have noticed to speak to your school about.

This could include:

- what makes you think your child has special educational needs
- what people working with your child have noticed
- find out what you can do to help



What an EHCP is

An Education, Health and Care Plan (EHCP) is a legal document that sets out a child or young person's special educational, health and social needs and how those needs should be met. It sets outcomes that the child or young person wants to achieve in life.

They are regularly reviewed to make sure the support your child receives is working for them.

When an EHCP can help

For most children, all schools have resources that can support them. In Essex you can use a One Plan to help make a long-term plan of action for your child.

In some cases, this is not enough. EHCPs are for children and young people aged up to 25 who need more help than is available through special educational needs and disabilities (SEND) support. You do not need a medical diagnosis to apply for an EHCP.

These plans are for when you have tried all other options and still need more help.

Myth busting

Children and young people with a medical diagnosis e.g. ADHD, should have a One Plan

False – Children and young people whose needs can be met within universal 'ordinarily available' provision do not need a One Plan. Conversely, many children and young people without a diagnosis but presenting with a need will need a One Plan.

One Plans should be reviewed termly

False/True – One Plans should be reviewed at least every term. For some children or young people, more frequent One Planning will be required.

All the important people in a child or young person's life could contribute to their One Planning

True – A One Plan should be co-produced with a child or young person, their parents and carers with input from other important people in their life. It should not be created by a school or setting and passed to a parent or carer as a document to inform them about what the school or setting is doing.

For More
Information



<https://send.essex.gov.uk/help-learning/help-available-mainstream-education>

<https://send.essex.gov.uk/help-learning/make-plan-action-support-your-child>

<https://send.essex.gov.uk/help-learning/help-people-high-support-needs>

<https://www.youtube.com/watch?v=4BC9RkC-eGQ>