



Hunters Hall Primary School

Snippets

Issue: 10
March 2021

Dates for the Diary

Spring Term 2021

Sunday 21st March –

World Down's Syndrome Day; International Day for the Elimination of Racial Discrimination; World Poetry Day & Census 2021

Thursday 25th March – Easter menu

Monday 29th, Tuesday 30th, Wednesday 31st March and Thursday 1st April – Parents' Consultation (Telephone/Zoom)

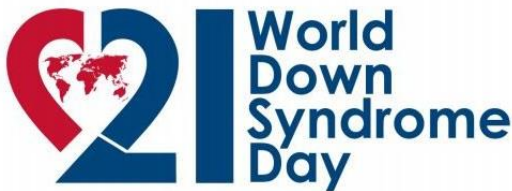
Thursday 1st April 2021 – Last day of Spring Term.

Friday 2nd April 2021 – Good Friday

Friday 2nd April to Friday 16th April – Easter Holidays

Summer Term 2021

Monday 19th April – Children return to school



www.worlddownsyndromeday.org

Dear Parent/Carer,

Today you will have received an invitation to a remote parent/teacher consultation for your child. This invites you to select the half hour slot when you are available for a 10-minute conversation with your child's teacher. This meeting can either be set up on Zoom or be a telephone appointment.

We ask you to return the slip at the bottom of the letter, next Monday 22nd March, so appointment times can be allocated and Zoom links set up, if that is your preference.

These consultations give you the opportunity to discuss your child's experience during lockdown; how they have settled back into school; and the progress they are making.

All appointments will take place between 3:30pm-5:00pm on Monday, Tuesday and Thursday or 3:30pm-7:00pm on Wednesday of the week beginning the 29th March. The school will then be closed for the Easter Holiday on Friday 2nd March until Monday 19th April.

I wish you all a happy weekend.

Selina Frazer,
Headteacher.

PARKING REMINDER

Please be considerate to our neighbours by not blocking their driveways when dropping off or collecting your children from school. *Thank you*

School Uniform

School uniform can be purchased online:

www.schooluniformdirect.org.uk/schools/product-category/schools-and-clubs/hunters-hall-primary/

Or

Telephone: 01992 763679

Email: info@schooluniformdirect.org.uk



Wanted

Miss Ede would like any old wellington boots (it doesn't matter if they have holes in! They won't be used for wearing!)



Parent Hub

We would like all parents/carers to join us on Parent Hub.



Parent Hub is a FREE app that helps keep you up to date with what's going on at school. You'll receive messages, pictures, documents and newsletters, all in one handy place.

1. Download the Parent Hub app from your app store (iPhone or Android).

2. Create yourself an account.

3. Choose "Add a School" and enter:

@HuntersHallIPS

Attendance

Congratulations to 1L in Key Stage 1 who achieved 100% this week and to 3D in Key Stage 2 also with 100%

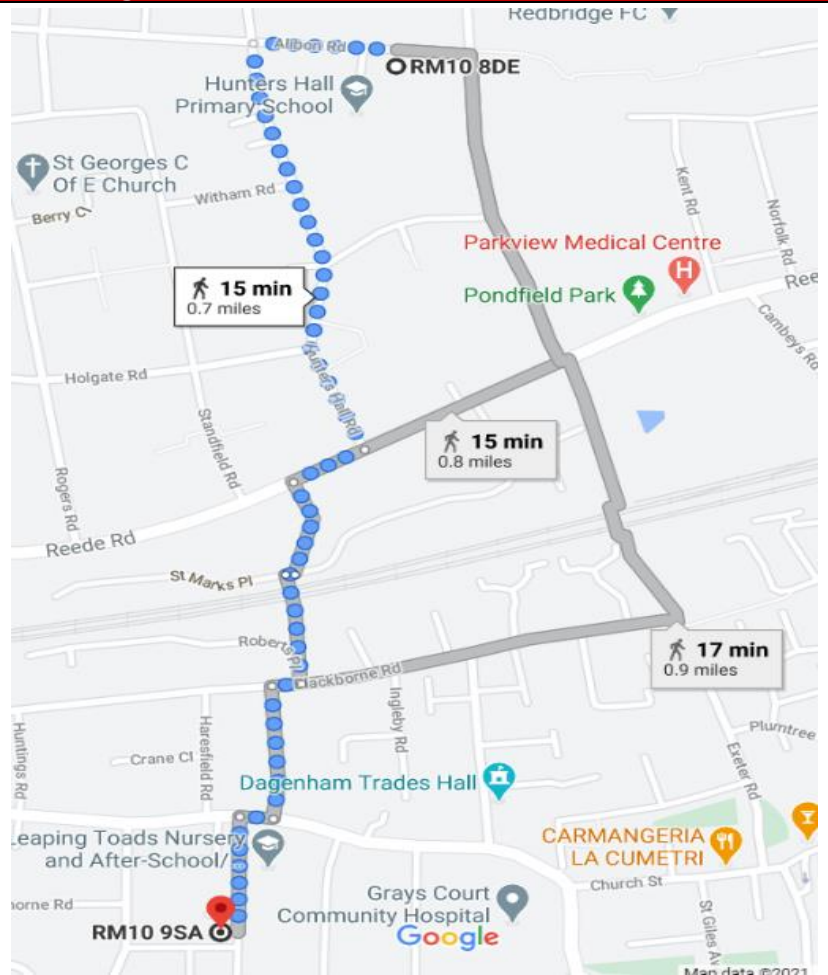
| Class | Attendance % | Class | Attendance % | Class | Attendance % |
|-------|--------------|-------|--------------|-------|--------------|
| RB | 94.87 | 2R | 94.54 | 4R | 98.35 |
| RH | 95.73 | 2T | 84.92 | 5A | 94.15 |
| RM | 90.65 | 3D | 100 | 5H | 95.45 |
| 1C | 95.12 | 3G | 97.06 | 5S | 98.82 |
| 1H | 88.35 | 3T | 94.90 | 6P | 98.98 |
| 1L | 100 | 4E | 95.26 | 6VC | 95.63 |
| 2K | 97.89 | 4N | 92.39 | 6Y | 97.97 |



Rapid Testing Centre



Active Age Centre
Rectory Road,
RM10 9SA
Opening times –
10:00am – 6:45pm



Mindfulness

Use your Senses

Stand silently in a space.

Notice:



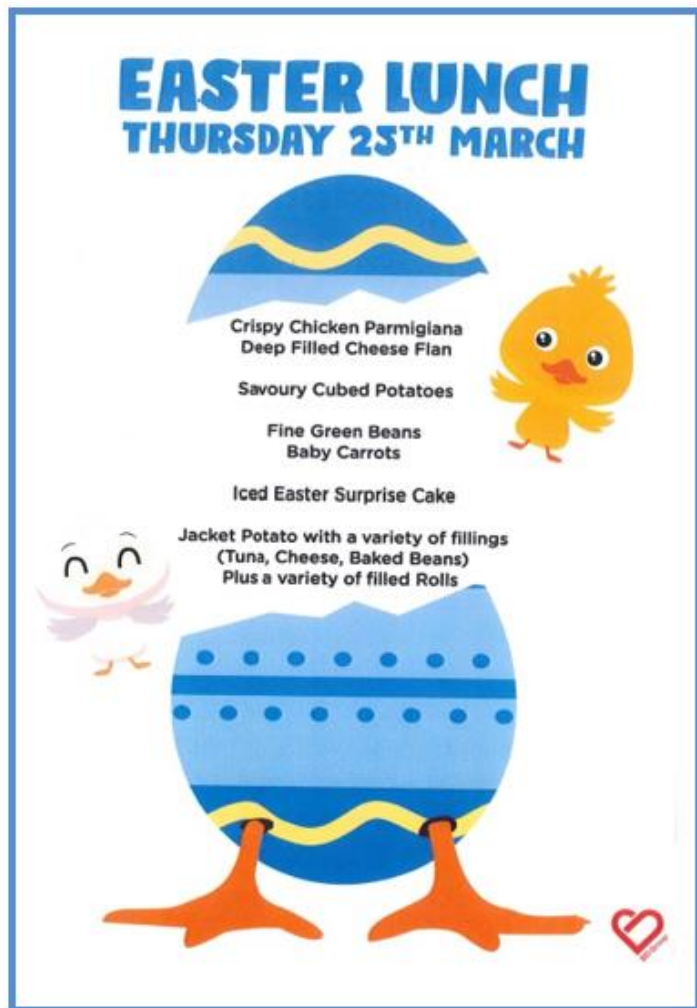
- 5 sights
- 4 textures
- 3 sounds
- 2 smells
- 1 taste

How many were natural? Can everything you notice be natural? Which are easier/more difficult?

Inside: Repeat the activity. What do you notice?

Easter Lunch Menu

Please make sure you have credit on ParentPay.



Census 2021

Census Day is this Sunday 21 March. The census helps to plan and fund public services in your area, including your school, transport and the NHS. The information provided will help to make sure that services meet the needs of our changing society.

You will receive a letter in the post from the Office for National Statistics (ONS). You will then need to fill in the census questionnaire on Sunday 21 March 2021 or as soon as possible after. You can visit www.census.gov.uk to find more information on how to fill in your census questionnaire or if you would prefer to complete the census online then visit:

<https://census.gov.uk/en/start/>



Thrive Approach Building Blocks

At Hunters Hall, you will often hear the children and staff talking about the Thrive Approach which is a dynamic, developmental and trauma-sensitive methodology to meeting the emotional and social needs of children. It is deep rooted in child development theory; attachment theory; play; creativity, and neuroscience. Part of our vision at Hunters Hall is one which enables all members of the school community to develop confidence, curiosity, creativity, and who are open to learning and better equipped to deal with life's ups and downs.

<http://www.huntershallprimary.org.uk/behaviour/511.html>



| Building Blocks | Developmental age | Positive Descriptors for each Developmental Stage |
|----------------------|---|---|
| Interdependence | Key Stage Three + Four 11 - 18 years | <i>Key task: to learn about independence and interdependence; to look forward to being an adult; to recycle unmet needs.</i> This young person is having positive experiences of being an individual and being independent. Sometimes they legitimately need support and are dependent. They test their independence in the context of new experiences, opportunities and challenges. The young person is interested in solving complex problems and will test and question rules to find a direction for themselves. This young person trusts adults enough to know when, where and how to go for help or information when necessary. They are developing a comfortable sexual identity and know about risks and can make informed choices. |
| Skills and Structure | Key Stage Two 7 - 11 years | <i>Key task: to learn about their own and others' way of doing things; to develop new skills.</i> This child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills. They take pleasure in difference and are curious about new and different experiences. They enjoy having appropriate responsibilities and understand the need for rules and regulations. Exploration and thought are being given to the values that underpin rules. They identify strongly with peers of the same gender as themselves. |
| Power and Identity | Early Years Foundation Stage + Key Stage One 3 - 7 years | <i>Key task: developing a positive sense of self and understanding self and others.</i> This child or young person is developing a positive sense of themselves and establishing an individual identity. They are discovering different roles and relationships with others. They understand the consequences of their behaviour and are familiar with social expectations. This child or young person is acquiring information about the world, their bodies and their gender identity/role. |
| Thinking | 18 months - 3 years | <i>Key task: to understand cause and effect and problem solving; to know about feelings and express them appropriately.</i> This child or young person can think for themselves. They can think about their feelings and are beginning to express and handle their feelings appropriately. They can make the link between cause and effect and can understand boundaries/rules. The child or young person is able to take responsibility for their actions and ask for help when needed. This child has been supported by a close adult to make sense of their experience and the world about them. |
| Doing | 6 - 18 months | <i>Key task: to get support while being creative and active; to explore doing things.</i> This child or young person will confidently approach a wide range of activities. They will enjoy investigation and exploring and will use these experiences to learn about environment. They explore their potential through curiosity, creativity and taking initiative. They are active and can be easily stimulated to take an interest. This child or young person learns through and from doing and being actively involved and processing their own experiences. |
| Being | 0 - 6 months | <i>Key task: to have a positive experience of dependency and move on.</i> This child or young person will be self-assured, confident and appropriately trusting of others. They will be receptive of the world and have a capacity for joy. They will ask for help and will demonstrate the full range of feelings. This child or young person will have established the foundations for making good relationships. |

| | | |
|---|---|---|
| <p>KS1/KS2: When it's a little too much: 'Flipping the lid'.</p> | <p>Exploring Dan Seigel's model for 'Flipping the lid'. The triune brain: introducing the crocodile, monkey and human brain as the stress regulation system.</p> <p>What happens when it's all too much for me? What happens in my body and brain? Why do I do this?</p> | <ul style="list-style-type: none"> • KS1: The Owl and the Guard Dog: Watch and discuss what happens in our brains • KS2: Watch and discuss what happens when we lose control of our emotions and 'flip our lid' • Ideas and activities for 'Flipping the lid' • 'A Niffelnoo called Nevermind' by Margot Sunderland • 'How Hattie hated kindness' by Margot Sunderland • 'The Angry Dragon' and 'The Tantrum Monster' by Michael Gordon |
| <p>KS1: Who am I?</p> | <p>Explore what makes us all special and unique and what we mean by the term 'identity'.</p> <p>What makes me different? Why I am special? What qualities do I have that make me? How am I unique?</p> <p>Explore the idea of how we are different in many ways: appearance, personality, values, hobbies, talents, culture, faith, gender, race, disability...</p> | <ul style="list-style-type: none"> • Assembly: Who are we? Who's who? Identity mysteries. • Watch and discuss 'Grain of sand' • Assembly: What makes me, me? • Join Sesame Street and Will.i.am and learn the 'What I am' song • 'You're here for a reason' by Nancy Tillman • 'I Will Not Ever Never Eat a Tomato: Charlie and Lola' by Lauren Child • 'The Name Jar' by Yangsook Choi • 'I like me!' by Nancy Carlson • 'A Color of his own' by Leo Lionni • 'Clancy the Courageous Cow' by Lachie Hume |
| <p>KS2: Why do we need rules?</p> | <p>What do we mean by rules? Why do we have them? What are the most important rules?</p> <p>Explore rules in class, school and wider society and why these are used to help us to feel safe/ make it fair. What would happen in a world without rules?</p> <p>Discuss rules that the children feel are important at this present time. Which do they find most difficult? Why? Reflect on how they can become more mindful of this as they move on in school.</p> | <ul style="list-style-type: none"> • Assembly: Rules, rules, rules • Assembly: Rules for life • Ready to learn everyday assembly pack • British values – Rule of law • 'The Bread Winner' by Debra Ellis • 'Peter in Peril' by Helen Bate |

Comic Relief - Red Nose Day 2021

Today, as the school community wears red or is dressed up as a superhero, we have done this to not only have fun but to raise awareness and funds for an extremely worthwhile cause that has an impact on all of us as part of a global society.

We all have a civic responsibility to lead on social justice. Globally, mental health problems affect one in ten people at any given time, making mental health problems one of the leading causes of ill-health and disability worldwide. It is both a cause and consequence of many of the other issues people experience across the world, leading to vicious cycles of discrimination, disadvantage and injustice.

Central to Comic Relief's approach to mental health care, particularly across the globe, is continuing to tackle stigma and discrimination, and dispelling myths, among both communities and health workers.

If you are able to donate, please use this link: www.justgiving.com/fundraising/rednosedayhps

www.comicrelief.com/what-your-money-does



Year 6 ~ Science Week

In Science Week, Year 6 have been learning about inheritance traits as part of our Science topic, Evolution and Inheritance. We discussed what physical traits we have in common with our parents and wider family. We identified the variations that our siblings might have e.g. one sibling might have green eyes and the other blue eyes from each parent. In year 6 we have a few sets of twins so it's been interesting discussing how they are similar and different from each other too! We also identified the acquired inherited traits we share. E.g. If you are good at playing football, who else in your family is good at it? That's where you get your skill from! Some of the people in our class said their acquired traits were Art, music, maths, writing, reading and cooking.

By Ethan & Grace



My name is Sariyah and I am 11 years old. The inherited characteristics I have from my dad is my height. I'm really tall for my age. The characteristics I have from my mum are my eye and hair colour. My brother has lighter skin than me, he got it from my dad's side. I am very musical like both my parents – they both like music.

My name is Ramisha and I am 10 years old. The inherited characteristics I have with my mum is I have light brown skin unlike my dad who has a little darker brown skin. My mum and dad both have the same eye colour as me. I am tall for my age because my dad is tall too (I am nearly taller than my mum!) My sibling's names are Aisha and Zoha. Aisha and Zoha mostly have the same features as my dad, however my features are more like my mum. I have a dimpled chin like my mum too. My dad was good at drawing, now I am good at Art and drawing, he also used to be good at fixing things (or mechanics) so now I am doing well and improving on fixing things. My mum is good at hairstyles, but I am not that bad so that was passed onto me.



My name is Zac and I am 11 years old. I am average height and so is my mum. I have the same eye colour (brown) as my mum, I also have the same skin colour as her. I have brown eyes but my sister Tilley has hazel eyes. I've got dark blond hair while my sister has brown hair and my baby sister has a gingery hair colour. My baby sister has blue eyes and no one has blue eyes in my family. My mum is good at maths and so am I. She is a size 4 adult shoe and so am I?!



My name is Kerem and I am 10 years old. My inherited characteristics are my skin colour (tan), my hair colour brown and my eye colour (brown) I get them both from my mum and dad. This is true of my twin and my sister. My twin and I are identical but we don't look like it though but that's because I'm adapting more quickly than my brother.

Twins Suraiya and Sumiya



Twins Darasimi and Semiloore



6Y has been debating about the theory and done a bit of research which they wanted to share.

Charles Darwin's Theory of Evolution

We disagree with Charles Darwin's theory because humans couldn't have evolved from apes because apes grow the same way as humans do. If we did apes would be humans too.

According to religious beliefs, we were created by God. Adam and Eve were said to be the first humans.

. 6Y

Evolution

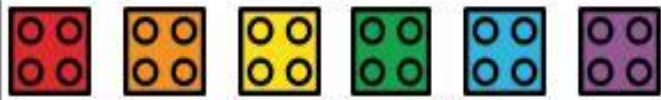
On the internet we found out that we evolved from apes because archeologist found bones that shows us the steps of the evolution of man. The DNA nearly matches the DNA of a gorilla is 98% similar to humans.

Humans evolved alongside orangutangs, chimps, gorillas and bonobos. We came from and that's how we evolved with them.

We strongly agree with Charles Darwin theory of evolution.

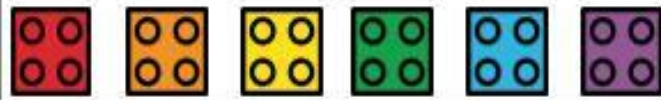
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RAINBOW BRICK CHALLENGES



RAINBOW STAR

Using red, orange, yellow, green, blue, and purple bricks, build a rainbow star.



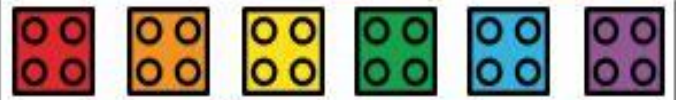
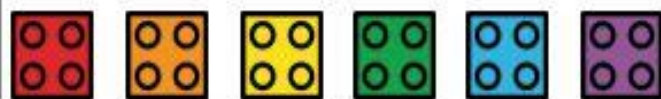
RAINBOW RABBIT

Using red, orange, yellow, green, blue, and purple bricks, build a rainbow rabbit.



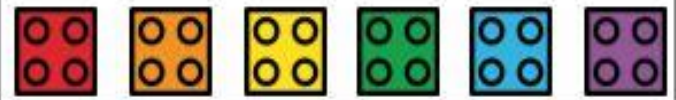
RAINBOW HOUSE

Using red, orange, yellow, green, blue, and purple bricks, build a rainbow house.



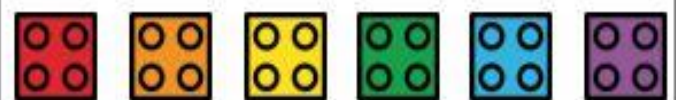
RAINBOW HEART

Using red, orange, yellow, green, blue, and purple bricks, build a rainbow heart.



RAINBOW FLOWER

Using red, orange, yellow, green, blue, and purple bricks, build a rainbow flower.



RAINBOW SNAIL

Using red, orange, yellow, green, blue, and purple bricks, build a rainbow snail.

