

Dear Parents and Carers,

We hope you have had a good week and that you are safe and well. We have definitely enjoyed expressing ourselves as part of Children's Mental Health Week this week and we hope that you did too.

Monday morning's assembly was a really good introduction to the week and helped us think about different ways we can express ourselves by being creative and using our imaginations. We all have different outlets to express ourselves, whether it's getting active or being artistic and this week was a really good chance to think about what helps us to stay mentally healthy. We loved seeing everyone 'dress to express' today, whether in school or at home. Please do send in your photo's of these expressive outfits and we can feature them in next week's newsletter.

Of course, mental health is always important to us at Grovelands, whether it is children, staff or anyone in the community and we will continue to make sure this is a priority. This week, we also had a 'Time to Talk' day - it's always important to have someone to talk to when life is challenging. We shared a really useful set of links earlier this week, which collects all of the resources available to you in Surrey, either for your child or yourselves, so do take a look. Of course, you can always get in touch with us if you have any concerns about mental health and we will always be able to help.

Thank you to the fantastic group of parents who joined the 'Emotion Coaching' webinar held by Mrs Anning earlier this week. This was a really useful session which was all about helping young people to manage their emotions. You can catch up with the webinar at the following link if you missed it—<https://youtu.be/LNaLmgGfXBY>

We have also shared a number of resources that were used in this session, including sensory snacks and relaxation techniques, all of which we think you will find really useful. A huge thanks should go to Mrs Anning for running these really useful sessions and collating the resources. You can find out about future sessions later in the newsletter.

I would also like to thank all of the parents who have shared their views on our remote learning offer through the survey sent out earlier this week. We are overwhelmed by the positive feedback we have received and we're really pleased that our flexible approach, with a mixture of pre-recorded content and live support, has been so well received. Of course, there are always things that we can improve upon and your constructive feedback is really appreciated. We will be reviewing this next week and will communicate the outcomes with you. If you haven't had a chance to complete the survey yet, there is still time and we welcome all viewpoints.

Have a great weekend.

Mr Daniel Tuck
Headteacher

Office: 01932 227816 (8.30am—3.30pm)
Email: info@grovelands.surrey.sch.uk
Web: www.grovelands.surrey.sch.uk

Please do not visit the office unless it is urgent – all enquiries should be made by phone or email.

Diary Dates

8 Feb	Inclusion Coffee Morning—How to support your child with maths at home—9.30am
25 Feb	Inclusion Coffee Morning—Zones of Regulation at 9.30am
31 Mar	Break up for Easter
1 Apr	Inset Day
19 Apr	Children return to school
3 May	Bank holiday
6 May	Inset Day
24-28 May	YR6 Land and Wave Residential
28 May	Break up for half term
9-11 Jun	YR5 Marchants Hill Residential
23-25 Jun	YR4 Marchants Hill Residential
21 July	Break up for Summer

Safeguarding

If you have any concerns about a child who attends the school, it is important you inform a DSL staff member immediately. Please contact us at: dsl@grovelands.surrey.sch.uk.

Alternatively, you can pass any concerns to Children's Services directly on: 0300 470 9100.



This week we would like to share a Parent Factsheet regarding Fake News and Disinformation Online from the Safeguarding Training Centre which can be found at the end of the newsletter.

Please let us know if you need any specific online safety help or advice.

In class this week...

NURSERY

This week our learning in Nursery has been based around the story 'The Gingerbread Man'. We have talked about the structure of the story and independently sequenced pictures of the story. In maths we have been counting the buttons on the gingerbread man and matching a variety of patterns. We also introduced the children to the five senses and had a fun smelling activity for them to try. At the end of the week we enjoyed making our own gingerbread men, yum!

RECEPTION

This week in Reception we have been reading the story 'The Smartest Giant in Town.' We discussed what happened in the story and the different characters. We created different outfits for the giant. In maths we discussed length and the associated words, such as longer, longest, shorter and shortest. We compared the length of our toys and our families. We also enjoyed keeping active with Go Noodle. We have loved seeing your 'Children's Mental Health Week' activities and all your photos of 'Dress to Express' yourselves. Well done!

YEAR 1

Year 1 has been very poetic this week. We have looked at lots of poems and have thought about rhyme and adjectives. We have collected lots of winter words in preparation for our continued learning in English next week where we will be creating our own poetic masterpieces. In maths we have been working with numbers to 50 and have used/looked at lots of pictorial representations of numbers. It's a great idea to practise counting forward and backwards to 50. We have enjoyed activities in children's mental health week and wish you all a lovely weekend.

YEAR 2

We started a new maths topic this week in year 2, statistics. We've learnt how to create tally charts and interpret pictograms - the adults in year 2 were really impressed with those children who went above and beyond this week to create their own tally charts! In English, we've been looking at Morph animations and we've designed/created our own characters ready for our superwrite next week. Lots of year 2 took part in the additional challenges that were set for Children's Mental Health week and we've loved seeing what some of the children have been up to!

YEAR 3

We have been getting stuck into the fabulous book by Ted Hughes, 'The Iron Man'. The children have read it and come up with creative ways of showing their understanding of the text in writing and drawing of their own creature and battle scene. This week in maths, we have been solving multiplication and division problems using resources to help us. In topic we have continued to learn about famous people in history. During PE this week, we have combined Children's Mental Health week activities and focused on expressing ourselves through movement. Year 3 have also been expressing themselves through art and sharing their thoughts and feelings in PSHE.

YEAR 4

Year 4 have continued to enjoy their book 'Nothing to See Here Hotel'. The children have been sharpening their prediction skills by thinking about what is going to happen as the story progresses. The children in school believe the prince is hiding some sort of magic under his turban! We can only find out by reading on... In maths, the children have been exploring area and measurement and have learnt how to measure the space inside a shape. It is Children's Mental Health Week, and Friday we have asked the children to choose a song that brings on the weekend and dance to it at home! Looking forward to seeing what songs have been chosen

YEAR 5

Year 5 have been writing descriptions of a sunset over pyramids employing all their senses to convey the atmosphere and setting. In maths we continue to work on our knowledge of fractions looking at mixed, improper and fraction number lines. In history we have done a virtual tour of the British Museum looking at all of the mummies that are kept there and we have started the process of mummifying bananas. In art we are designing our own Egyptian death masks. Year 5 have also been expressing themselves through art and creative activities as part of mental health awareness week.

YEAR 6

Year 6 have written letters attempting to persuade Britain to change its single-use plastic ways. We, as a country, are responsible for 2.4 million tonnes of plastic in our oceans every year. This plastic then entangles and suffocates marine animals, and is ingested by sea creatures, effectively poisoning them. It's pretty horrific, and now we know, we are going to do our best to change our habits-and our planet- for the better. In maths we've been asking, 'What's the same? What's different?', which is our starting point for algebra. In history and art we are learning about the ancient Maya, designing traditional Mayan masks.

CERTIFICATES



Achievements

Writers of the Week

Reception

Eva
Ethan P
Faria
Rose
Kayla-Hope

Year 1

Zoe
Harrison
James
Martin
Esther
Joshua
Hollie
Jacob

Year 2

Cameron
Dominic
Eira
Fynn
Lewis

Year 3

James
Kaitlyn
Alfie
Seren
Isla H/Jack
Rosie
Isla R/William
Roan
Kara
Lucas/William
Victoria LR/George H/
Joe P/Kai
Emily K/Evie B/James R

Year 4

Lily-Rose
Ella
Melody
Freddie
Scarlett
Sophie
Olivia
Evie
Jess

Year 5

Lily
Harley
Niamh
Belal
Rosie

Year 6

Fred
Emily
Muntaha
Grace
Yosef
Jack

Please see the achievement assemblies in Google Classroom or Tapestry for Reception.

Reception

Harry B
Sullivan

Year 1

Fynn
Hollie

Year 2

Maciej
Mia

Year 3

Caris
Venoth

Year 4

Chloe
Caitlin

Year 5

Anusha
Oliver

Year 6

Maya
Fred

Lexia Superstars

Nicholas—Dolphins
Jayden—Seals
Emma—Giraffes

WELL DONE EVERYONE

Inclusion Parent/Carer Coffee Mornings (SEND/EAL/Pastoral)

How to support your child with home learning

Grovelands Primary School invites you to weekly virtual coffee mornings to discuss how to support children with SEND (special education needs and/or disabilities), EAL (English as an additional language) and pastoral (wellbeing of the whole child) needs at home with remote home learning activities.



Monday 8th February 2021 - 9:30 - 10:30am

How to support your child with maths at home

Join Zoom Meeting

<https://zoom.us/j/93942638834?pwd=UmNrTW1TWkZXTGN3aWdGRGJFSDRmdz09>

Meeting ID: 939 4263 8834

Passcode: bC81rp

Thursday 25th February 2021—9.30—11.00am

Zones of Regulation

Join Zoom Meeting

<https://zoom.us/j/97564082675?pwd=bUQ3bjhCMnJQSIM1TkxFMVJ3Yi9KZz09>

Meeting ID: 975 6408 2675

Passcode: wy2xq1



We look forward to seeing you at the above sessions, but should you are unable to join any of them, they will be recorded and circulated for you to watch at a later date. Previous session can be accessed below.

Thank you - Mrs P Anning

Emotion Coaching

For those of you that were unable to make this webinar, please use the link below to view this session:

<https://youtu.be/LNaLmgGfXBY>



How to support your child with writing at home

For those of you that were unable to make this webinar, please use the link below to view this session.

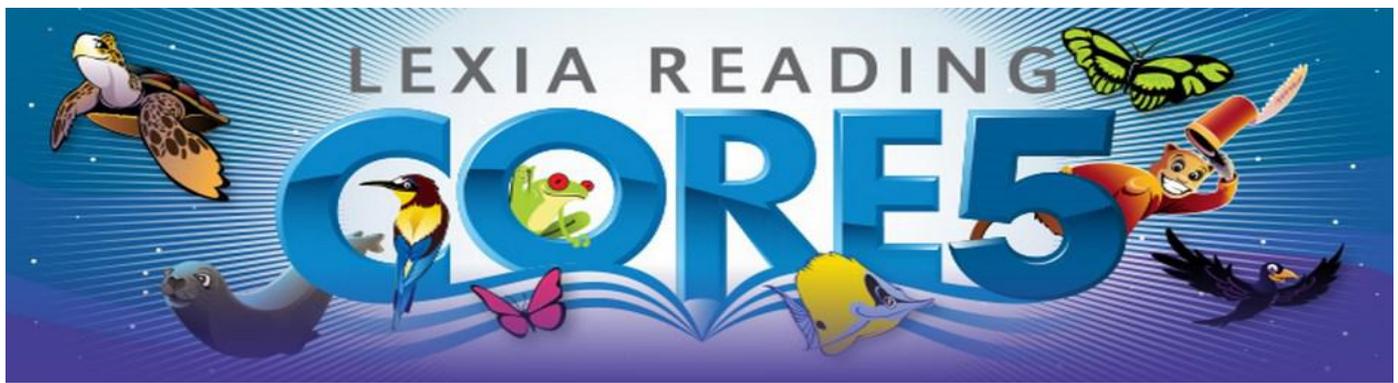
https://youtu.be/xzNveF_DVEg

How to support your child with reading at home

For those of you that were unable to make this webinar, please use the link below to view this session:

<https://youtu.be/vHd7VhfQD9I>





Whilst working remotely from home, please ensure your child is completing their weekly Lexia challenges. If your child has a Lexia account, their username and password are stuck in the inside cover of their reading record. If you are unsure as to whether your child has a Lexia account, please do email your class teacher at year_teacher@grovelands.sch.uk.

Lexia Reading Core5 is a fun computer-based program that builds on the classroom curriculum and focuses on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. We encourage that you use Lexia Reading Core5® at home, so that your child can get extra practice in all of these six important areas.

Here's how Lexia Reading Core5 works:

- Your child begins Core5 at a starting point that fits his or her needs and works on online activities throughout the week.
- Online activities include direct instruction and feedback as your child learns new skills.
- Progress and performance in the program is reported, so teachers can provide help when needed.
- Paper-and-pencil activities are also used for practice and may be done in school or brought home (when the school is fully opened).
- Achievement certificates are sent home to celebrate success and to show progress in the program.

Getting started is easy!

1. To use on a computer, go to www.lexiacore5.com.
2. To use on an iPad, iPad mini, or Android* tablet, download the free Lexia Reading Core5 app from the App store or the Google Play store. *Android support is limited to these devices: Samsung Galaxy Tab 4 and Tab S2, and Google Nexus 7" (2012 and 2013) and 10". The app will not work on other devices, including Kindle.
3. Your child's login details are: Username: First name and initial of their last name e.g., PardeepA Password: First name and initial of their last name, plus the number of their year group e.g., PardeepA6
4. The first time your child uses Core5, you will need to enter the teacher email shown below: lexia@grovelands.surrey.sch.uk
5. It is important that your child works without any help while using Core5. All of the work your child does at home is recorded and reported to the school. This way, your child's class teacher can see when help is needed and provide additional instruction at school.

Each week, we celebrate the Lexia Superstars which includes children working remotely. If there are any problems with accessing the program or if you need the username and password resent, please do not hesitate to contact your class teacher at year_teacher@grovelands.surrey.sch.uk.



**FREE - Autism in the Classroom
Webinar
for families, schools and
professionals**

**Explore ideas to help support
Autistic children in the classroom**

45 minutes on Zoom

7:00pm Wednesday 24th February

**For more information please
contact info@heleneaton.co.uk**



APPEER

Appeer is a new group set up in Surrey to support neurodiverse women and girls. They are currently looking to provide training for parents/carers to support ASD both at home and in school. In order to provide a relevant and thorough training programme, they would like parents/carers of children in ASD to complete the questionnaire below:

<https://docs.google.com/forms/d/e/1FAIpQLSfNTb2E7P1FyWaBaxqA9pNp74FqN6ffDpqqAWHGKURc4hvGA/viewform>

Surrey Family Help Hub

Help is at hand

We all need a bit of help sometimes, especially when managing the highs and lows of family life.

Surrey Families Help Hub is a brand new service. They are starting small, so at the moment their help is focused on children's behaviour – from babies to teens.

They can help you find useful information, advice and support for those times when you need it.

For further information please visit their website at

<https://www.surreysfamilyhelphub.org.uk/?view=category>



Fake news and disinformation online

What's the problem?

Fake news is false or misleading information presented as genuine news.

Fake news and disinformation have been linked to radicalisation by extremists and attempts to skew people's world views. Extremist narratives relating to coronavirus include:

- ◇ Antisemitic conspiracy theories blaming Jewish people for the spread of the virus or suggesting it's a 'Jewish plot'
- ◇ Claims that British Muslims have flouted social distancing rules
- ◇ Anti-Chinese hatred
- ◇ Isis-inspired narratives about how coronavirus is a divine punishment for the 'sinful behaviours' of the west
- ◇ Extreme right-wing conspiracies that society is collapsing and far-right groups can accelerate its end

Reading information like this can upset or worry your child unnecessarily. Fake news also helps create a culture of fear and uncertainty, with children trusting reputable news outlets less as a result of fake news.

How can I help my child spot fake news online?

Tell them to ask themselves:

- ◇ **What's the source?** Is it a reputable news source, and are mainstream news outlets reporting it too?
- ◇ **When was it published?** Check the date an article was published, as sometimes old stories are shared on social media. This could be an accident, or it might be to make it look like something happened recently
- ◇ **Have you seen anything similar elsewhere?** What happens if you search for it on Google or check it using a fact-checking website like Full Fact?
- ◇ **Do the pictures look real?** Images might have been edited. They might also be unrelated images that have been used with the story
- ◇ **Why might this have been created?** Could someone be trying to provoke a specific reaction, change your beliefs, or get you to click a link?

Encourage them to **read beyond the headline** too. Many people share stories having just read the headline, then discover the actual story is quite different.

Point them to the government's SHARE checklist (<https://sharechecklist.gov.uk/>) and advice from Childline (<https://bit.ly/3oYfsqd>) too.

What signs of radicalisation should I be alert to?

It's worth knowing what signs to be alert to, just in case. If you do see these signs, it doesn't necessarily mean your child is being radicalised – it could be nothing at all, or it could be a sign that something else is wrong.

- ◇ Becoming more isolated from friends and family
- ◇ Not being willing or able to talk about their views
- ◇ Becoming more angry
- ◇ Talking as if from a script
- ◇ A sudden disrespectful attitude towards others
- ◇ Being more secretive, especially about their internet use

Sources

This factsheet was produced by [Safeguarding Training Centre from The Key: thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

[How to spot fake news, Childline](https://www.childline.org.uk/get-involved/articles/how-to-spot-fake-news/)

<https://www.childline.org.uk/get-involved/articles/how-to-spot-fake-news/>

[COVID-19: how hateful extremists are exploiting the pandemic, GOV.UK – Commission for Countering Extremism](https://www.gov.uk/government/publications/covid-19-how-hateful-extremists-are-exploiting-the-pandemic)

<https://www.gov.uk/government/publications/covid-19-how-hateful-extremists-are-exploiting-the-pandemic>

[Safeguarding – Prevent in education, Education Scotland](https://education.gov.scot/improvement/learning-resources/safeguarding-prevent-in-education)

<https://education.gov.scot/improvement/learning-resources/safeguarding-prevent-in-education>

[Fake news and critical literacy: final report, National Literacy Trust](https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/)

<https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>

[Protecting children from radicalisation, NSPCC](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/)

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

[Upsetting coronavirus content online, NSPCC](https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/)

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/>

[SHARE Checklist, GOV.UK – HM Government](https://sharechecklist.gov.uk/)

https://sharechecklist.gov.uk