



South Grove Primary School

NEWSLETTER 27 2023-2024

22nd April 2024

Dear parents and carers

STARS OF THE WEEK W/C 22.4.24

N- AM	UZAIR	3B	DENIZ
N - PM	OUASSIM	3H	GEORGE
RR	HIRAH	4P	RAHEEM
RS	RAY	4SH	TEHAILA
1A	SOFI	5G	YOUCEF
1L	SOPHIA	5Y	MAARIYAH & KOBBY
2DM	ILYAS	6F	FATOUMATA
2F	AMELIA	6M	SHAHMIR

PLM - THEA

SPORTS STARS - ANDREI & FARES Y6



ATTENDANCE AND PUNCTUALITY W/C 15.4.24

Best Attendance ☺ **3B 99.6%**

Special mention to 2DM & 6F 99%

Best Punctuality ☺ **2F, 3H & 5G**

Class that needs to improve their attendance **3H 88.4%**

Class that needs to improve their punctuality **RR, RS & 4P**

Overall School Attendance this year = 94.3%

HAPPY ST GEORGES DAY!

Our whole school assembly on Friday was about St George as the patron Saint of England, as it is St Georges Day on Tuesday 23rd April. Although St George is the patron saint of England, he is also celebrated in other countries.

Year 6 explained that a patron saint is the protecting or guiding saint for a particular person or place. St George is the patron saint of England, St Andrew is Scotland's, St Patrick is Ireland's and St David is the patron saint of Wales.

Many myths surround St George, but the essence of his story remains the same. He was a brave knight who lived many centuries ago. His most documented achievement is that he fought a fierce dragon to save a princess. In doing so, he set the people free from future misery by ridding them of the terrifying creature.



It is this bravery that most people associate with St George, whether it's fighting unpleasant external forces such as the dragon in his story or symbolically overcoming our own dragons or fears. The children re-enacted the story of St George and the dragon, and whilst we may not be physically brave like St George, we can be brave by not following the crowd when we know that something is wrong or by doing things that make the world a better place. Even if our deeds are not seen, we can know in our hearts that it was the right thing to do.

Refuse to join in with others if they are being unkind about someone else, whether they're doing it in front of them or behind their back....

Be fair and have integrity, even if it goes against our own interests or opinions

The children gave their own ideas of knowing what the right thing to do was....

Be kind to each other

Express our feelings to others

Give food to people

Think about sharing if you have too much

Challenge:

Next time you find yourself wanting to say, 'Why should I?' Challenge yourself and ask, 'Why shouldn't I?' instead!



Today's Reflection:

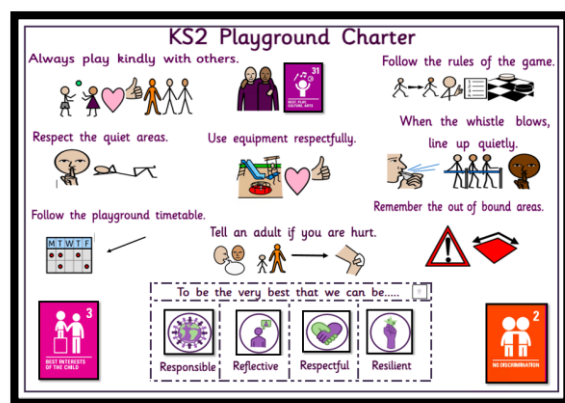
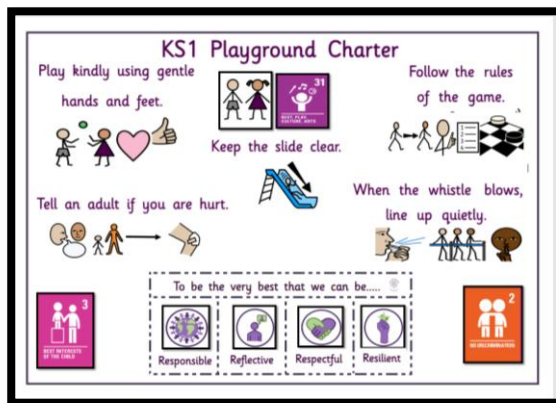
- Let's reflect on St George by helping others to make the world a better place.
- That helping others is its own reward.
- Let's find the courage within ourselves to do the against the crowd.
- Let's always try to follow the truth and to do what is helpful for others.



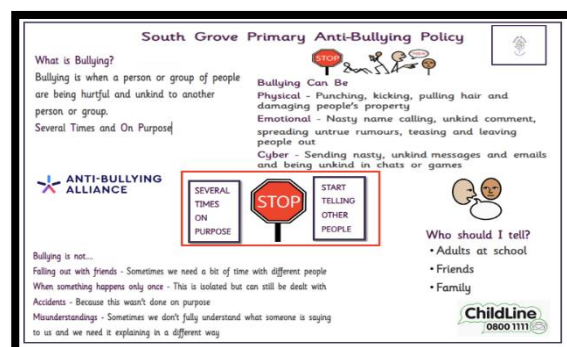
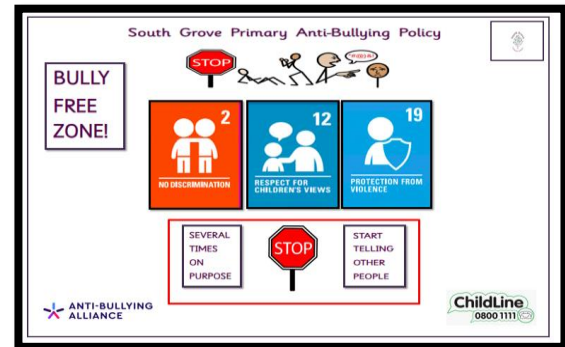
Class and School Charters

The School Council have been very busy designing Playground, Dining Hall and Anti-Bullying Charters to remind the children of how we wish everyone to behave and to follow the 4 R's.

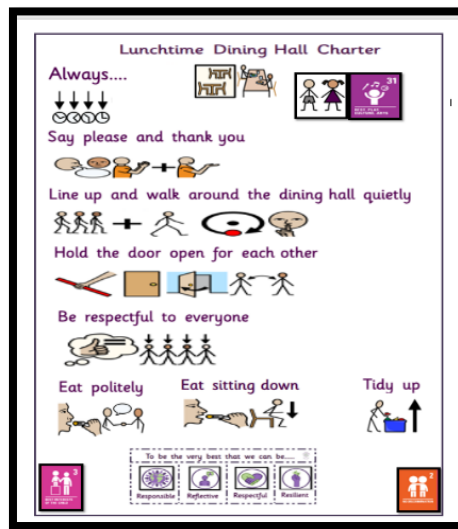
Play Ground Charters



Anti-Bullying Policy



Dining Hall Charter....



School Gates....

As from this Wednesday 24th April we are closing the gates very promptly at 8:45am.

The school day begins at 8:45am which means the children should be in their classes learning from this time onwards. If you arrive 5 or 10 minutes after that it will mean the children getting into class late and missing the beginning of the day. The children get very unsettled by this.

We do open the school gates promptly at 8:30am and many families are there waiting at this time. Please help us get the children in on time so that they do not miss the beginning of their day.

Letters will be coming home to remind key families of how much time they are missing due to this.



If your child has been offered a place in our Reception class for September from the borough's Admissions department, you will soon be also receiving a letter from us. Remember you must accept the place with Waltham Forest Admissions by 30th April

If you did not get the school that you were hoping for, the Admissions department will automatically put you on a waiting list for your higher preference schools until 31st December. **After this time you must reapply to Admissions if you want to continue to stay on the waiting list for South Grove.**

CLUBS & Activities

Clubs start this week

Make sure you've signed up for the many great after school clubs on offer. Some clubs are already full but there may be an alternative – the Google Form will say if a club is full or you can check at the office.

Remember that places are limited and not guaranteed until payment has been made on ParentPay (we no longer take cash in the office). You will only be informed if you do NOT get a place.

Unfortunately, if there are not enough children to make up a club it may have to be cancelled.

Music clubs and choir start this week too – so don't forget if you signed up for Choir, it starts tomorrow after school **3:15 - 4:00pm** with Ms Forbes



Most Clubs end week commencing 8th July with a couple of exceptions – please refer to the original letter you were sent to sign up and please make a note on your calendar.

MAKATON BUDDIES

word of the week:

SKY



Write it on your calendar...
Please note the new dates for
School Games Days

Reception & KS1 - Monday 24th June
KS2 - Thursday 27th June

Both will take place in the morning and families are welcome to come and cheer!

Friday 28th June is the reserve day in case of rain



Surprise Guest!

Today we were really lucky to have Joe Wicks, The Body Coach and star of lockdown PE sessions, come into school to run a sporty workshop with some children in KS2! The children were very vocal in their enjoyment with great cheers coming from the hall as they joined in his inspiring, motivational and fun session.

He spoke to them about the importance of having a healthy diet, exercise and plenty of sleep are to keeping you physically and mentally fit, although he did also mention that the occasional treat is definitely allowed! He gave us signed copies of a couple of his books for the library so that the children who didn't take part can get inspired too.

He was only visiting a limited number of schools and we were chosen because one of his team is an ex South Grove pupil (thanks Jerome!) And thanks Joe for coming in – we loved it!



With my very best wishes

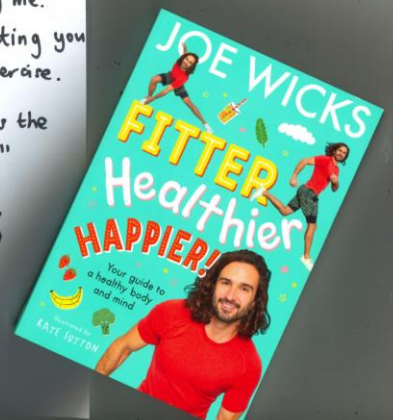
J. Maltwood.

Julie Maltwood
Headteacher

South Grove Primary
Thank you for having me.
I really enjoyed meeting you
all. Keep up your exercise.

"If you're gonna miss the
bus, miss it running"

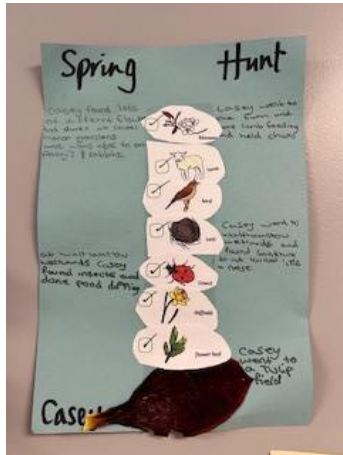
Joe Wicks



SOUTH GROVE LEARNING GALLERY

Nursery

Nursery have come back from their Spring Break having explored the world around them for their home learning project. They have carefully looked for signs that a new season is here, Spring, trying to find blossom, flowers, even lambs! The children went on Spring searches, visited farms, collected chicken eggs, drew pictures, made patterns with what they found. Back at Nursery they are very excited as we are looking after some tadpoles in our Nursery tank and learning about the changes that happen to them as they grow. We have also been planting seeds in our garden to help encourage insects to visit and get food and make their homes.



Reception

In the first week of the summer term we have enjoyed learning about our new topic of Flowers and Growing. To launch this topic we received a bouquet of flowers from Fred the phonics frog to say thank you for all of the help that the Reception children gave him in rescuing him from 'Pirate Pete.' We made still life observations of the different flowers using paint and other mediums, but first we looked at still life paintings by famous artists. We carefully examined the different shapes and colours to help us make fabulous still life flower pictures. We observed that not all flowers look the same and found out that they have different names.

In maths we recapped the process of sharing equally by sharing flowers between Fred and his friend Fredita. The helped us to explore the difference between odd and even numbers.

Furthermore, last week we found out all about the Muslim celebration Eid and some of us made Eid decorations.

On Friday we took part in the outdoor learning experience, we raced around outside looking for markers and cards labelling parts of our bodies. It was so much fun working together with our teams to win points.



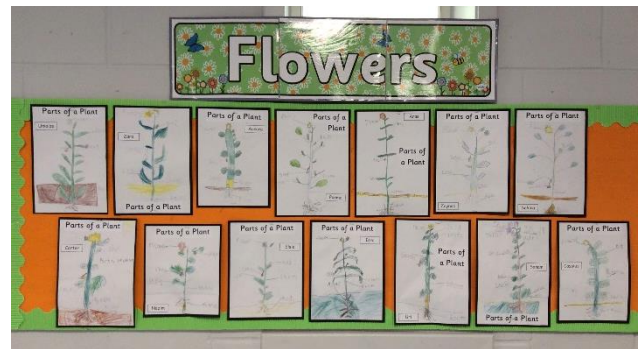
Year 1

We've had an exciting first week back in Year 1 as we started our new topic: flowers and insects. We began our exploration by focusing on the anatomy of flowers and insects. The children engaged in drawing activities, where they meticulously labelled the parts of a flower and noted the three main body parts of an insect — the head, thorax, and abdomen — as well as its six legs. This hands-on approach has been a wonderful way to deepen their understanding of the natural world.

Outdoor activities this week included orienteering exercises that allowed the children to practice teamwork and enhance their communication skills. Working together, they navigated our school grounds, which reinforced not only their sense of direction but also their ability to collaborate effectively.

In our English lessons, we explored the past tense, encouraging the children to describe past activities and events, which helps in developing their verbal and written expression. Maths lessons were very practical as we practiced counting in 2s and 10s, a fundamental skill that supports their understanding of number sequences and patterns.

In History, the children learned about the significance of bees through the ages and their impact on our environment and agriculture. This historical perspective ties beautifully with our main topic, linking the importance of insects and flowers to both past and present.



Year 2

Last week we were lucky enough to have visitors who taught us orienteering skills. We went in to the Key Stage Two playground and worked as a team to complete fun orienteering activities.



Year 3

As part of the outdoor learning experience, Year 3 thoroughly enjoyed taking part in the orienteering and science activities. They had to use their mental maths skills to quickly and efficiently solve the problems.



Year 4

Last week, along with the rest of South Grove, Year 4 thoroughly enjoyed the Outdoor Learning Experience (props to Red Team for taking the trophy!). We particularly enjoyed putting our knowledge of bones to the test, a callback to Autumn's 'The Human Body' topic. I'm sure you all missed my *humerus* bone puns.

Additionally, Year 4 began our current topic, Fashion, by looking at the work of artist Piet Mondrian. Look out next week for the finished pieces!



Year 5

Last week we were lucky to experience some outdoor learning brought to us by Enrich Learning. We had a go at orienteering in our playground. We were set out in teams that were named after famous explorers Tenzing Norgate, Neil Armstrong, Amelia Earhart and Matthew Henson. In our groups we had a map of the school that showed small signs with symbols, numbers and letters on them. We had to go and find the marking and list the letters we could find. The challenge was to make as many words as we could. We are looking forward to doing this again later in the summer term. Adventure is out there!



Year 6

Year 6 had an incredible active learning session on Friday where we combined Science and Maths with PE. We were split into teams of four and had to compete for the most points.

We started off by labelling the bones in the skeleton. We ran to get the key words in order to complete the diagram. We then put our problem solving skills to the test. We took part in an orienteering lesson where we had to find numbers around the playground (using our maps) in order to complete the challenge.

We had a great session and would like to say a huge thank you to Enrich!





Outdoor learning



During outdoor learning we were put into 2 groups - one team was red and the other green. One of the challenges we took part in was sorting our teams into height, age and alphabetical order by first name. We had a race to pick up a body part, which we then had to put in the right place on a skeleton. We took part in 3 fun outdoor activities that related to English, Maths and Science.





**WALTHAM
FOREST
ADULT
LEARNING
SERVICE**



FREE E- Safety Workshop

By attending this workshop, you will learn how to:-

- Keep your children safe when using the internet
- Teach your children to keep things private online
- Raise awareness of the digital footprint
- To protect personal information
- Identify what controls you can effectively put in place to protect your children

Time: 09:00 am – 11:00 am
Day: Tuesday 23rd April 2024

This course will be delivered by Waltham Forest Adult Learning Service at Southgrove Primary School

To enrol please contact the school office



For further information about the ALS
Email: adult.learning@walthamforest.gov.uk
Website: www.lbwfadullearning.co.uk

Waltham Forest



*its
tomorrow!!*

See below for important parental information about SnapChat.

What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+



WHAT ARE THE RISKS?

Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe – with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends – but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.



ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations – creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely – but which could also be used to track a young person for more sinister reasons.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add feature 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 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

In 2021, Snapchat rolled out a new safety feature: users can now 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 that they rarely communicate with, to maintain their online safety and privacy.



DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up – and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life – especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



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 sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading 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

Sources: <https://help.snapchat.com/hc/en-gb/articles/3266789368832-What-is-My-AI-on-Snapchat-and-how-do-I-use-it> | <https://values.snap.com/en-GB/news/early-learning-from-research-and-new-safety-enhancements> | <https://9to5mac.com/2022/04/19/snapchat-live-location-sharing-chatgpt/> | <https://help.snapchat.com/hc/en-gb/articles/702304046644>



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