

# Roxbourne Primary School

## NEWSLETTER

Friday 28th April 2023

### A great start to HT5

All children came back from Easter break well rested and enthusiastic for an exciting Summer term.

Week 2 has already been a very busy week with many enrichment activities and events happening, including the start of our school clubs programme, a basketball tournament for our Year 5 pupils at the Salvatorian College and the Circus workshop.

### Wednesday 26th April 2023 - CircusPazaz at Roxbourne

The Circus visited Roxbourne on Wednesday 26th! Both children and adults had a fabulous time. A big THANK YOU for the FORC team for organising the event and for our Roxbournee volunteers who helped out.

Well done to all for making this event a real success!



## Friday 5th May 2023 - King's Coronation Celebrations

On Friday 5th May, we will be celebrating the King's Coronation with an afternoon of fun activities to mark this historic occasion. The afternoon will include:

- A whole school picnic. If you wish your child to enjoy our special Coronation menu (details below), ensure you top up your child (ren) meal account on Arbor by Tuesday end of day.
- A free ice-cream for every child!
- Traditional British party games!
- A cake sale at the end of the day! (see details below)

We would also welcome you to take part in a Roxbourne Bake Off where there will be prizes for the best cake! See details below.





ROXBOURNE PRIMARY SCHOOL

## BAKE OFF COMPETITION

As part of the King's Coronation celebrations, we're challenging your child/ren to enter our Bake Off competition! Our Pupil Parliament will select the winner for each year group and prizes will be awarded!

PLEASE BRING YOUR CAKES TO SCHOOL ON FRIDAY 5TH MAY.

**PLEASE NOTE:**

- > THE CAKES MUST HAVE A LIST OF THEIR INGREDIENTS AND CANNOT CONTAIN TRACES OF NUTS.
- > MAKE SURE THE CAKE IS CLEARLY LABELLED WITH YOUR CHILD'S NAME AND CLASS
- > DO NOT SEND THE CAKES IN WITH ANY VALUABLE PLATES
- > CAKES WILL BE AVAILABLE TO PURCHASE AT THE END OF THE SCHOOL DAY!



For inspiration on different recipes, try these coronation based cakes:  
<https://www.edenprojectcommunities.com/recipes>

For more information, please contact Mr James at  
[jjames@roxbourneprimaryschool.co.uk](mailto:jjames@roxbourneprimaryschool.co.uk)



## The King's CORONATION



**Selection of Mini Wraps**  
Coronation Chicken, Cheese (v),  
Egg Mayo (v), Tuna Mayo

**Pizza Fingers (v)**

**Chicken Nuggets / Veggie Goujons (ve)**

**Plant Based Sausage Rolls (ve)**



**Crudites**  
Cucumber, Carrots & Cherry Tomatoes (ve)



**Chocolate Biscuit Cake (v)**  
(a Royal Favourite)  
**or**  
**Free From Lemon Shortbread (ve)**

 **edwards and ward**  
a recipe for success



# Year Group Updates

## Nursery Update

We've been super busy making potions and spells in Nursery this week! We've also made our own sparkly wands. This half term our topic is about Witches and Wizards. Our roleplay area has been turned into a Witch's kitchen where potions are being made and the witches and wizards are thoroughly enjoying flying on their brooms. Our focus story this week is about a witch and it's called 'Meg and Mog'. We have been learning about 1 more than in Maths.

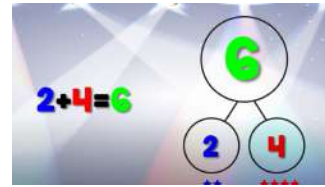
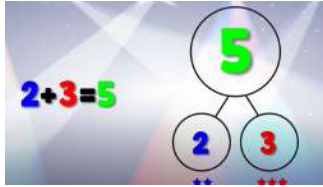
On Thursday pupils spent some time at the Circus learning new skills. They had lots of fun!



## Reception Update

Welcome back to half term five! Our new topic is Castles, Knights and Dragons. Over the last two weeks the children have learned about the interior and exterior features of a castle, the function of castles in the past and present. Along with this, children have also enjoyed learning our new story "The very last castle". It has been lovely to see how it has ignited the children's imagination. During busy learning, children have built a castle on a hill complete with towers and moat and named it Winister Castle. They have been pretending to be guards protecting the King and Queen.

In Literacy, Reception has moved on to whole class writing lessons, in which they have started to independently write sentences. In Maths, we have focused on developing a depth of understanding of the number 10 to 20 and will move on to learning and using money next week. Please continue to learn number bonds.



### Independence Challenges

The week after next, we will have our first independence challenge. Please help your child practise these skills

Week 4: I can cut food and eat using a knife and fork.

Week 5: I can change in and out of my PE kit.

### Show and Tell:

**Malvern and Torbay** houses will have time to show and tell.

**Phonics revision:** Learn set 2 special friends. Play the Phonics games click on the links below



[Reading](#)

[Spelling](#)

## Y1 Update

This week in Maths, we have been able to compare numbers within 100 on a number line. Additionally, we have also been able to use a **place value chart**. We know when a number has **greater** value because we can identify how many **tens** that value has- which helps us when we look at different **sequences** and **patterns**. In Writing, we have been able to box plan a **narrative** (from the story '*Small Knight and George*'). We know that when we use **adjectives** it helps our writing and paints a picture for the reader. Using our box plans has helped us when we started to write our **narrative**.

In Science, we have been learning about how the weather changes from winter to spring. We know that as the **season** changes from winter to spring, the days get longer and have more **daylight**. We also know that in the spring the temperature gets **warmer**. In the UK, we measure temperature in **degrees Celsius**. This week in Geography, as part of learning about **The United Kingdom**, we have been looking at what it is like to live in **Scotland**. We know that **Edinburgh** is the capital city of Scotland. In the Highlands there are large mountains called **Munros** and enormous lakes called **lochs**.

## **Phonics Workshop - Wednesday 3rd May 2023**

Please attend the **Phonics workshop** on **Wednesday 3rd May 2023 at 8:50 in the Lower Hall**. The workshop will be about the **Phonics Screening Check** and how to best support your child with **Reading**.



Please practise the sounds below with your child.

oo (zoo)

oo (look)

ar

### **Learning to blend lesson 22**





## Y2 Update

This week in Maths we have started our new unit of faces, shapes and patterns; lines and turns. We have focused on the properties of 2D and 3D shapes. Please continue to support your child with their development and knowledge of shapes. In writing this week we have been learning the features of a character description. The children then wrote their description using fantastic adjectives to describe the main character in our new class text 'Mama Panya's Pancakes'.

In Geography this week we have continued to learn and build our knowledge of Kenya. The children have been focusing on the landscapes and climate in Kenya. In Science we have been exploring recycling and how important it is for our Earth, the children have thought about things we can do as a Year group to help reduce the amount of waste we are currently producing.

Please continue to support your child at home with their homework and reading.

On Thursday the children spent the afternoon at the Circus learning new skills. They had a fantastic time!





**Reminder:**

**No tutoring on the 4th of May due to Parents evening.**

## Y3 Update

Welcome back to HT5 Year 3! It has been great to see that Year 3 have enjoyed their restful break and it was nice to hear about all of the different things they did.

This week in Reading, we have been reading a short story called 'Zoo Visit' written by Alexandria Brown. The children learned 6 new key vocabulary: **adopt**, **poacher**, **captivity**, **decline**, **sustainable** and **ethical**. They learned some very interesting facts about sustainable companies and the decline of African forest elephants due to poachers. They then applied retrieval and inference skills to answer questions about the story.

In Maths, we have continued with our topic on Time. The children learned how to measure time intervals. They then worked together in groups to solve a scenario about a journey, using their knowledge of reading a schedule and measuring time intervals to complete this.

In Writing, we continued with our genre of writing a setting description. The children first planned their ideas before they wrote their paragraphs about a forest. It was great to see many of the children using the key features, such as powerful adjectives and similes, in their writing.

On Wednesday, after school, we had a circus perform two shows after school. The following day Year 3 were very lucky to experience a circus workshop. They learned about different tricks that are typically used in a circus show before having the opportunity to practise themselves. The children really enjoyed themselves and were very excited! Have a look at the pictures below to spot the different tricks learnt!





Please continue to support your child by listening to them read every day for at least 15 minutes and filling in their reading record with comments afterwards. When they complete a book, they should also complete a quiz about the book on Accelerated Reader. **Please also support your child in completing their weekly Maths and Mental Maths booklets with the daily activities, alongside the Reading Comprehension booklet.** These should be signed and ready to be brought in on Friday.

## Y4 Update

This week in Reading, we have continued the extract 'Rain Player', a Mayan folktale about a man who challenges the god of rain: Chac. The children learned new vocabulary and applied these to their own sentences, and they answered retrieval and inference questions about the text. In Writing, we have been looking at creating setting descriptions using figurative language and expanded noun phrases in order to capture the mood. Our toolkit included grammar features such as prepositions and adverbials, which will also be used next week in independent writing.

In Maths, we have started looking at solving problems systematically. These word problems include last week's learning of measurements and money, and pupils are required to think about answering questions in steps.

In History, we have started our new and exciting topic of the Maya civilisation. We have learned about the Mayans and where they lived, as well as what the area was like. We investigated a few Mayan artefacts, and analysed what these would tell us about the civilisation. In Science, we have also started our new topic on Sound. We investigated the way sound is produced as energy through vibrations by looking at different instruments and how sound is produced in each.

Please continue to ensure children are reading for **at least 15 minutes each day**. Accelerated reader quizzes should be taken immediately after a book is completed, **ideally every 2 weeks**. As the Multiplication Times Tables Check is approaching, it is important that children are **practising on TTRS everyday for 10-15 minutes to ensure they recall their multiplication tables**. Finally, please ensure that children are completing their Mathletics homework.

## Y5 Update

This week in Reading we have been looking at an article from the children's newspaper The Junior Week. The article explores the 2022 World Cup host Qatar and some of the controversies surrounding Qatar being chosen. In Writing we have begun planning and writing setting descriptions based on Lebanon before the war. Next week in Writing we will be writing a contrasting setting description exploring how Lebanon changed after the war. In Mathematics we have begun our new unit decimals and exploring adding and subtracting decimals. In History we have been looking at the Round City and early Baghdad. In Science we have been exploring and comparing the Life Cycles of different animals.

## Y6 Update

This week in Reading, we have been focusing on an extract all around maps; how they have evolved and how they are utilised in the world today. We learned how **cartography** is the study of maps and how a **cartographer** is someone who designs maps today. In Maths, we have been recapping a mixture of arithmetic and reasoning topics in preparation for our KS2 SATs which begin in just over a week! With arithmetic, we have recapped multiplying and dividing integers by 10, 100 and 1000 and in reasoning, we have recapped how to work out angles on a straight line and around a point as well as angles within triangles and quadrilaterals.

In Writing, we have written and published our own narratives based on the boggart scene from Harry Potter and the Prisoner of Azkaban. The children came up with their own worst fear and then transformed it into something comical. We focused on including dialogue in our narratives, and spent time looking at how to correctly punctuate direct speech.

In History, we have written our end of topic essay, answering the question: How did the wars affect Britain and the World? We wrote a non-chronological report and focused on some of the people who may not have had the biggest role, but did impact the wars, such as women and children. In Science, we have also completed our end of topic essay, where we researched the Coral Triangle and created an information leaflet electronically, trying to persuade people to conserve the triangle and the species that live there.

On Thursday, Year 6 were treated to a fantastic circus workshop where the children were able to learn and practice some circus skills such as juggling and hula hooping!

Please ensure that all homework provision in Year 6 is completed. Homework is set each **Friday** and is due for the following Friday each week. Weekly English CGP pages and Mathletics tasks can be found on **Google Classroom**. Please also ensure that children are reading at least **15 minutes per day** and are accessing **TTRS** at home.

# Value of the Week: Independent

Class	This week's certificates go to...
R Southampton	<b>Diana</b> and <b>Lavin</b> - for great independent writing.
1 Bath	<b>Shangika</b> - for independently using her sounds when writing. <b>Moryan</b> - For his increased independence and successfully remembering his class role.
1 Bristol	<b>Anisa</b> - For independently working hard in all subjects across the week. Keep up the good work! <b>Mihaela</b> - For independently working on her write up in Writing. Well done!
2 Cambridge	<b>Benin</b> - for working independently when editing her writing. <b>Jaishwan</b> - for working independently during maths activities.
2 Colchester	<b>Elijah</b> - For his increased independence with subtraction, when finding out how much change is required. <b>Kayla</b> - For her independence when identifying different properties of 2D and 3D shapes.
2 Norwich	<b>Ra'id</b> - for becoming more independent in Writing and thinking of great adjectives to improve his work. <b>Inaayah K</b> - for her increased independence during individual tasks.
3 Birmingham	<b>Patrick</b> - for working very hard during Writing lessons and writing excellent similes to describe the forest. <b>Thibiksha</b> - for constantly focusing on completing her Independent tasks to the best of her ability in all lessons.
3 Warwick	<b>Aaron G.</b> - for showing independence when creating interesting sentences for your setting description and using the resources available to you. <b>Snehaan</b> - for fantastic independent writing and using great powerful adjectives in your setting description.
4 Sheffield	<b>Mia</b> - for independently adapting elements from the model writing to incorporate into a fantastic setting description. <b>Abeenaya</b> - for your independent thinking across all subjects and presenting the best work possible.
4 York	<b>Amir</b> - for independently thinking of brilliant adjectives to uplevel his setting description. <b>Isabela</b> - for growing in independence across all subjects.
5 Liverpool	<b>Saanvika</b> - For her indiepent approach to problem solving in Mathematics this week. <b>Thamarai</b> - For her independent approach to uplevelling her setting description this week in Writing.
5 Manchester	<b>Arvin</b> - for working independently in core subjects this week and taking the initiative to ask for help when needed. <b>Rianna</b> - for independently editing and self-correcting her setting description this week.
6 Cardiff	<b>Eltaf</b> - for showing independence when adding and subtracting fractions. Great Work! <b>Alyssa</b> - for independently producing a fantastic narrative in our writing lessons this week. Well Done!
6 Edinburgh	<b>Ilina</b> - For her independent thinking when translating and reflecting shapes in Maths this week. Great Work! <b>Aashish</b> - For showing good independence when editing and improving his narrative in Writing this week. Well Done!

# Specialist Teacher Certificates

	Music Star of the Week Well done from Miss Hodges and Mr Palekar!	PE Star of the Week Well done from Mr Whittick and Mr Wilkins!	RE Star of the Week Well done from Mrs Illankovan!
Reception	<b>Darius</b> for his energetic singing and participation!	<b>Nova</b> for great demonstration on underarm throwing and for great effort throughout our lesson.	
Year 1	<b>Sarah</b> for her great work when performing our chant about Roald Dahl's 'The Twits'.	<b>Christopher</b> for his great knowledge towards our lesson objective of balancing and for good effort throughout the lesson.	<b>Eric-</b> for creating a great fact file about Islam.
Year 2	<b>Hafsa</b> for her brilliant effort and attitude in our music lesson.	<b>Sakthei</b> for good behaviour and listening skills as well as a good attitude to learning.	<b>Ali-</b> for demonstrating to the class about how to pray in Islam.
Year 3	<b>Maja</b> for her brilliant contributions and great ideas when composing our own song.	<b>Idrees</b> for a great demonstration to the rest of the class on how to throw and bowl a ball underarm in cricket.	<b>Idrees</b> -For explaining about what do muslims do to show respect to the Qu'ran.
Year 4		<b>Tasnim</b> has showing good ability in tennis whilst practising the forehand	<b>Soria S-</b> for creating a detailed fact file about Islam.
Year 5	<b>Shuruthi</b> for her creative ideas and brilliant participation.	<b>Erfan</b> for showing good enthusiasm whiles learning tennis	<b>Hazmi-</b> for the great explanation about the life of Prophet Muhammad.
Year 6	<b>Aashish</b> for his great efforts and contributions when beginning the preparation for the Year 6 production!	<b>Selin</b> for trying her best in swimming and overcoming her fear. Well done Mr Whittick	<b>Samavia</b> -- for explaining about the five pillars of Islam.
Virtuoso Violinist Year 3	<b>Pranavi</b> for her noticeable improvement in her violin playing.		
Virtuoso Violinist Year 4	<b>Akshara</b> for her dedication and great effort when learning the violin.		

# TTRS

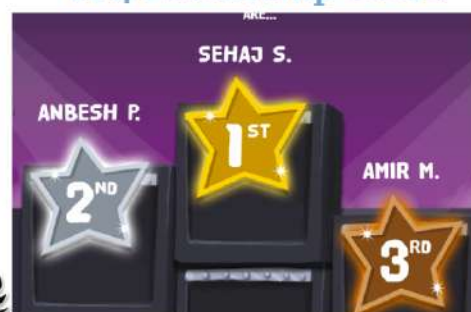
## Individual Awards: TTRS (Times Tables Rock Stars)



### Yr 3 Leadership Board



### Yr 4 Leadership Board



### Yr 5 Leadership Board



### Yr 6 Leadership Board



## Accelerated Reader Milestone Reached!

**40,385,005 words**



At Roxbourne Primary School, we have reached the milestone of reaching **40,385,005 words**. Well done to all children who have been reading and taking quizzes. Keep it up and let's see if we can reach 50 Million!

# General Notices

## Call for Parents to come and speak to Early Years!

We are looking for parents with interesting occupations to come in and talk to our Nursery and Reception children as part of our 'People who help us' termly enrichment opportunity. This has been really successful in the past and the children have always really looked forward to someone coming in. We are interested in all careers - previous visitors have included post officers, doctors, artists and a herbalist. Parents will be asked to speak about what they do followed by an opportunity for the children to ask questions. Please fill out [this google form](#) if interested.



## Looking for a place to host your events?

Our school is available for private hire! If you are looking for a hall to host a birthday party, a wedding celebration, a karaoke party, looking to organise a business event and need a conference room or need a classroom for tuition, contact us via phone 020 8422 9207 or email [office@roxbourneprimaryschool.co.uk](mailto:office@roxbourneprimaryschool.co.uk) to discuss your requirements and organise an onsite visit.

You can read our letting terms and conditions on our [website](#).



## Parking

Local residents have **again** expressed concerns about illegal and unsafe parking in roads around the school which has led them to be late for appointments or work or late to drive their children to school.

**Please do not** block driveways or side roads, double park, stop on the yellow markings or in front of the emergency barrier. Ongoing parking infringements are reported to the Harrow Council Parking authority who are then likely to enforce stricter parking rules and enforcement around the school which will not benefit anyone.

We call on our Roxbourne community to act immediately by not parking illegally and unsafely around the school. Thank you for your support.



## School Meals

Please remember to **regularly** check your child's Meal account on the Arbor App or portal to clear any outstanding balance and ensure there is enough credit to pay for their school meals. If you have any questions or need assistance, our School Office team will be happy to help.

## Paying for trips and educational visits



On Arbor, our parents have the flexibility to pay the way that suits them, in addition to paying by payment card, Arbor now includes Apple Pay and Google Pay:

- A new, simple way for parents to pay via the Arbor App
- No more re-entering card details every time

If you wish to pay via Google Pay, click [here](#) or via Apple Pay, click [here](#).

# Important Dates

Date	Time	Event
Wednesday 3rd May 2023	15:40 - 19:00	Parents Evening Letter link <a href="#">here</a>
Thursday 4th May 2023	15:40 - 19:00	Parents Evening Letter link <a href="#">here</a>
Friday 5th May 2023	All Day	Bake Off Competition
Monday 8th May 2023	All Day	King's Coronation Day - Bank Holiday
Tuesday 9th May 2023	All Week	KT2 SATs Week
Tuesday 9th May 2023	09:00 - 11:00	AM Nursery Walk to the Roxbourne Park
Wednesday 10th May 2023	13:00 - 14:30	PM Nursery Walk to Roxbourne Park
Monday 15th May 2023	All Week	KS1 SATs Week
Tuesday 16th May 2023	All Day	HT5 Year 4 Royal Albert Hall Educational Visit
Tuesday 16th May 2023	All Day	HT5 Year 1 Buckingham Palace / Westminster Abbey Educational Visit
Wednesday 17th May 2023	All Day	HT5 Year 3 Educational Visit to Sea Life London Aquarium
Thursday 18th May 2023	All Day	HT5 Year 5 Educational Visit to Central Mosque / V&A Museum
Friday 19th May 2023	All Day	HT5 Reception Educational Visit to Pinner Memorial Park
Monday 22nd May 2023	All Day	HT5 Year 6 Educational Visit to the Battle of Britain Bunker
Friday 26th May 2023	All Day	<b>Last day of Half Term 5</b>
Monday 5th June 2023	All Day	<b>First Day of HT6</b>

# Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the Internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

## MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

## BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

## REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

## KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

## DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect houses: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

## TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

## CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

## Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSCE curriculum.



**NOS** National Online Safety®  
#WakeUpWednesday



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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