



# Roxbourne Primary School

## NEWSLETTER

Friday 3rd November 2023

Welcome to the start of HT2. We trust you all had a refreshing half-term.

### Tuesday 31st October - 2023 Halloween and Fireworks Night!

And what a great way to kick off HT2 with our annual Halloween and Fireworks event. We have got off to a fantastic start with the children showing great effort and enthusiasm in the classroom. And our Halloween & Firework Event went with a bang! Everyone looked fantastic all dressed up. A huge thank you to FORC, to everyone who volunteered (staff and parents), and to all of you who attended and made it a success.

As the winter months settle in, all pupils should be wearing winter uniforms along with a warm coat to provide protection from the cold elements during the break times.



### Tuesday 31st October 2023 - New Menu

Our new menu is available on our lunch page on our [website](#) and available on the Arbor portal and Arbor App. for you to select. You can select in advance and can amend your meal choice up until 08:30 on that day.

Additional information:

- Wednesday - Roast of the day: it will be chicken for the non vegetarian option
- Friday - Fish/Salmon fingers: we will confirm which fish option is offered

Should you need assistance with booking your meal options on Arbor, the School Office will be happy to assist you.

## Monday 6th November - Friday 10th November - Scholastic Book Fair

Every day next week, we will be hosting the scholastic book fair in the **lower hall** from **15:25-15:45**. Come along to see all the latest books available to purchase!



## Friday 10th November 2023 - Anti-Bullying Week (Odd Socks Day)

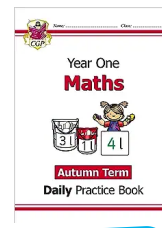
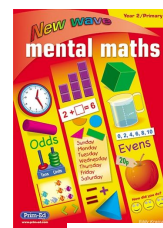
Anti-Bullying Week 2023 is coordinated in England, Wales and Northern Ireland by the Anti-Bullying Alliance. This year it has the theme 'Make A Noise About Bullying' and will take place from Monday 13th to Friday 17th November. The week will be kicked off with **Odd Socks Day** on **Friday 10th November**, where adults and children wear odd socks to celebrate what makes us all unique. Please provide your child/ren with an odd pair of socks for this day which they will wear alongside their normal school uniform. During this day, we have planned a drop-down morning whereby all pupils will be taught a variety of different lessons linked to anti-bullying week.



# Mathematics Homework and Expectations

## At Roxbourne, all children (Year 1 - Year 6)

Children are expected to complete their weekly New Wave or CGP Maths homework. Each week day, children are required to complete one column. On Friday, Children will complete the fifth column (Friday's column) in school as a morning 'Do Now'.



## Children in Year 3, Year 4, Year 5 and Year 6

Children in **Year 3 to Year 6**, are also expected to complete their Mathletics activities set by their class teacher and aim to achieve **800 - 1000 points** each week.

Mathletics



Children are also expected to practise their times tables by spending 3-4 mins on TTRS everyday.

## What happens if my child does not complete their homework?

Children who have not completed their homework, will be attending homework catchup on Mondays. Homework Catch Up is for children that have not completed their weekly homework and are asked to stay in **at lunchtime** to catch up and keep up!

# General Updates

## Nuts Free School

We would like to remind everyone in our community that we are a nut free school. Please do not bring any snacks, or food in packed lunches that may contain nuts.

## Wraparound Care

Breakfast club (07:40 to 08:40), Enrichment Club (15:25 to 16:30) and After School Care (16:30 to 18:00) are up and running - and are available to book on Arbor ! Please do so before midnight the day before you need wraparound care, otherwise bookings need to be made over the phone, which takes up quite a lot of time.

## Late delivery items

We are experiencing a very large number of "late delivery items" such as violins, water bottles and packed lunches. As you can imagine, this is taking up a considerable amount of time to distribute. Please note, going forward, late delivery items will be delivered to pupils at 12:00 as long as they are clearly labelled.

## Parking

Please be considerate when parking and don't block neighbours driveways, residents are being particularly impacted. It is really not necessary for parents to park on the yellow lines or block local residents. Let's continue to encourage children to cycle and scoot to school.



## The Importance of Attendance

We'd like to remind parents that whenever your child misses school, this has a negative impact on your child's attendance figure and their learning. Learning at Roxbourne is carefully planned and sequenced. For example, missing one mathematics lesson has an impact on the next mathematics lesson and your child is likely to develop gaps in their knowledge when they miss school. Research shows that good attendance helps children to achieve good outcomes, helps them to fulfil their potential, develops good habits and gives them better life chances. There are many pupils in our school who achieve 100% attendance, we should all aim for the 100% mark too!

## Reporting Pupil Absence

It is the parent's responsibility to inform the school of the reasons for any absence. It is vital that you contact the school on the first day of absence and keep the school updated daily if any absence is expected to continue for more than one day.

If your child is absent you must:-

- Contact us before 9.00am on the first day of absence and every day of absence thereafter.
- You may also come to the school office and provide a suitable reason for an absence, or email the office at [office@roxbourneprimaryschool.co.uk](mailto:office@roxbourneprimaryschool.co.uk)



If your child is absent due to illness for **5 consecutive days or more**, medical proof may be requested. If your child is unwell for **3 or more consecutive days** immediately before or after a school holiday medical proof may be requested. If sufficient medical proof is not received then the absence will be recorded as unauthorised.

## External Support For Parents and Carers

**Behaviour Workshop**  
 Call 020 8736 6550 to book  
 Focus on parents of 2 - 5 year olds  
 Virtual - 21 December 2023 - 1 - 2.30pm

Call 020 8424 1460 to book  
 Focus on parents of 3 - 9 year olds  
 Virtual - 9 November 2023 - 1 - 2.30pm

15 December 2023  
 Virtual Behaviour -avoiding physical chastisement 10-11.30am  
 Call 020 8736 6480

For families of children on the journey to diagnosis or with a diagnosis of SEND  
 Call 020 8424 1460 to book  
 Virtual - 4 December 2023 - 1 -2.30pm



**Sibling Rivalry Workshop**  
 20 November 12 – 1 pm  
 Call 020 8424 1460 to book

**Autumn Term 2**

**Early Support Parenting Workshops**  
 We all need advice sometimes....  
 Appointment only



**Toilet Learning Workshop**  
 Call - 020 8736 6480 to book  
 Virtual - 1 November 2023 - 10-11am  
 Call 020 8424 1460 to book  
 Virtual - 1 December 2023 - 12- 1 pm

For families of children on the journey to diagnosis or with a diagnosis of SEND  
 Virtual - 21 November 2023 - 1 - 2 pm  
 Call 020 8424 1066 to book  
 4 December 12- 1 pm  
 Call 020 8736 6550 to book

**Parenting Top Tips & Advice Appointments**  
 Virtual / Face to Face at Cedars  
 Call to book - 020 8736 6222  
 02 November 2023  
 08 November 2023  
 15 November 2023  
 22 November 2023  
 30 November 2023  
 13 December 2023  
 20 December 2023

**Sleep Workshop**  
**6 months and over**  
 Call to book - 020 8736 6480  
 Virtual - 16 November 2023  
 1.30-3 pm  
 Call to book 020 8424 1460  
 11 December 2023 1 - 2.30pm



**Healthy Eating & meal times Workshop**  
 Call to book - 020 8424 1066  
 Virtual - 12 December 2023 - 12.15- 1.15pm

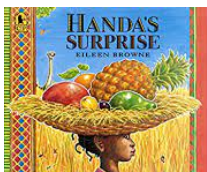


**Managing Emotions Workshop**  
 Call to book - 020 8424 1460  
 Virtual - 18 December 2023  
 12 - 1 pm

<p style="text-align: center;"><b>Safeguarding is</b>  <b>EVERYONE'S RESPONSIBILITY</b></p> <p style="text-align: center;">If you are concerned about a child call</p> <p style="text-align: center;"><b>020 8901 2690</b> on weekends or after 5pm call <b>020 8424 0999</b></p>	<div style="background-color: #007bff; color: white; text-align: center; padding: 5px; margin-bottom: 10px;"> <b>Domestic Abuse Support and Advice</b> </div> <p>If you are feeling unsafe or are experiencing domestic violence you can seek support by calling the Golden Number <b>020 8901 2690</b> or the DA helpline on 020 8907 8148        24 hrs 0808 2000 247        Stay safe!</p>
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# Year Group Update

## Nursery Update



Our first story for this half term is called '**Handa's Surprise**' and we are thoroughly enjoying roleplaying the story. This story, like other stories, is supporting their early literacy skills. Here is a link for you to watch the story with your child and see how much they can remember. [▶ HANDA'S SURPRISE](#)

In **Understanding the world** we have learned about tropical fruits that are in the story and we have a fruit and veg. shop in our roleplay area where children are busy buying and selling fruit and veg.



In **Maths** we have been practising counting to 3 using one to one correspondence. Please continue to practise this with your child.

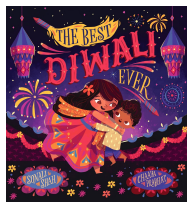
In **Art** children have been making fruit prints using cut out fruits and a range of colours.

**Suggested activity** - take your child to a fruit and veg shop. Introduce them to different fruits and vegetables that they're not familiar with and talk about the colour, texture, size, smell and taste.

## Reception Update

Welcome to Half Term 2. This half term is all about celebration! From Diwali to Bonfire Night, right through to our grand finale; Christmas and the EYFS Nativity. We are looking at the many different celebrations that take place over the next two months.

This week we kicked off by exploring Halloween and Bonfire night. We looked at key words and concepts associated with these celebrations and explored some of the objects that may be used during these celebrations.

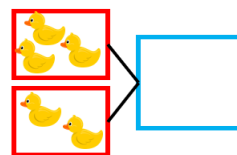


In **Writing**, Diwali is our focus. We are reading the story 'The Best Diwali Ever' by Sonali Shah. This story looks at Ariana and her quest to create the best Diwali ever! However, her little brother, Ravi, often causes problems without realising it. Will Ariana have the 'Best Diwali Ever'?

We looked at objects that Ariana used during her Diwali celebrations and have drawn them on our word mat. We then used our sounds and skills in sounding out to see if we could hear the letters in the words we needed to label the objects.

In **Maths**, we have begun to look at addition. We are using the concept of 'part/whole' to explore all the facets of addition. We looked at how many things were in each part and then combined them to find out how many things altogether. (see example)

We have used objects and part/whole mats to explore different addition problems.



$$3 + 2 =$$



In **Science**, we are looking at the seasons and the changes that occur within each season. We have begun by exploring the concept of 4 seasons and their names.

In **Phonics** this half term, there have been many changes. The children have been separated into groups so that we are able to facilitate small group phonics activities in order to progress their phonic knowledge and skills in blending. This is common practice across Reception through to Year 2. You may find that your child has teachers from across Reception and KS1 rather than their class teacher. This is to ensure that we can target the areas of phonics most needed by your child.



RoxbourneHarrowEYFS @RoxbourneEYFS · Nov 1

It's Halloween, so time for some pumpkin carving in our outdoor provision! The children had a great time spooning out the centre of the pumpkins ready for carving.



19

Please ensure you are practising the sounds with your children everyday. If they are confident with the sounds then please begin to blend the sounds (sound out each sound at a time) to both read and spell. The video below outlines how to best do this.



For daily updates please from the EYFS Department follow us on **Twitter/X**.

## Y1 Update

This week in **Maths**, we have been learning how to count from 1 - 20 and working out where to place the numbers on a number line. We have been using words such as **more than, less than, before** and **after** and figuring out missing numbers on a number line.

In **Writing**, we have read our new book 'Lost in a Toy Museum' by David Lucas. We have been discussing the different parts of a story and using our story mountain to help us. We have identified the **opening, build up, dilemma, resolution** and **closing** of 'Lost in a Toy Museum' and can verbally retell the story. We created story maps to show this.

In **Science**, we have started our new topic of Autumn and Winter. In our lesson, we were learning about the different seasons; Autumn, Winter, Spring and Summer and we were discovering how nature changes throughout them. We identified what season our birthdays were in too!

In **History**, we have started learning about Toys over Time. We have been looking at toys through the ages and how they have or haven't changed. We know that there are different groups of toys; these groups are called **moving toys, outdoor toys, puzzles and games, building and making toys, soft toys** and **musical toys**.

Our **phonics** sounds of the week are;



and



## Y2 Update

This week in **Maths** we have started our new unit of measurement. The children have been applying their new knowledge of centimetres and metres throughout their work. They have been estimating the height/width of something and then measuring it accurately. Once the children had estimated and measured they spent time comparing the different lengths using the <, > and = symbols.

In **Writing**, we have read our new book 'Vlad and The Great Fire of London'. The children have been discussing and sequencing the key events of the story. They have also been using their new summarising skill to write about what has happened in each picture.

In **History**, we have been building on our knowledge from our story book in **Writing** with our new unit 'The Great Fire of London'. The children have learnt about how the fire started, the location of the fire and why the fire spread so quickly. The children also had to compare what life was like in London in 1666 to life in London today.

In **Science**, we have started our new unit 'Animal and Survival'. We have focused on the essential and non-essential items that Animals and Humans need to survive. The children also thought about what essential items they would bring if they were stuck on an island for a month.

Please continue to support your child at home with their daily activities in their 'new wave' booklets and daily reading. Once you have read with your child please sign and comment in their reading record.



[Blue Phonics group](#) [Blue Phonics group](#)

[Grey Phonics group](#) [Grey Phonics group](#)

## Y3 Update

Year 3 has had a great start to Half-term 2!

In **Reading** this week, we have begun reading a fact-file called '*The United Kingdom*' written by Kate Ruttle. We are reading this because it links directly to our topic in Geography, which is settlements and land use. The children looked at 3 key vocabulary words: *countryside*, *law* and *weather*. The children then applied retrieval and inference skills to answer questions about the fact-file.

In **Mathematics**, we have continued with our unit on graphs. We recapped how to extract information from a pictogram and the children then drew their own pictograms to represent information from a table. We then moved on to looking at scaled bar charts, how to read them and interpret the data presented to answer questions. The children then had the opportunity to draw their own bar charts to represent information from a given table.

In **Writing**, we finished with our genre of writing a narrative. The children published their narratives successfully.

In **Science**, we have started with our topic for this half-term, which is Rocks and Fossils. The children were introduced to what a rock is and we discussed the ways in which rocks are different. In groups, they then investigated 4 different rocks: slate, granite, limestone and sandstone. The children were able to touch each rock and make notes about its appearance (what colour it is), surface texture (what it feels like) and whether it contains crystals.

This half-term, we have started our first lesson of our **French** unit which is called 'I am Learning French'. We explored the common phrases to use in order to introduce ourselves, such as 'Bonjour' and 'Comment ça va'. We then looked at the ways in which we could respond to these phrases, such as 'Ca va bien', 'Ca va mal' or 'comme ci comme ça'.

## Y4 Update

Welcome back Year 4s!

In **Reading** this week, we read an extract from the book *Roman Diary: The Journal of Iliona*, which is the diary of a Greek girl who gets captured to become a Roman slave. We learnt 6 new words from our text: humble, gurgling, revolt, founded, exotic and pamper. On top of our usual retrieval and inference practice, we also looked specifically at how to use evidence from the text to infer the meaning of unfamiliar words.

In **Maths**, we have started a new unit all about Multiplication and Division. Using our multiplication knowledge, we looked at patterns between multiplication tables, exploring trends such as common multiples and commutativity. We also focused on the idea of depth known as "Show Me", which is where we used as many representations as we could think of to prove that a mathematical statement was true.

In **Writing**, we are focusing on writing with the purpose to inform. In the next 3 weeks, we will be learning how to do this through the genre of a diary entry. This week, we looked at what a good diary entry looks like, why informal language is used, and some of the



features that serve the purpose of informing well, such as writing in chronological order and using fronted adverbials. We also learnt the grammar and punctuation rules for writing lists, which we will aim to use in our diary entries.

In **Science**, we have begun learning all about States of Matter. We learnt that matter is all around us, and that they exist in 3 states: solid, liquid and gas. We explored the differences between these states, and sorted some of our classroom objects into these categories. It was rather difficult trying to find a gas, as we know they are invisible!

In **History**, we finished tackling our enquiry question from last term: why did the Romans invade Britain and how successful were they? We consolidated all our knowledge, including discussing the invasions by Julius Caesar and Emperor Claudius, before we move on to the second part of our History unit (Roman Britain) next week.

We have also started a new French unit - “Les Fruits” - and are learning to name different fruits in French!

## Y5 Update

Welcome back to Half-Term 2! Our History topic this half term is all about the Vikings, following on from our Anglo-Saxons learning. In Reading, children read part of Chapter One from *Riddle of the Runes* by Janina Ramirez, a story of a Viking girl who finds herself in the middle of a mystery. We discussed the chapter and answered questions based on retrieving and inferring information. In Maths, we are continuing with our topic on line graphs. We looked at reading line graphs and interpreting information before moving onto using tables to draw our own graphs and labelling the x and y axes.

In Writing, our genre focus is Writing to Inform. We had a deeper discussion about Viking Life and Education to contextualise how the Vikings lived. We used chromebooks to research facts and information and then used this to hot-seat in the role of a Viking character! We then analysed a non-chronological report based on the Vikings and explored the features of this and why they are important. We learnt about using bullet points to introduce a list, modal verbs and using a semicolon in a *some; others* sentence type.

In Science, we started our new unit on forces and discussed what forces we know and which ones we would like to find out more about. We also started our French unit on ‘Les Saisons’ (the seasons) and learnt about how to name the different seasons.

## Y6 Update

On behalf of the Year 6 team, welcome back to Half Term 2!

This half term, our focus shifts to Geography and our new topic is **Mapping the World**. In **Reading**, we have read the extract - All about Cartography. We learned that cartography is the study of representing a geographical area on a flat surface such as a map or a chart. We discussed the evolution of maps whilst also answering retrieval, inference and word meaning questions.

In **Maths**, we have introduced the term BIDMAS, which teaches us the order of operations when approaching linear sequences.

In **Writing** this half term, we are writing to inform. This week we have focused on biographies. We discussed what they are, their purpose, as well as researching different biographies and looking at the success criteria of one too.

In History, we have officially completed our previous topic **Ancient Greece**, where we discussed the essay question - Who were the ancient Greeks and how did they influence the modern world? We broke our essay up into three parts, focusing on some influential Greek people, the Golden Age of Greece and some of the Greek achievements and discoveries that we still use today.

In French, we began our new unit - Je me presente (presenting myself), where we will learn how to hold a conversation in French, involving greetings and responses.

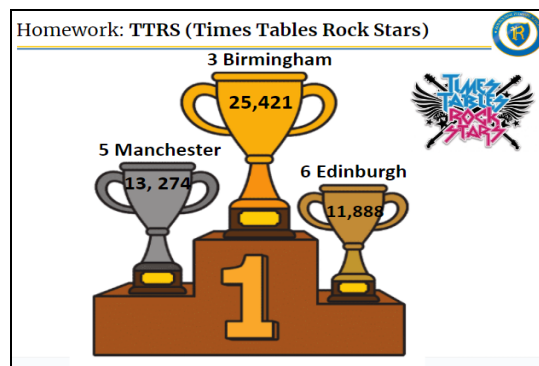
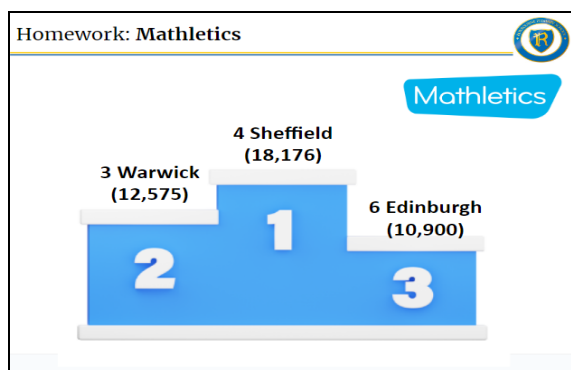
# Value of the Week: Resilient

Class	This week's certificates go to...
R Oxford	<b>Dorsa</b> - for her resilient attitude towards phonics and writing! Keep up the good work Dorsa! <b>Ritaj</b> - for showing resilience in maths this week and always trying her best. Well done Ritaj!
R Southampton	<b>Wiktor</b> - for showing resilience during reading and writing this week. <b>Parsa</b> - For his resilient attitude during his maths learning.
1 Bath	<b>Yousaf</b> - for showing resilience across all subjects and always trying his best. Keep it up! <b>Thiksha</b> - for showing resilience in History and identifying different categories that toys can belong to. Well done!
1 Bristol	<b>Darius</b> for showing resilience in class and trying his best this week. Keep it up Darius! <b>Rahaf</b> for showing resilience in Maths and working out the missing numbers in our number line! Well done Rahaf!
2 Cambridge	<b>Moryan</b> - for showing resilience by taking a lot of regular feedback and using it to persevere and improve his independent work and routines. <b>Andreas</b> - for not letting tasks he finds difficult knock his enthusiasm.
2 Norwich	<b>Mathurica</b> - for always showing reliance in her work and producing it to the best of her ability. Well done! <b>Erick</b> - for showing reliance in his attitude to learning. Keep up the hard work!
3 Birmingham	<b>Lily</b> - for showing resilience across all subjects this week by completing all independent tasks to the best of her ability. Great job! <b>Biranes</b> - for showing resilience in Mathematics, which was demonstrated through an excellent discussion with his partner. Excellent work!
3 Loughborough	<b>Wahaab</b> for showing resilience in class and working hard <b>Evan</b> for showing resilience in all subjects and trying his best
3 Warwick	<b>Aaliya</b> - for showing resilience in writing her independent narrative using the feedback given to her during the week. <b>Limas</b> - for showing resilience in writing her independent narrative using the feedback given to her during the week.
4 Sheffield	<b>Adam</b> - for showing resilience in Maths this week and challenging yourself. Well done! <b>Olivia</b> - for her great determination and resilience in every task she completes.
4 York	<b>Elias</b> - for showing emotional resilience, and learning to bounce back from difficulties in the playground. Keep going! <b>Sanya</b> - for displaying a resilient attitude especially in Maths, not being discouraged by tricky concepts but continually trying her best. Superb!
5 Liverpool	<b>Cid</b> - For being resilient in Maths when constructing a conversion graph. Keep up the hard work! <b>Ruvee</b> - For being resilient in Writing when asking important questions about Viking life. Well done!
5 Manchester	<b>Roshan</b> - for showing resilience in Maths and pushing himself to draw different types of line graphs. <b>Biranes</b> - for always demonstrating resilience in lessons by attempting tasks independently before asking for support if needed.
6 Cardiff	<b>Nabeel</b> - for showing resilience in reading and challenging yourself to improve your reading accuracy. <b>Hashim</b> - for your resilient approach to understanding the use of hyphens and pushing yourself to apply them in your writing.
6 Edinburgh	<b>Ibrahim</b> - for showing good resilience in regards to his focus and attention when completing tasks across all subjects. Keep it up! <b>Mariam</b> - for her resilient approach to our end of topic essay on Ancient Greece, demonstrating some fantastic writing skills. Well Done!

# Specialist Teacher Certificates

	Music Star of the Week Well done from Mr Palekar!	PE Star of the Week Well done from Mr Donnelly, Mr Wilkins and Mr. McGarvie!	RE Star of the Week Well done from Mrs Illankovan!
Reception	<b>Éire</b> - For lovely singing this week!	<b>Maya</b> - For excellent work in PE whilst practising following a partner.	
Year 1	<b>Aadam</b> - For brilliant singing and movement in our lesson this week!	<b>Aden</b> - For great enthusiasm and skills during dodgeball club	<b>Aden</b> - For a great discussion about Christianity.
Year 2	<b>Ria</b> - For your lovely singing this week!	<b>Reigan</b> - For using great technique whilst rolling a ball to hit a target.	<b>Adam</b> - For creating a great fact file about Christianity.
Year 3	<b>Callie</b> - For lots of musical energy in our lesson this week!	<b>Hiyaan</b> - for demonstrating fantastic control whilst dribbling in hockey	<b>Limas</b> - For creating a great fact file about Christianity.
Year 4	<b>Diana</b> - Excellent singing in our lesson this week.	<b>Shahzain</b> - For fantastic dribbling during our first hockey lesson	<b>Cassie</b> - For a great discussion about Christianity.
Year 5	<b>Avira</b> - For practice and accuracy in music.	<b>Tia</b> - for demonstrating tactical thinking and fantastic team work.	<b>Mia</b> - Always shows enthusiasm and willingness to learn new things in RE.
Year 6	<b>Cienna</b> - For lots of energy in music and choir this week!	<b>Maya G</b> - For Fantastic leadership and sportsmanship in dodgeball	<b>Yannis</b> - For a great discussion about what do Christians believe is the most important event that has ever happened.
Virtuoso Violinist of the week	<b>Idris</b> - For practising especially well and showing this in your violin lesson!		

## TTRS and Mathletics



This week we celebrated the following classes for their high engagement on our online platforms. Well done to **4 Sheffield** and **3 Birmingham** for their fantastic work this week! Keep up the good work!

# School admissions

Applications are now open for Nursery and Reception school places for September 2024. Due to high demand, places at Roxbourne Primary School fill very quickly. Should you have family, friends or neighbours with Nursery or Reception aged children, please let them know that applications are now open as detailed below.

	Nursery Admissions	Reception Admissions	In-Year Admissions
Open Days	<p>We are running a series of Open Mornings or Afternoons to provide an opportunity for prospective parents / carers to visit our school, meet with our Headteacher and ask any questions they may have.</p> <p>If any of your family, friends or neighbours, are interested in applying to Roxbourne for a place for their child or would like to attend one of our Open Mornings or Afternoons, please ask them to register using our booking <a href="#">form</a>.</p>		
Your child's Date of Birth	Your child was born between 1 September 2020 and 31 August 2021.	Your child was born between 1 September 2019 and 31 August 2020.	School places for children who are changing schools or have recently moved to Harrow.
Start Date	September 2024	September 2024	Flexible
How to apply?	Please click <a href="#">here</a> .	Please click <a href="#">here</a> .	<b>Nursery:</b> Please click <a href="#">here</a> . <b>Reception to Y6:</b> Please click <a href="#">here</a> .
Deadline	Monday 15th January 2024	Monday 15th January 2024	N/A
Receive outcome of application	Friday 15th March 2024	Friday 16th April 2024	Usually within a two weeks

**Nursery Universal Entitlement:** Please note, in Nursery, all three and four year olds are entitled to 15 hours per week of early year's education each academic year from the start of the term after their third birthday - this is known as the *universal entitlement*.

**Nursery 30 Hour Provision:** Three and four year olds, whose parents meet a government criteria, are also eligible for an additional 15 hours per week at zero cost to the parent - this is known as the *extended entitlement*. Eligibility guidelines can be found here: <https://www.gov.uk/30-hours-free-childcare>.

If you are not eligible for 30 Hour Provision, but are still interested in this offer, please contact our admissions team - the current charge for the additional four hours per day is only £15.00 per day.



# Important Dates

Date	Time	Event
Friday 10th November 2023	All Day	Odd Socks Day
Monday 13th November 2023	All Day	Year 2 <a href="#">Educational Visit to Windsor Castle</a>
Friday 10th November 2023	All Day	Odd Socks day
Friday 17th November 2023	All Day	Children in Need Fundraiser - Non Uniform Day
Tuesday 28th November 2023	18:00 - 20:00	Rayners Lane Christmas Lights Switch On
Friday 15th December 2023	15.25 - 16.30	Winter Jingle and Mingle
Thursday 21st December 2023	14:00	Last day of HT2 (and early closure)
Tuesday 9th January 2024	08:40	First day of HT3

# Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, Ukie, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

## PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide more insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Remind your child of the hazards around strangers online when you discuss this boundary with them.

## ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as role-playing games) require time investment from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

## AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

## DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a particular game even though it's rated above their age, then establish that as a boundary: emphasise that you've made an exception, and talk about what age ratings mean and why they're important. You could add context to this boundary by browsing games' boxes together while shopping, discussing why some games might have earned certain age ratings.

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## FACTOR IN FRIENDS

If your child is a keen video gamer, the chances are that they'll have other gamers among their social circle, too. When friends visit, do they instantly dash to their console or computer? You could put boundaries in place before their guests arrive by agreeing on a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try coming up with activities or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

## ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Undeniably, some young gamers may be less enthusiastic about a parent or carer joining in, but it can be a productive way of encouraging them to share their hobby with you. Setting goals or tasks might be useful: if they love Minecraft, choose something to build together; if Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

## TALK ABOUT EMOTIONS

Help your child to monitor their emotions as they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming. Are they allowed to trash talk other players, for example? Can they notice when they get angry if they lose? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the thrill of overcoming a challenge. Try to steer your child towards games that tend to produce these more positive feelings.

## BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block someone who makes their experience a negative one. Between you, decide if or how they should deal with these online trolls. Talk about where your child's boundaries are in terms of what they think is acceptable: what behaviour by other users is merely frustrating, and what crosses the line to become upsetting or abusive.

## Meet Our Expert

Daniel Upscombe is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 18 guidebooks for children, covering games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft. With work published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247, he has reviewed more than 50 games and products over the past year.



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