



Barrow Hedgelines

Autumn (1) 2023

Nursery – Our First Half Term

We have had such a wonderful first half term settling into Nursery like such big boys and girls and our teachers are very proud of us all! Well Done!

We have learned how to follow the Nursery rules to keep ourselves and others safe and we even had a visit from Mrs Andre's tortoise Tarzan who showed us how to walk slowly and carefully around our environment.



We have learnt about the Nursery rules and how to make new friends through the story 'Little Tiger Goes to

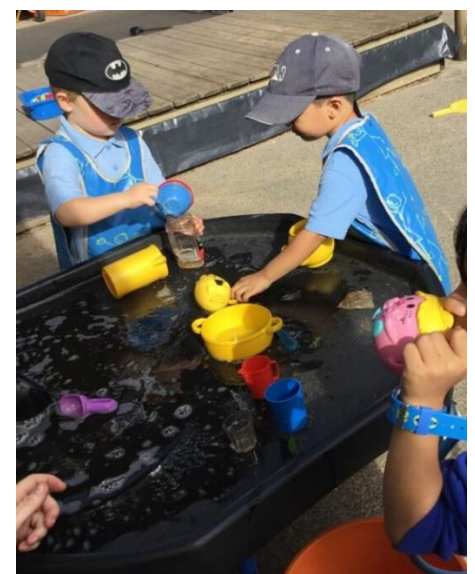
School'. We read the story together and met all the characters. We even helped them to learn the rules! We met Tarzan the Tortoise. He helped us to remember to walk in Nursery. Not like Little Leopard who ran and bumped into his friends! Little Elephant helped us to remember to use our listening ears to listen to our teachers and to our friends when we are playing together.



We showed Little Monkey how to tidy up the toys, so our Nursery is a nice place for us to play with our friends. We taught Little Parrot how to share the toys and use nice words at Nursery, like, "Please can I play with you?" and "Can I have a turn please?" We also read 'The Tiger Who Came to Tea.' Did you know the Tiger came to Nursery one day and we had a cup of tea with him?



We learnt to try new things with our friends at Nursery. We tried different types of tea, using a real teapot and play with different types of tea in the water tray too. It was so much fun smelling the different types of tea. Can you remember which smell you liked best?





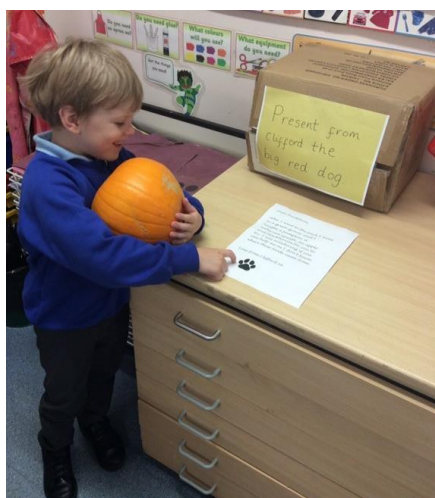
What fun we have had settling into our new Nursery! Great job everyone - we are really proud of you!

Reception – Where Does Food Come From?

This term in Reception, our themed learning was 'Where does our food come from?' We went on an Autumn walk to find lots of clues and the children noticed the changes in the season. For example, the leaves changed colour and they were falling from the trees.



We learnt that lots of fruits and vegetables are ready to pick and harvest in the autumn time. We read the story of Clifford the Big Red Dog's First Autumn. Clifford had lots of fun at the park chasing leaves and spotting the changes at the grocery shop. Clifford the Big Red Dog left us a special package from the greengrocer's shop. Inside, there were lots of autumn fruit and vegetables with a special letter. Where did they come from? We learnt that fruits and vegetables come from seeds and learnt that seeds need soil, sunshine, and water to grow. Some vegetables grow in the ground like carrots and potatoes. Some fruit grow on trees like apples, some fruits and vegetables grow on plants above the ground like blackberries, peas and courgettes. We read the story of Oliver's Vegetables and lots of other stories about growing fruits and vegetables.



We listened carefully to the story of The Little Red Hen who made bread from flour.

We know that flour comes from wheat. We enjoyed joining in with the voices of the animals and the repetitive phrases in the book. Then we read Oliver's Milkshake and learnt that milk comes from a cow. Now we know all about where our food comes from!

Year 1 – Memory Box

This half term Year One have enjoyed being historians, learning about ourselves and our own memories. We have been thinking about all the amazing things we can do, now we are in Year One, and how we have grown up and changed since we were babies. We enjoyed bringing in photos of ourselves as babies and found it very funny seeing how different we all looked compared to now, including our teachers! We also explored old toys from the past and thought of interesting questions to help us find out more information about what they were used for and when. We then compared these toys with our own that we play with today.



In science, we have been observing the changing season and talking about the signs of Autumn. We have also been geographers, learning about how the seasons affect the weather and using weather symbols and new vocabulary to describe what the weather is like. We enjoyed presenting our own weather forecasts and pretending to be meteorologists! We made special weather diaries and couldn't believe how often the weather changes where we live!



In English, we have really enjoyed the 'Funnybones' and 'Owl Babies' books. We loved acting out the stories with our friends and retelling it in our own words. We used our senses to explore the different story settings and have been using exciting adjectives to make our writing more interesting.

Year 2 – Street Detectives

What a fantastic start to the year we have had in Year 2.

Street Detectives served as the perfect opportunity to get to know our surroundings a little better by travelling back to the 50's and 60's. Here the children looked at school life, entertainment and travel, comparing these to the way things are now. Interviewing Miss Cheatham's nanny was a real highlight with the children loving the honest answers gained from questions they created. Geography focussed in on local geography and map reading with the children creating their very own maps to help them get to Oaks park for a day trip. It may have rained on the day but this didn't stop the children having a great time exploring their local park. In English, the children loved transitioning to the heightened expectations of Year 2 and this was most evident in their Percy the Park Keeper stories, which were a joy to read. We cannot wait to see some of the creative writing to come in our new unit Towers Tunnels and Turrets!

Year 3 – Ancient Greek

We started our time in Year 3 with a mythical adventure that took us on an exciting yet terrifying adventure that saw us try to defeat the Minotaur in his labyrinth in an interactive escape room - thankfully we were able to find our way to freedom unscathed by solving

puzzles and using different clues! We then explored the famous story of Theseus and the Minotaur further by reading different versions of the tale. Did you know that the Aegean sea is named after King Aegeus, Theseus' father?! During the day we even created our own mythological creatures based on those that we encountered in other Greek stories that we shared.

Following on from our engage day, we were fortunate enough to take part in an Ancient Greek Day in which we dressed up and took part in an exciting and highly entertaining workshop.



During the day, we took part in many different activities such as; a mini Olympics which saw the mighty Spartans take on the fearsome Athenians; we

all played a traditional tactical game called Petteia, a game very similar to modern day checkers; and we even learnt some military formations and chants which could be heard throughout the school - Sorry Mrs Wood and the office team! It truly was an informative and enjoyable day.

We have really enjoyed learning about the Ancient Greeks and are now excited for our new theme, Forceful Pharaohs!

Written by Ash Class

Year 4 – Roman Britain

Year 4 have thoroughly enjoyed our learning around the Roman Britain this half term. In History, we have studied the Roman invasions, Boudicca's revolt, Hadrian's Wall and the influences of the Roman empire on our lives today.



In Geography, we have been recapping continents, oceans and comparing the environmental region of Italy with Britain. In English, we have written our own Roman

myth narratives and letters imagining we're a soldier at Hadrian's Wall.



The highlight of the half term was undoubtedly Roman day where the children were able to handle some genuine Roman-era artefacts, play an ancient board game and recreate the Battle of Watling Street. A fantastic first half term of Year 4 and we're looking forward to our States of Matter Science learning next!

Year 5 – Chessington

On Friday 15th of September, the Year 5s of Barrow Hedges Primary School went on a trip to Chessington World of Adventures. The day started off with everyone coming in and putting their high vis jacket on before a coach journey that was over in a blink and soon enough we were there!

The first thing Beech Class did was go to the zoo to look at the animals before our workshop all about forces. In the workshop, we learnt about how they use forces on the rides and how they work.



For example, how gravity helps to speed up the rollercoasters but how friction is used to slow them down again. We demonstrated this with toy cars and sandpaper.

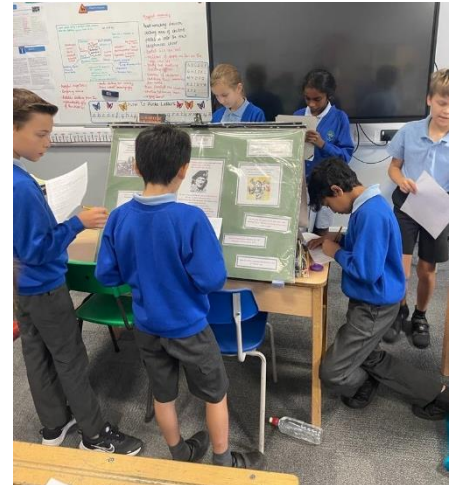


As soon as we finished, we went over to The Forbidden Village and rode Croc Drop as well as Tomb Blaster and after we went over to Tiger Rock (the famous Chessington log flume).

At half twelve, we went over to the Room on The Broom area to eat lunch before continuing with our extreme day. In the afternoon, we went on as many rides as possible in quick succession – The Gruffalo, Vampire, Dragon's Fury and even Mandril Mayhem! Miss Swinfield screamed so much she lost her voice for the whole of the next week! We finished our day with a soggy last-minute ride of the Monkey Swingers before our journey home. What a way to start the year!

By Zac P, Beech Class

The day began with a lively introduction to the period and then all children took part in a WWII quiz, played a game linked to detecting explosive devices and looked at firearms used during the war.



Year 6 – World War II Workshop

To support our learning this half term, Year 6 took part in a captivating workshop which vividly brought World War II to life.



We had the chance to explore genuine WWII artefacts and tried on real clothing from the time.



We also took part in Air Raid Precaution training as well as learnt about evacuation and rationing. The day ended with a really fun year group game where we pretended we were stretcher bearers.



During the war, stretcher bearers had only basic knowledge of first aid and were tasked with retrieving the wounded from No Man's Land and transporting them over difficult ground to safety. We had a brilliant day, discovered the true meaning of community spirit and gained a memorable insight into what life was like for people in Britain during WWII, particularly children.

Mental Health and Wellbeing

At Barrow Hedges, we appreciate the importance of supporting our young people's mental health and wellbeing. We want every one of our pupils to know they are not alone and there is always someone they can talk to.



This half term, we took part in #helloyellow to raise funds for Young Minds, a charity that supports children's mental health. We raised an impressive £479.05 and want to thank each and every individual who supported these efforts.

We have also conducted our Autumn Pupil Wellbeing Questionnaire where 99% of pupils surveyed reported they feel happy at school, 92% reported they know what to do if they are worried and 90% reported that they know how to look after their mental health. We are incredibly proud of the progress our children are making in their emotional literacy and look forward to continuing this work this academic year.

Lastly, during World Mental Health Day we introduced the children to a song about mental health. If you would like to share this song with your child again, you can find

it using the following link: https://www.youtube.com/watch?v=84598ejcG_c. If you

would like more information about mental health and wellbeing at Barrow Hedges, please get in touch with Miss Rebekah Swinfield, our Mental Health Lead.

Harvest Festival

Thank you to you all for your generous donations for this year's Harvest Festival. We had a great assembly exploring the traditions of harvest. We also spoke about food banks and how our donations will be so well received. The children were very reflective and could identify how lucky we are if we are in a position to help others. We linked this to our value of kindness.



Farewell

After the Christmas holidays, we will sadly be saying goodbye to Mrs Bearman (Office Manager and PA to Headteacher) who, after 11

years of working at Barrow Hedges, will be retiring.

Although we're sad to see her go, we wish her all the best!

Trim Trail

We are absolutely thrilled with our two latest additions to the children's play space – our trimtrail which has really enhanced playtimes and is a wonderful way to develop children's gross motor skills and our new Nursery equipment taking centre stage in our Nursery garden.



Both funded by the borough's special capital provision fund.

Uniform Shed

Our preloved uniform shed is a much-loved asset that helps parents save money and helps raise vital funds for Barrow Hedges.

However, it only has a small amount of volunteer helpers – and we really need more people to get involved to keep it going. I'm sure you'll agree it would be a tremendous shame if it had to close.

Volunteering is quick and easy to do. The existing team will also be able to show you the ropes in the beginning.

If you could help out one day a week (just once every three weeks), please could you contact Heather on 07787 526990

/ heatherdforty@hotmail.com

Parking

Unfortunately, we have received numerous complaints from neighbours and indeed, other parents, about inconsiderate parking of some parents. We ask that when dropping off or collecting your child from school, you are mindful with how you park (i.e. not blocking driveways, not parking on the zig zags, double yellow lines or 'keep clear' signs, not parking on the pavement etc.) and that you

leave home allowing enough time to find suitable parking.

Thank you for your cooperation and support.

Footpath

Please be reminded to use our Harbury Road pedestrian footpath when with and without your child/ren. Please do not walk up the driveway as this is in use throughout the school day.

Have a lovely half term. We look forward to seeing the children back at school on Monday, 6th November.

The influence of influencers

What you need to know about online influencers - NSPCC

What are influencers?

Influencers are people who have a large following on social media. The term 'influencer' comes from promoting products, behaviours and ideas to their followers.

There are influencers for every topic on the internet, from beauty bloggers, vloggers, gamers and more. Like celebrities, they provide entertainment, information, comfort, and inspiration for children.



Influencers can be good role models for children, encouraging habits such as inclusivity and good self-esteem. But, they can also have a negative effect, encouraging unsafe or unhealthy behaviours and views.

Some influencers are children themselves, often being more relatable to a young audience. But this can also put pressure on children who admire them to act in the same way or try and achieve unrealistic goals.

For example, lots of influencers get gifted products in exchange for promoting brands. Children may feel they need to buy these products to keep up with a trend. This can lead to overspending or worries about what others will think if they can't.

Do influencers share false information?

The content influencers share often includes their personal thoughts and opinions. However, it's possible the information they're sharing isn't completely factual. This means children might be at risk of being exposed to false or misleading information.

The content influencers post isn't always moderated. It doesn't have to be fact-checked and can mean the information they share might not be true.

The things an influencer says, can have a very strong impact on what a child thinks. If they admire this person, they might believe what they say without question.

False information online can take many forms, it can be misinformation, or disinformation.

Disinformation - a deliberate lie

Misinformation - incorrect information that the person believes to be true

False information includes conspiracy theories, and opinions that are expressed as facts. Whatever form it takes, false information on the internet can be difficult to spot.

One of the reasons false information is so common online, is because of how easy it is to spread. Often, all it takes is one person to share the information, and it can 'go viral'. Once this happens, it's very difficult to stop.

Due to their large following, the things influencers say can spread very quickly. Even if the information is fake or misleading.

You can learn more about false information on this page: [Fake news, hoaxes and misinformation | NSPCC](#)

What are the risks?

Because of the range of topics that influencers cover, they attract a variety of audiences. It can also be challenging to see if something could have a negative impact.

Schools across the UK have found increasing numbers of boys and young men using online influencers as role models.

This isn't always a bad thing, but there are influencers who display harmful behaviour. This includes misogyny, violence against women and minorities, and sexual misconduct.

Teachers and parents have expressed concern about this. They've seen a rise in boys and young men who are spreading these harmful ideas and using language that supports them.

Influencers who appear to be wealthy and have an enviable lifestyle can seem appealing. This may draw children and young people into following someone who has worrying views, even if they don't share them originally.

They also might feel like these views help them to make sense of their world. Some children and young people might feel isolated, rejected, or excluded by others. These children and young people are particularly vulnerable to being influenced by harmful ideas. Sharing the same views as others can give them a sense of acceptance and potentially new friends. But viewing material featuring harmful views at a young age, can shape a child's experiences and attitudes - both offline and online.

Advice to help you support your child with influencers

It can be difficult to know how to respond to your child's interest in influencers. You might feel that an influencer is affecting the way your child thinks or behaves.

It's important to remember that influencers can have a positive impact and might act as a good role model for your child. Many influencers try and promote positive messages. There are influencers that focus on self-worth, kindness and being inclusive of others. But, there are also influencers whose messages may worry you.

Here are 5 tips to help you support your child:

1. Start a conversation

Ask your child about the influencers they like and get them to explain what they admire about them. This starts a discussion, encouraging your child to think critically about their ideas. It might also put your mind at rest.

2. Find out more

Find out about the influencers your child likes for yourself, by checking their online profiles and reading about their ideas. Talk to other parents to see what they know and if they have concerns.

3. Normalise questions

Encourage your child to question what they see and hear online. Remind them to fact check claims before repeating or sharing them.

It's also important to look beyond the surface of what an influencer shows their audience. Many influencers use [filters and editing](#) to change their appearance, so this doesn't always reflect reality.

4. Check the age ratings

Check the age ratings for the apps/sites your child is using, to make sure they are age appropriate. Most social media and streaming sites are 13+. So if your child is younger than this, they might see content that's unsuitable for their age.

5. Get support

If you're worried about ideas your child has got from an influencer, there's help available. For example, many schools are currently dealing with the effect of influencers, so they might be able to offer advice and support.

Remember, you can always contact us at the [NSPCC Helpline](https://www.nspcc.org.uk/0800111111) for any advice or concerns.

Remember that Childline is always there to support children, on [0800 1111](https://www.childline.org.uk) or via [Childline online](https://www.childline.org.uk).

YouTube Kids




YouTube kids allows children and young people to watch and search for the shows they like and discover new ones. It contains videos that are uploaded to YouTube but it has an algorithm that pulls out appropriate videos for younger children.

Stay safe on YouTube Kids using the instructions on **Parental Controls, Blocking & Reporting** below.


Parental Controls

Configure the Parental Controls with these simple instructions:

- Tap on  in the bottom right corner of the app & then complete the multiplication.
- Tap on **Settings** and then select your child's profile.
- Enter your password. Here you can configure **content settings**, **allow search control** and **watch history**.


Block

Block a video using these simple instructions:

- Select the video you want to block and then tap on .
- Tap **Block**.
- You can choose from two options, **Block this video only** or **Block entire channel**.

Report

Report a video using these simple instructions:

- Select the video you want to report and then tap on .
- Select **Report**.
- Select your issue and then tap **Report**.

