

# Roxbourne Primary School

## NEWSLETTER

Friday 5th May 2023



### Parents Evening

Thank you to all our parents who attended the Parent Consultations this week. It was wonderful to see so many of you in our school. Our teachers enjoyed meeting with you again and sharing your children's work and progress. We congratulate all our children on their enthusiasm and effort.

### Coronation Party and Bake Off Competition

Mr Benserghin gathered all pupils on our playground to open the afternoon, reminding the children of the significance of the King's coronation. We then sang the National Anthem before the children enjoyed their picnic - Nursery pupils were lucky enough to have theirs on the field!

The afternoon was then organised around traditional british games such as pass the parcel, tug of war and duck duck goose.

A big thank you to all our Roxbourne community (pupils, parents and staff) for your continued efforts in making the Coronation Celebration a real success from start to finish. Your fabulous and delicious cakes have raised a total of £ 286.15!



Before



After...





# Year Group Updates

## Nursery Update

A week full of celebrations! We started off with making our own crowns using blue, red and white paint and learned about repeating patterns. On Thursday we baked cupcakes and learned about different ingredients we used. On Friday we made our own pizzas and had these for a snack; they tasted delicious! All these activities supported all areas of development matters (EYFS curriculum).

In Maths we have been practising 1 more than and 1 less than within 5/10. Our focus story for this week is called Winnie the Witch.

We are planning to walk to Roxbourne Park to observe seasonal changes on the following days:

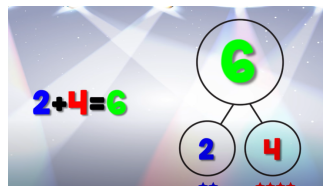
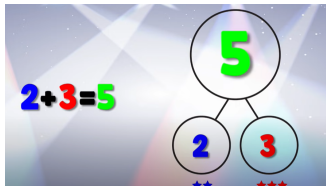
Tuesday - full time and morning pupils

Wednesday - afternoon pupils



## Reception Update

In Literacy, Reception have been learning a new story call The Princess knight. Watch [Mrs Saeed's retelling](#) to help your child learn the story at home. In Maths, we have focused learning to identify coins and the value of them and the children have enjoy buying biscuits In the “King Charles Cafe” set up in the maths area. You can play [this game](#) to help develop your child’s understanding. 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:**

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

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



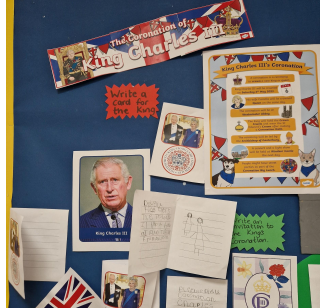
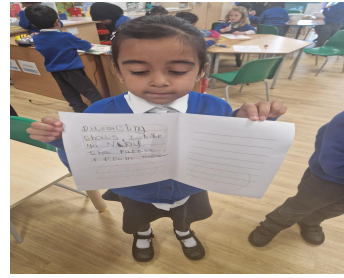
[Reading](#)

[Spelling](#)

### **Coronation**

The main focus of our week was learning about royals and celebrating the Coronation of King Charles. The children have been busy role playing the coronation events both indoors and outdoors, from playing in the small world area to building Westminster Abbey and dressing up as police officers to guard the King on his way to the Coronation. Children have pretended to Coronate their friends and they even got to use Mrs Saeed’s chair as the special Coronation chair. It has been a great opportunity to understand the concept of past and present. On Friday we joined in the whole school celebration. We were lucky to visit the kids' kitchen to bake and decorate coronation cookies, decorate our class with paper chains, and write cards to congratulate the King. Children also enjoyed making Coronation Souvenirs to commemorate the event.





## Y1 Update

In Maths this week, we have been looking at applying our knowledge of **number bonds** within ten. We can use **known facts** to help us solve different equations. We also have been able to add **ones** to a **2-digit number**- using Dienes to help us! During Writing this week, we have been able to **box plan** a narrative. We know that using **adjectives** helps paint a picture to the reader. We also have been able to change one part of the story- making it even more interesting for us to write.

In Geography we have been learning what is so special about **Wales**. We know that the capital of Wales is **Cardiff**. We also know that the Welsh language (**Cymraeg**) is the oldest language in the **United Kingdom**. Y1 imagined and described what the view from **Mount Snowdon** would look like. This week in Science, Y1 was learning what happens to plants and animals during **spring**. We know that spring is the **season** of new life. We also know that the warm **weather** and longer **daylight** hours make plants, trees and flowers bud and **blossom**.

### Phonic Videos

Click on the relevant sounds below and watch the videos with your child to practise each of the sounds. Please encourage them to join in with the video and pronounce the sounds correctly. These videos will be available until the 27th June 2023.

[sh](#) [th](#) [ch](#) [qu](#) [ng](#) [nk](#) [ay](#) [ee](#) [igh](#) [ow](#) (e.g. snow) [oo](#) (e.g. zoo) [oo](#) (e.g. book) [ar](#) [or](#) [air](#) [ir](#) [ou](#) [oy](#) [ea](#) [oi](#) [a-e](#) [i-e](#) [o-e](#) [u-e](#)  
[aw](#) [are](#) [ur](#) [er](#) [ow](#) (e.g. cow) [ai](#) [oa](#) [ew](#) [ire](#) [ear](#) [ure](#) [au](#) [e-e](#) [ue](#) [ie](#)

## Y2 Update

This week, Year 2 has been learning about shape. In particular we have been differentiating between 2D and 2D shapes and identifying their properties. This has been focussed around lines of symmetry, vertices, edges, sides and right angles. During Writing, we've been writing a character description of the Kenyan environmental activist Wangari Maathai, who inspired the planting of over 30 million trees in Kenya despite being imprisoned for her efforts. In Geography we've been comparing rural life in Kenya to that of our own as well as looking at the Maasai tribe.

Year 2 has also been preparing for the coronation through practising the national anthem and the official coronation song.

### **Phonic Videos for Year 2 children that need to take the Phonic Screening Check in June**

Click on the relevant sounds below and watch the videos with your child to practice each of the sounds.

Please encourage them to join in with the video and pronounce the sounds correctly. These videos will be available until the 27th June 2023.

[sh th ch qu ng nk ay ee igh ow](#) (e.g. snow) [oo](#) (e.g. zoo) [oo](#) (e.g. book) [ar or air ir ou oy ea oi a-e i-e o-e u-e](#)  
[aw are ur er ow](#) (e.g. cow) [ai oa ew ire ear ure au e-e ue ie](#)

## Y3 Update

This week in Year 3 the children have been reading a short story called 'Planting Pears'. We focused on the key vocabulary that they learnt: **astonished**, **puzzled**, and **miraculous** by doing different activities to understand what the words mean. The children then completed retrieval and inference questions, related to the text. The children really enjoyed reading this story as it links with their unit in Science, so they were able to use their knowledge during our Science lessons this week.

In Writing, we began box planning our setting descriptions based on the rainforest from the story 'The Great Kapok Tree'. Afterwards, the children used their box plans to support them with writing their two paragraphs.

In Maths, this week, the children have been looking at fractions. In particular we have been learning to describe the equal and unequal parts of different shapes. The children also began using mathematical language like 'half' and 'quarter' when describing what they could see.

In Science we learnt about the five key requirements that plants need to survive. The children then worked in groups to conduct an investigation: they planted a sunflower seed in two pots. They put one of the pots on the window seal to get sunlight and the other pot inside the cupboard, without sunlight. At the end of the half-term, they will compare the growth of these plants and see what they look like!

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

A huge thank you to all the parents who attended Parents Consultations this week! It was wonderful to speak about your childrens' learning as well as show you the incredible progress and growth that they have achieved throughout the year. We look forward to seeing this continuous improvement.

In Reading this week, we read a non-fiction extract about Maya traditions. In particular, we learned that Maya nobles and rulers used needles to perform blood sacrifices in order to appease their gods! We also learned that babies would have two wooden boards strapped to their heads for the first 3 years of their lives in order to shape their heads to look more like the god of Maize (corn!). Pupils then answered retrieval questions about the text. In Writing, the children have independently written setting descriptions of a Maya temple using their learning from the first two weeks. They included figurative language and grammar features such as prepositions and adverbials to create a rich description.

In Maths, we have continued learning about trial and improvement strategies in systematically solving questions relating to measurement, capacity and mass.

In History, we are continuing to learn about the Maya and their religion and food. Pupils learned about the layout of the largest Maya city-states.

As always, 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

It was great to see so many of you this week at parents evening. In Reading Year 5 have continued learning about our topic Baghdad and the Middle East. This week we have been exploring the heyday of Baghdad as an intellectual powerhouse and the significance of the House of Wisdom. In Maths we have continued with our decimals unit and we have been calculation addition, subtraction and problem questions with decimals. In Writing we have continued with our setting descriptions this time writing a contrasting setting description of Lebanon after the war. Science we have been comparing the gestation periods of different animals and exploring the reasons for different gestation periods. We then plotted a bar chart comparing the gestation periods of a variety of animals. In History we have been exploring how Baghdad became a centre of learning and exploring the significance of The House of Wisdom in more detail.

## Y6 Update

This week in Reading, we have focused on a newspaper article discussing the problems that can arise from CCTV. We used this to link to our Writing genre, where we will be writing our own newspaper article. The children have been working on their independent retrieval, inference and word meaning skills as we draw closer to SATs. In Maths, similarly to previous weeks, we have focused on both arithmetic calculations and reasoning problem solving skills.

In Writing, we have introduced our new genre, where we will be writing a newspaper article based on King Charles III's coronation. We have spent most of the week discussing what a newspaper article is, how we can shift formality in our writing and analysing the features of a newspaper article.



We have spent the afternoons this week focusing on revision for Reading, Maths and Grammar. The children have worked extremely hard this week in preparation for their KS2 SATs next week. **A reminder** that all children are **required** to be in school at **08:15 am** from **Tuesday-Friday** next week. Each child will be offered breakfast made by the school in return for this.

**On Wednesday 24th May**, we will be holding a parent workshop from **18.00 to 19.00** in the lower hall for **all Year 6 parents, so please save the date!**. This workshop will initially focus on the SRE (Sex, Relationships Education) content that will be covered in our PSHE lessons in HT6, whilst the latter part of the workshop will be an information session for all of the parents whose children who are attending the upcoming residential to PGL.

**Please remember that your child needs to be in school at 08:15 for all the SATs week starting Tuesday 9th May 2023.**

# Value of the Week: Creative

Class	This week's certificates go to...
R Oxford	<b>The whole class</b> - for showing great creativity in the Coronation activities set the week.
R Southampton	<b>The whole class</b> - for showing great creativity in the Coronation activities set the week.
1 Bath	<b>Reigan</b> - for thinking creatively and using adjectives in her writing. Well done! <b>Presha</b> - for producing a creative piece of art to celebrate King Charles III Coronation. Good work!
1 Bristol	<b>Gia</b> - For being creative when in Writing, when deciding to change part of the story. Well done! <b>Dhara</b> - For showing her creativity in Maths when adding 1-digit numbers to 2-digit numbers. Keep it up!
2 Cambridge	<b>Misha</b> - for creating a card for the King's coronation. <b>Nevan</b> - for creating a high quality character description
2 Colchester	<b>Omar</b> - For his creative drawings of a minotaur displaying different emotions, inspired by the myth of Theseus and the Minotaur. <b>Avnika</b> - For her creative character description of Wangari, inspired by the Wangari's trees of peace true story.
2 Norwich	<b>Ali</b> - for generating such creative ideas independently during our writing lessons. <b>Athisayan</b> - for his creative character description. .
3 Birmingham	<b>Maja</b> - For her creativity during Writing lessons when describing the rainforest in her setting description. Well done! <b>Aradhya</b> - For her creativity during Writing lessons by using the key features when box planning her setting description. Well done!
3 Warwick	<b>Kevin</b> : for using your creativity to write some really great descriptive sentences. <b>Levi</b> : for writing a fantastic, creative setting description.
4 Sheffield	<b>Sofia S</b> - for her creative use of expanded noun phrases and fronted adverbials in her setting description. Fantastic! <b>Aaryan</b> - for his creative use of reasoning and problem-solving skills in Maths this week when systematically solving problems. Well done!
4 York	<b>Aaradhya</b> - for her creative ideas in forming a very imaginative setting description. Bravo! <b>Natan</b> - for his creativity in finding a solution to a Maths problem that required trial and error. Brilliant!
5 Liverpool	<b>Sharujan</b> - for his creative approach to Writing this week. <b>Yannis</b> - for his creative approach to problem solving in Mathematics this week.
6 Cardiff	<b>Zachary</b> - for his creative ideas when calculating fraction/percentage of amounts. Well Done! <b>Samy</b> - for creatively generating ideas for his Coronation newspaper article headline. Well Done!
6 Edinburgh	<b>Asir</b> - For his creative approach when working out percentages of amounts in Maths this week. Well Done! <b>Zahra</b> - For always demonstrating a creative mindset when approaching each lesson. Keep it up!

# 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>Shanaya</b> for her great participation and singing!	<b>Shafay</b> for trying his best in Pe this week with his running and hand eye coordination	
Year 1	<b>Soraya</b> for her creative and impressive ideas when learning our class chant about the Twits!	<b>Dhara</b> for always being well behaved in Pe and shows a brilliant attitude when participating	<b>George A</b> - For explaining features of muslim prayer.
Year 2	<b>Thusanie</b> for contributing artistic and impressive ideas when composing lyrics in our music lesson!	<b>Melissa</b> is always willing to help others in Pe and show ability when demonstrating .	<b>Inaayah K</b> - for a great discussion about Five pillars of Islam.
Year 3	<b>Aayman</b> for his inventive contributions and superb effort towards learning.	<b>Elias</b> he has a natural ability to play tennis excellent hand eye coordination	<b>Wafa-</b> for an explanation about the key features of a mosque.
Year 4	<b>Zara C</b> for creative rhythmic ideas when composing our song.	<b>Avira</b> for her amazing football skills and ability to dribble the ball in the after school club.	<b>Toby</b> - always shows a good attitude towards learning.
Year 5	<b>Zoya</b> for her brilliant and creative ideas when adding pitch to our melody.	<b>Olamide</b> for always having a great attitude towards learning and being a good role model for others in the class during P.E.	<b>Azaan-</b> for sharing a great knowledge of islam and the life of Prophet Muhammad.
Year 6	<b>Abdel</b> for his great effort and participation when preparing for the Year 6 production!	<b>Franky</b> for perfect behaviour and performing well when going swimming.	<b>Yusra-</b> for explaining about how muslims follow the pillar of salah.
Virtuoso Violinist Year 3	<b>Snehaan</b> for his improvement in his violin playing.		
Virtuoso Violinist Year 4	<b>Shayni</b> for her effort, resilience and creativity in her violin lessons.		



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



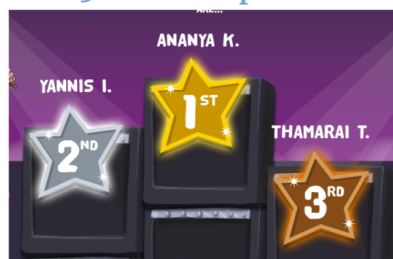
### Yr 3 Leadership Board



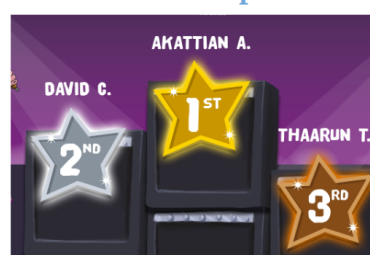
### Yr 4 Leadership Board



### Yr 5 Leadership Board



### Yr 6 Leadership Board



## Individual Awards: Accelerated Reader



★ = champion reader with the most words read in the school.



**Accelerated Reader®**



**In Roxbourne, this year we have read ...**

**43,434,761 Words!**

1. Where are we in the academic year?
2. Topical item(s):
3. This week's school value:
4. Individual Awards: Value of the Week
5. Individual Awards: Specialist Teacher
6. Individual Awards: TTRS
7. Individual Awards: Mathematics
8. Individual Awards: Accelerated Reader
9. Class Award: Attendance
10. House Award: House Points

Year Group	Gold	Silver	Bronze
Year 2	Sakthei 72,504	Majugan 44,834	Ashvikan 44,465
Year 3	Patrick 33,977	Arthur 8,155	Ava 4,930
Year 4	Sanjeevan 257,154 ★	Yashi 87,413	Aaryan 61,425
Year 5	Anaya 60,657	Ananya 40,084	Yannis 33,977
Year 6	Aksayaa 240,280	Ilina 60,161	Navya 47,471

At Roxbourne Primary School, we have reached the milestone of reaching **43,434,761!** 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
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	<a href="#">AM-Full Time Nursery Walk to the Roxbourne Park</a>
Wednesday 10th May 2023	13:00 - 14:30	<a href="#">PM Nursery Walk to Roxbourne Park</a>
Monday 15th May 2023	All Week	KS1 SATs Week
Tuesday 16th May 2023	All Day	HT5 Year 4 <a href="#">Royal Albert Hall Educational Visit</a>
Tuesday 16th May 2023	All Day	HT5 Year 1 <a href="#">Westminster Abbey Educational Visit</a>
Wednesday 17th May 2023	All Day	HT5 Year 3 <a href="#">Sea Life London Aquarium Educational Visit</a>
Thursday 18th May 2023	All Day	HT5 Year 5 <a href="#">London Central Mosque Educational Visit</a>
Friday 19th May 2023	All Day	HT5 Reception <a href="#">Pinner Memorial Park Educational Visit</a>
Monday 22nd May 2023	All Day	HT5 Year 6 <a href="#">Battle of Britain Bunker Educational Visit to the</a>
Wednesday 24th May 2023	18:00 - 19:00	Year 6 SRE and PGL Workshop for Parents
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 RSHE curriculum.



**NOS** National Online Safety®  
#WakeUpWednesday