



Weekly Newsletter

FRIDAY 15th NOVEMBER 2024

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Latest News

Dear Parents and Carers,

This week has really highlighted the amazing team of staff we have here at Knotty Ash...

On Friday, Mrs Sweeney won the Educate Awards' 'Teacher of the Year'! She was nominated by parents in recognition of her tireless dedication to supporting Deaf children and their families. We're all incredibly proud of her!



Everything we do here at Knotty Ash Primary and Deaf Resource Base is based upon a team approach aimed at meeting the needs of our fabulous children. It is an honour for me to have received this nomination from our brilliant parents in recognition of our work.

Kath Sweeney
Knotty Ash Primary School

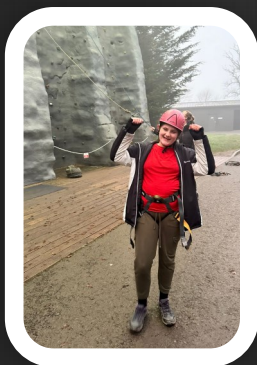
"Kath's nomination is recognition of her tirelessly and consistently going above and beyond to support the children and their families. She is dedicated to meeting the holistic needs of every child, which means helping with social needs, housing issues, access to support services etc. Many parents describe their despair and isolation, trying to navigate complex systems and conflicting advice, before they met Kath. She is a champion for Deaf children and their parents and has profoundly changed so many lives for the better."

Roanne Clements
Headteacher, Knotty Ash Primary School

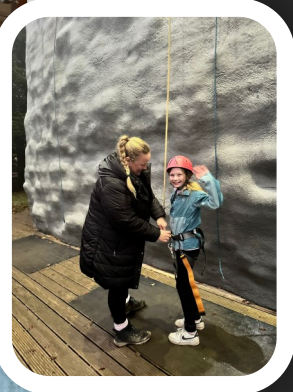
We're also very grateful to the team of adults who accompanied Y5 and 6 to Lockerbie this week for their 3-day residential. They were all superstars!



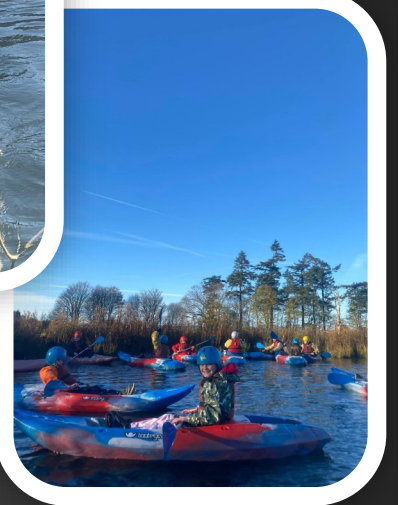
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Dear Parents/ carers,

We are extremely lucky to have been chosen for an MHST information event about their new parent course at 9:15am on Friday 6th December. If you would like to find out more about the course and are available to attend please complete the google form to ensure we have enough seats and biscuits.

<https://forms.gle/9yNkanFqLsVLypDX9>

Kind Regards

Mrs O'Hanlon
Mental Health
Lead



Rockpool is a supportive group intervention for parents/carers who have themselves struggled with trauma / ACE's growing up. This can be anything significant for them.

There are 10 sessions delivered across a 10-week block, to a group of around 6- 8 parents. Sessions take place in-person and are approximately 120 minutes long.

Sessions are informed and underpinned by Cognitive Behavioural Therapy (CBT) and Trauma-informed approaches.



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Artisan Stalls ✨ Tombola ✨ Refreshments
Children's Crafts Activities & Nativity Trail
Father Christmas



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What have we been learning? Nursery



It has been another busy week in nursery. It was World Nursery Rhyme Week 2024 . On Wednesday we sang Twinkle Twinkle little star . We used the instruments to accompany our singing and we dressed up as stars . We did some counting up to 10 using stars and some subtilising too. We signed Twinkle Twinkle using BSL too. On Thursday our rhyme was Old MacDonald had a farm . We played farm animal bingo . We did some farm animal phonics - ted talking animal names. We made animal noises. On Friday it was Children in Need Day . We dressed up in our PUDSEY outfits, we did lots of Teddy maths , Teddy mark making and we rounded off the week with a Teddy Bears Picnic .

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What have we been learning? Reception



The children have enjoyed exploring visual literacy this week by looking at the story of 'Baboon on the Moon'. They have written speech bubbles, made cvc words on rockets to send to the moon and we have even written a letter as a class to send to the baboon.

The baboon sent us some little moon rocks to have an experiment with. The children were full of chat, making predictions and using lovely language to describe the feeling of these moon rocks!!

In mathematics, we have been looking at all the different ways in which we can make 5 as well as one more and one less!!

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What have we been learning? Year 1



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What have we been learning? Year 3



It's been another busy week in Year 3. The children finished their pneumatic monsters evaluating them against their designs and built their own Parthenon in Art using straws and masking tape. In English they have been publishing their own myths complete with illustrations. The booklets are amazing and we'll share them with you at parents evening. In Maths they have been adding and subtracting hundreds. They have also learnt a lot about Pudsey and the Children in Need charity ending the week by dressing up in yellow and spots and having some fun. We also had a very first chess lesson which was all about pawns.

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What have we been learning?

Year 4



Year 4 have had a busy week! The children have worked immensely hard to publish their Greek Myth stories in English and they look brilliant! In maths we have finished up our addition and subtraction topic with efficient methods of subtracting.

In PE we enjoyed taking our dancing to the next level using floor and standing positions to tell the story of Charlie and the Chocolate Factory.

The class were in for a treat on Thursday with a Greek food taste testing experience! Surprisingly, feta cheese was a big favourite! To end the week, we enjoyed celebrating Pudsey day. The children shared their teddies with the class and we even did some fun 'children in need' themed maths challenges!

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What have we been learning?

DRB 1



What a Week in Infant DRB!

We've had an incredibly busy and exciting week in Infant DRB! We have been working hard at exploring the world of shapes. We've been learning the names of 2D and 3D shapes, matching them to their visuals, and even counting the sides of 2D shapes. The children have also been practicing labelling shapes with the correct number of sides—impressive stuff!

On top of that, we've been sharpening our football skills in preparation for the North West Deaf Football Panathlon at Greenbank Sports Academy. The effort paid off, as our teams secured 2nd and 4th place—a fantastic achievement! A huge well done to everyone who took part.

As a special treat, we visited the cinema at Cheshire Oaks to watch Kung Fu Panda! The children loved it, and when we returned to school, we practiced some fun Kung Fu Panda-inspired mindfulness yoga moves to help us stay focused and relaxed.

To round off the week, we channelled our creativity into a collaborative art project, creating a giant Pudsey Bear for Children in Need. What do you think of our masterpiece?

And finally, a massive CONGRATULATIONS to Mrs. Sweeney, who has won the prestigious Teacher of the Year Award at the Educate Awards! This recognition is so well-deserved. Mrs. Sweeney works tirelessly to support our children, staff, and parents, and we couldn't be prouder of her incredible achievement!

Well done, everyone, for a brilliant week!

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What have we been learning?

DRB 2



Two of our Year 5 and 6 children joined the residential to Lockerbie Manor and it was an unforgettable adventure packed with thrilling outdoor activities. The children got to explore their limits and develop teamwork skills through challenges like canoeing, kayaking, and abseiling. The tranquil waters made for perfect sailing experiences, while the high ropes course and zip line provided exhilarating opportunities to test their bravery. The children showcased their strategy and coordination skills in fencing too. On top of all of the activities, the residential provided opportunities for the children to bond with one another, forming new friendships, build confidence, and create lasting memories.

On Wednesday some of our children attended the North West Deaf Football championship at Greenbank Sports Academy. These events promote inclusivity in sports, providing opportunities for Deaf players to compete and connect as well as meeting new Deaf friends.

Mrs. Sweeney's dedication and passion for Deaf education and teaching earned her the prestigious Teacher of the Year award. Her innovative methods and unwavering support for students and families inspire excellence, making her a role model in the education sector. We are so very proud of Mrs Sweeney!

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Attendance



Class	Attendance
Reception	96.9%
Year 1	99.6%
Year 2	98.3%
Year 3	94.4%
Year 4	91.8%
Year 5	99.4%
Year 6	95.7%

Whole school attendance this week **96.6%**

Class attendance winners **Year 1 99.6%**

Congratulations to Year 1 - AMAZING!

Every child should be in school every day,
unless they are too ill.

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Online Safety

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

1 LEAD BY EXAMPLE

As adults, we play a crucial role in modelling respectful behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always approach others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people and help them to handle their own conflicts in a healthy way.

2 AGREE TO DISAGREE

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can 'agree to disagree'. Using active listening skills when doing this can also help to build empathy and understanding of others.

3 PROMOTE ACTIVE LISTENING

Teach children about the importance of active listening: that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This makes people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own opinions to them.

4 ENCOURAGE THE USE OF "I" STATEMENTS

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel ..." or "I think ..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.

5 FOCUS ON BEHAVIOUR, NOT CHARACTER

When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused this upset, rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to inflame the situation.

6 STAY CALM AND TAKE BREAKS

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. If a conversation becomes too intense, remind them it's OK to suggest continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.

7 START CONVERSATIONS ABOUT RESPECT

Talk openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving others due regard.

8 SEEK COMMON GROUND

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each another.

9 AVOID MAKING THINGS PERSONAL

It's important that we make it clear to children they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language sets a positive tone and helps keep the conversation productive. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something hurtful.

10 REFLECT AND LEARN

After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures, or hypothetical examples to further develop their skills in showing respect during a disagreement.

Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinate Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



Source: See full reference list on guide page at:

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@wake.up.wednesday

@wake.up.weds

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Who's Who?

Leadership Team

Miss Clements Headteacher

Mr England Deputy Headteacher & SENDCo

Ms Sweeney Head of Deaf Resource Base

Mrs O'Hanlon Forest School and Mental Health Lead

Mrs Carson School Business Manager

Teachers

Mrs Davies Nursery

Mrs England Reception

Mrs Nugent Year 1

Mr Houghton Year 2

Mrs O'Hanlon/Mrs Cartwright Year 3

Miss Kerr Year 4

Mr Hall Year 5

Miss Hunter Year 6

Mrs Woods DRB 1

Mrs Rigg DRB 2

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Term Dates and Events

Monday 18th Nov	Parent-teacher meetings
Tuesday 19th Nov	Parent-teacher meetings
Tuesday 10th December	Santa visiting Knotty Ash! After-school craft sale and grotto
Wednesday 11th Nov	NSPCC/NDCS Online Safety event for DRB Families
Thursday 12th Nov	Xmas Jumper Day & Xmas Dinner
Friday 13th December	Bring a game to school day
16th—19th December	Christmas productions (see next page)
Friday 20th December	Christmas class parties (NO talent show) 1:30pm school closes for Xmas break

Term dates for this year and next year are available on the school website:

[School Term Dates and Inset Days – Knotty Ash Primary School](#)

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Xmas Productions

Monday 16th Dec	9:15am	Year 5 & Year 6 performance
	1:30pm	Year 3 & Year 4 performance
Tuesday 17th Dec	9:15am	Year 1 & Year 2 performance
	1:30pm	Year 5 & Year 6 performance
Wednesday 18th Dec	9:15am	Year 3 & Year 4 performance
	1:30pm	Year 1 & Year 2 performance
Thursday 19th Dec	9:15am	EYFS performance
	1:30pm	Church Service (tbc)



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Family Activities & Support

The latest edition of the Liverpool Parenting Newsletter is here.

www.allabout-family.co.uk/liverpool

You will find new information about local support available for families and children in Liverpool, along with information regarding events and activities on offer running from March to May 2023.

We have also been sent information about Family Learning and Engagement Courses run by LCC Adult Learning Service. This can be found on our school website, link here:

<https://knotty-ash-primary-school.secure-primariesite.net/family-information-and-support/>

For families in receipt of benefits related free school meals, there are a variety of activities over the Summer break, all of which are free and include a meal:

<https://merseyplay.com/summer-haf-holiday-activities-food-2023/>

Locally, St John's Church offer a range of community groups and activities for families:

<https://www.stjohnsknottyash.org/our-community>

There's also a range of groups and activities available at Yew Tree Children's Centre for parents whose children are 0-5 years.

<https://liverpool.gov.uk/children-and-families/early-years-and-childcare/childrens-centres/yew-tree-childrens-centre/>

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POETRY IN LIVERPOOL WORKSHOPS

THURSDAY 31ST OCTOBER 2024

HAVE YOU EVER WANTED TO WRITE A POEM BUT ARE UNSURE
HOW TO BEGIN?

ROUND OFF THE HALF-TERM HOLIDAYS BY JOINING A
'POETRY IN LIVERPOOL' WRITING SESSION WITH AMINA ATIQ!

AMINA ATIQ IS A WIDELY PUBLISHED YEMENI POET,
PERFORMANCE ARTIST, AND CREATIVE PRACTITIONER.
SHE IS A BBC WORDS FIRST FINALIST 2019, AN ALUMNI
YOUNG ASSOCIATE, AND SERVED AS AN ARTIST FELLOW AT
DADAFEST, AS A SOCIAL COHESION FELLOW OF HUMBOLDT
FOUNDATION RESIDENCY 2022, AND AS LEAD ARTIST AT 20
STORIES HIGH'S PUBLIC-POETRY PROJECT 'POET'S GIFT'.

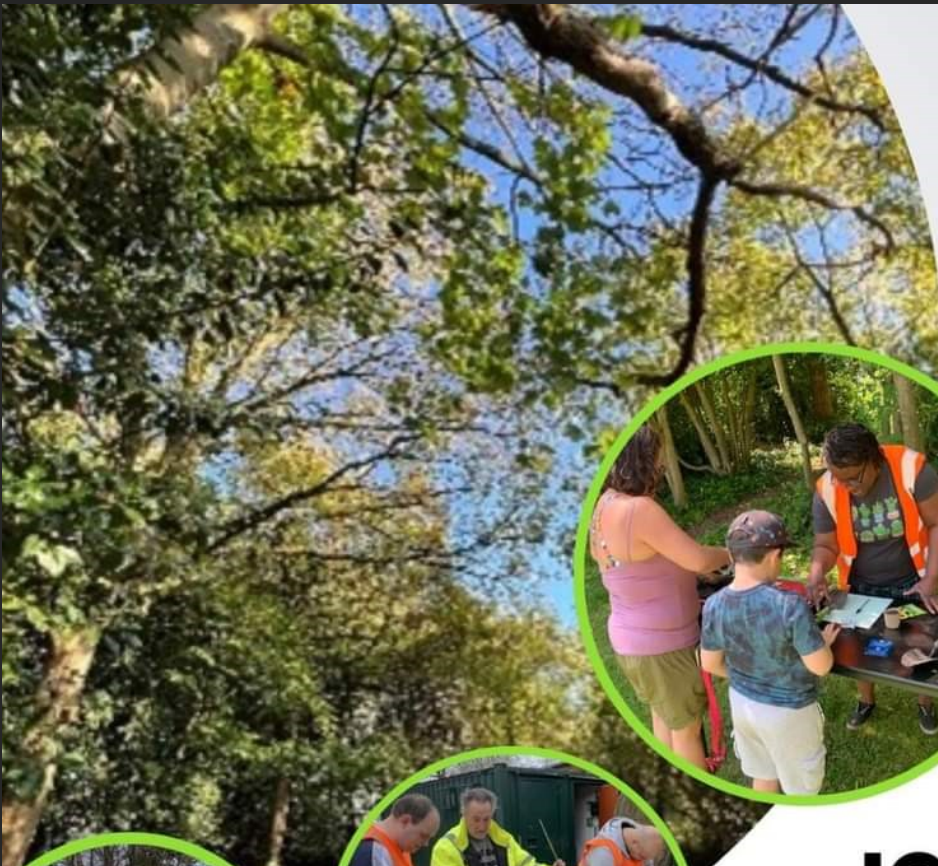


Photo: Rohan Clewley



FREE, REGISTER AT YMWA.ORG.UK
AGES 8 TO 11: 12.30 – 2.00PM
AGES 12 TO 16: 3.00 – 4.30PM
CENTRAL LIBRARY, LIVERPOOL, L3 8EW

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JOIN OUR FRIENDS OF BRIGHT PARK VOLUNTEER COMMUNITY

Come and be a part of developing and maintaining the park and its programmes.


Get Involved With:


- Park Maintenance
- Educational Activities
- Event Organising
- Administration
- Holiday Clubs
- Fundraising


Come visit us at:
Bright Park,
81 Thomas Lane,
Knotty Ash, L14 5NS



REGISTER NOW

 0151 903 9488

 connect@brightpark.co.uk

Pack your child a **HEALTHY LUNCH BOX**

Choose a variety of foods from each food group



Fruit



Vegetables



Dairy



Wholegrains



Lean meat
& alternatives



A Healthy Lunch Box



MAKE WATER
YOUR DRINK



PACK ICE BRICKS
TO KEEP FOOD
COOL



USE A THERMOS
TO KEEP FOOD
WARM



This resource was developed and designed by SA Health Primary Services, Western Sydney Local Health District, with contributions by South Eastern Sydney Local Health District and Western Downs Local Health District.

[60 kids' lunchbox recipes | BBC Good Food](#)

[School packed lunch inspiration | BBC Good Food](#)

[Healthy packed lunches - British Nutrition Foundation](#)

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It can be tricky deciding whether or not to keep your child off school or nursery when they're unwell.

There are government guidelines for schools and nurseries about [managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

Other illnesses Follow this advice for other illnesses:

Coughs and colds

It's fine to send your child to school with a minor [cough](#) or [common cold](#). But if they have a fever, keep them off school until the fever goes.

Encourage your child to throw away any used tissues and to wash their hands regularly.

High temperature

If your child has a [high temperature](#), keep them off school until it goes away.

Chickenpox

If your child has [chickenpox](#), keep them off school until all the spots have crusted over.

This is usually about 5 days after the spots first appeared.

Cold sores

There's no need to keep your child off school if they have a [cold sore](#).

Encourage them not to touch the blister or to share things like cups and towels.

Conjunctivitis

You don't need to keep your child away from school if they have [conjunctivitis](#).

Get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school. Your child should try to stay at home and avoid contact with other people if they have [symptoms of COVID-19](#) and they either:

- have a high temperature
- do not feel well enough to go to school or do their normal activities

Ear infection

If your child has an [ear infection](#) and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

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Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough, there's no need to keep them off school. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

There's no need to keep your child off school if they have head lice but tie hair back. You can treat head lice and nits without seeing a GP.

Impetigo

If your child has impetigo, they'll need treatment from a GP, often with antibiotics. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share things like towels and cups .

Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.

Scarlet fever

If your child has scarlet fever, they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious. But let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat

You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away. A sore throat and a high temperature can be symptoms of tonsillitis.

Threadworms

You don't need to keep your child off school if they have threadworms. Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).



<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

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