



Weekly Newsletter

FRIDAY 29th NOVEMBER 2024

Loving Learning Together



Latest News

Dear Parents and Carers,

This week, we were privileged to be visited by the High Sheriff of Merseyside, Mr John Mohin OBE. Each class enjoyed meeting him and asked really sensible and searching questions.



Communications

We recently reviewed our home-school communications arrangements. Seesaw, text-messaging and email are all really valuable as well as phone-calls and face-to-face interactions. After discussion with teachers and some parents, I want to share some guidelines on how each communication should be used...

	Used by who?	Used when?	Used for what?
Text messaging	Messages FROM school	8am—7pm all week	School/class/individual messages
Seesaw	Parents/carers to/from class teacher	8am—6pm Monday—Friday	Short messages, photos, general questions
Email	Parents/carers to office, Ms CB or Mr England	8am—6pm Monday—Friday (unless urgent)	Any questions, concerns, comments or requests
Phone-call	Parents/carers to/from school staff	8am—4pm Monday—Friday	Any questions, concerns, comments or requests
Face-to-face	Parents/carers with school staff	8am—4pm Monday—Friday	Any questions, concerns, comments or requests

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School Crossing

Following a site-visit from Liverpool city Council, concerns have been raised that parents/carers and children are crossing dangerously despite us having a School Crossing Patrol. Please be aware that you **MUST** cross directly in front of Dave, our 'Lollypop Man' and not diagonally behind or ahead of him. This is very important for everyone's safety. A leaflet with further guidance will be sent out this week.

Knotty Ash Primary School Crossing



- **Green zone** – School crossing zone/safe zone
- **Red zone** - no crossing zone/danger zone
- Parents/Guardians and children **must** cross in front of the patrol and **never** behind.

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HAF Winter Fun

over the Christmas holidays

The Winter Holiday Activity and Food programme is packed full of fab activities for children and young people who are eligible for benefits related free school meals.

Whether it's arts and crafts, dance, sports or drama, Liverpool's #HAF2024 programme has something for everyone! Every activity includes a meal for each child.

HAF is free for children from reception to year 11 who receive benefits related free school meals. Find out more at [HERE](#)

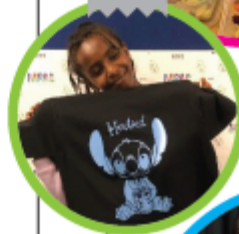
If you don't receive benefits related free school meals, you may be able to attend some of the clubs depending on your circumstances. Additionally, some clubs also offer paid places alongside the HAF programme.

If you have any difficulties making a booking then please contact HAF@merseyplay.com

Book now scan the code below to book your place



or click [HERE](#)





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



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Course Information Sheet

Free 6-week course
2 hours per week

Helping Your Child with Maths

Course information

The aim of this course is to help you become more confident in your everyday maths and help your child with their maths homework. You will be provided with top tips, ideas for games, interesting activities and lots of useful resources.

The course content will focus upon:

- Place value
- Number patterns
- Ordering numbers
- Less than and greater than
- Writing numbers in words
- Addition and subtraction methods
- Multiplication and division methods
- Solving word problems and reasoning

What this course could lead to

You may be able to progress to entry level 3, level 1 or level 2 Functional Maths course with the Adult Learning Service.

How to join?

Please ask at reception for more details. We look forward to meeting you!



Course Information Sheet

Course title: Family Learning – supporting your child's literacy development

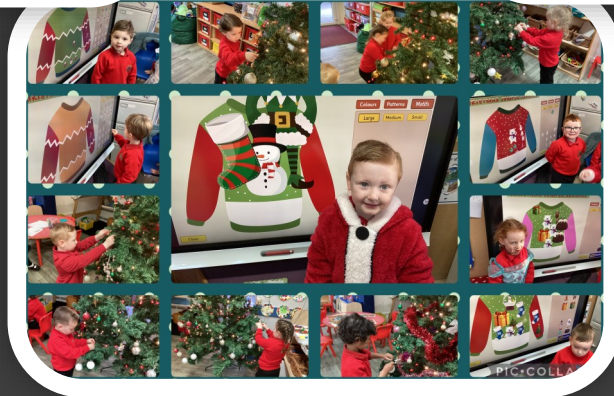
Intent What is the aim of the course?	The aim of this course is to help you become more confident in your everyday English and help your child's literacy development
What other skills do I need?	This is a course for people who don't have a qualification in English/Literacy or want to help their child with a primary curriculum they're not familiar with.
Intent Course content	You will be able to work on supporting your child with: <ul style="list-style-type: none"> • Recognising sounds each individual letter makes. • Blending sounds • Phonic awareness phase 1-5 • Word Reading and decoding • Storytelling and reading for enjoyment • Comprehension (listening & reading) • Spelling using word-specific memory • Writing - transcription • Writing - letter formation
Implementation How will I learn?	Learners are required to follow the course objectives for each unit and successfully demonstrate competence through an informal assessment. Learners will also be expected to undertake some independent research/homework.
How will I know I am progressing?	Each learner will have a Personal learning Plan which he or she will update briefly during each session. In addition to this your tutor will give you regular updates on your progress both verbally and in written feedback.
Impact What can I expect to achieve?	You may gain an Award Certificate in supporting children's literacy skills from Liverpool Adult Learning Service and can progress to take a Functional Skills qualification in English through City and Guilds or complete other Family Learning courses.
What could this course lead to?	You may be able to progress to entry level 3, level 1 or level 2 Functional English course, complete other Family Learning courses or/and Early Years/Supporting Teaching & Learning courses
What materials or equipment will I need to provide?	Please bring a pen
How do I join?	Email: Julia.hooks@liverpool.gov.uk



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What have we been learning? Nursery



On Friday, nursery had lots of fun celebrating Rock Star maths day. We all dressed up as Rock Stars and sang Rockin all over the world by Status Quo ! We completed a Rock Star Maths Challenge at home and all received certificates and prizes.

On Monday we decorated the Christmas Tree and enjoyed playing in Santa's Workshop and dressing up as elves and reindeers.

We listened to the story of the First Christmas and acted out the story using the knitted characters from our class nativity scene. We made our own crib scenes .

We wrote our letters to Father Christmas ready to post soon. In maths we learned some Christmas number rhymes and practised ordering numbers to 5 .

We have been singing and signing our Christmas songs.

We went on a Winter walk to look for signs of winter . We found frost, ice, bare trees, evergreen trees, berries and holly. We had to wrap up warm and we even did a bit of ice skating.

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What have we been learning? Reception



Reception have had a lovely week!!

We have been looking at "The Smeds and the Smoos" by Julia Donaldson! The children have created "Lost" posters for the missing smed and smoo! We have seen some lovely pieces of work from the children this week.

The children have been learning all about the stars this week!! They made some lovely star crafts and even made night star cookies!!!

We have also been doing some lovely singing and the children have been busy practicing their Christmas songs.

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What have we been learning? Year 1



This week Year 1 began to explore their book this half term called Grandad's Island. Whilst we haven't yet finished the book, we've explored the journey of Grandad and Syd to an island and delved into what is on the island and the adventures they went on. In Maths, we've continued with addition exploring adding numbers to 10 using different physical apparatus and moving on to addition word problems. In DT, the children finish off making their hand puppets, they thoroughly enjoyed turning their puppet that they had sown into the design they had chosen. Year 1 enjoyed their final Forest School session of the year this week, they looked at poems and songs to learn about how leaves change in different seasons. In PE, the children have now mastered jumping side to side. The children have shown their determination each week to master this skill. We hope all of our families have a lovely weekend!

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What have we been learning?

Year 2



Our classroom has been full of reflection and happy emotions recently - all because of our learning unit which is all about memories that we hold dear and trinkets, souvenirs and keepsakes that we treasure. We are exploring how important memories and precious keepsakes reflect our personality - who and what is important to us. I asked the children to make a memory box and share it on SeeSaw and we got some wonderful responses. We've loved sharing stories - both happy and sad - about our lives. I also brought in my own memory box and the children had a blast exploring the contents and quizzing me on what they were. This learning unit is continuing right up until Christmas - so we've lots more to discover in the following weeks.

In Maths, the children are working very hard to master more complex methods of addition and subtraction,, moving beyond counting on our fingers into more formal written methods. In Science, we're exploring parts of the body and their functions - in particular the senses. As you can tell, there's lots going on!

In Art, the children have been sewing their own hand puppets .

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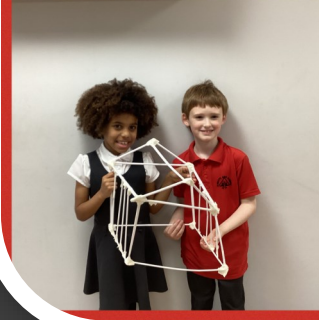


What have we been learning? Year 3



DANCE 
SEQUENCE

PIC•COLLAG



FOREST SCHOOL

PIC•COLLAG

Year 3 have had an incredible week. They finished off their Parthenon models using a lot of masking tape and straws. The children also enjoyed their Music lesson because they got their hands on the glockenspiels. In English we have been learning about diversity and loved meeting some new Lego Friends with both visible and hidden disabilities. In Maths we are using patterns to add, subtract and multiply numbers. In PE we have been working on dance sequences working with a partner to include a move a jump and a turn.

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What have we been learning?

Year 4



Year 4 have had an exciting week! In maths we have continued to look at our multiplication and division topic, focusing on the 3-, 6- and 9-times tables. We have used arrays to help us create fact families with our multiplication and division equations. In English we have started to look at the features of articles and began our plans to create our own magazine focusing on the fabulous Tilly Lockey. In science we discussed the importance of joints in the human body and how prosthetic limbs have been designed to help support those with limb differences. Our Christmas play prep has begun and the pupils are very excited about rehearsals in the upcoming weeks! To finish of the week, we enjoyed an intense but exciting chess lesson!

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What have we been learning?

Year 5



It's been a good week of learning in Year 5! In English, we continued to develop our understanding of fronted adverbials. We also began our learning of persuasive features. There were lots of ways to persuade people that we were able to practise throughout the week. For Maths, we further explored the wonderful world of factors! We finished off the week by learning what a common factor is! In Geography, we explored the layers of the earth, from crust to core! We finished the week off by doing some chess and by having a good sing of our new song, Living On A Prayer.

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What have we been learning?

Year 6



Year 6 have an exciting week of visitors. We started off with visit and very interesting Q&A session with the Chief Sheriff of Merseyside and our head pupils did a great job showing him round school.

Then, on Tuesday, we enjoyed a very informative and insightful session with the school health nurses all about puberty and changes to our bodies as we grow up. We learn lots from practically using products and asking lots of mature questions. We also had a great session from the LFC Foundation focusing on conflict resolution and how we need to respect different perspectives solve disagreements- although the debate of if pineapple belongs on pizza is still unresolved! We of course been busy in our usual lessons too, with year 6 particularly enjoying creating their own models of the layers of the earth in geography and working on our communication with team building challenges in PE.

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What have we been learning?

DRB 1



This week in Infant DRB, we've continued exploring the story of *Red Riding Hood* in our language lessons. The children have been updating their visual dictionaries to support their writing and engaging in role play to bring the story to life. We've also been improving our BSL skills, identifying the characters in the story and describing their actions on each page.

In maths, we've been working on part-whole model addition within 10, focusing on identifying missing numbers in addition calculations. The children are beginning to become confident using the part-whole model to solve problems such as: $2 + ? = 5$ and $3 + ? = 6$.

Art has been particularly creative this week! During our mainstream session, we practiced our sewing skills and made adorable teddy puppets. These will be used in class to act out imaginative stories during role play sessions.

To kick off the festive season, we've started practicing our Christmas songs—stay tuned for updates on our seasonal activities!

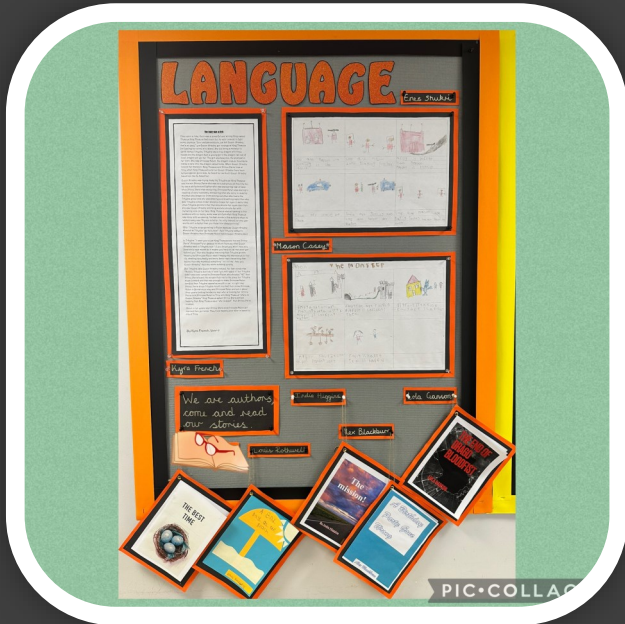
Finally, we've been food detectives, learning about the impact of sugar on our bodies, such as tooth decay, and discussing the importance of healthy eating. The children went on a fun "5-a-day" activity hunt around the classroom and outside to help them remember which foods are good for their health.

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What have we been learning?

DRB 2



This week, the children in Junior DRB became authors! A few weeks, students embarked on a creative writing journey by first exploring characters and settings from Greek myths. This inspired them to think of their own unique characters and settings for their stories. Using a story mountain, they planned their narratives, considering key events and structure. After writing their drafts in their Language books, they carefully edited and upleveled their work. To present their final stories, some students used storyboards, while others embraced technology with iPads, and a few crafted handmade books. Each student took pride in showcasing their imaginative stories, demonstrating creativity and effort in their final presentations. Please feel free to come into class to read the wonderful stories.

We ended the week with mixed emotions as Friday, marked Alex's last day. He is moving onto his new school and we will all miss him so much. Castleford Academy are very lucky to be getting him and we wish him every luck in the future.

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Attendance



Class	Attendance
Reception	89.6%
Year 1	94.6%
Year 2	97.6%
Year 3	97.9%
Year 4	91.8%
Year 5	95.4%
Year 6	90.7%

Whole school attendance this week **93.9%**

Class attendance winners **Year 3 97.9%**

Congratulations to Year 63!

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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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

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	Reception performance
	10:30am	Nursery performance
	1:30pm	Church Service (tbc)

Look out for an email
about TICKETS next
week!



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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/>

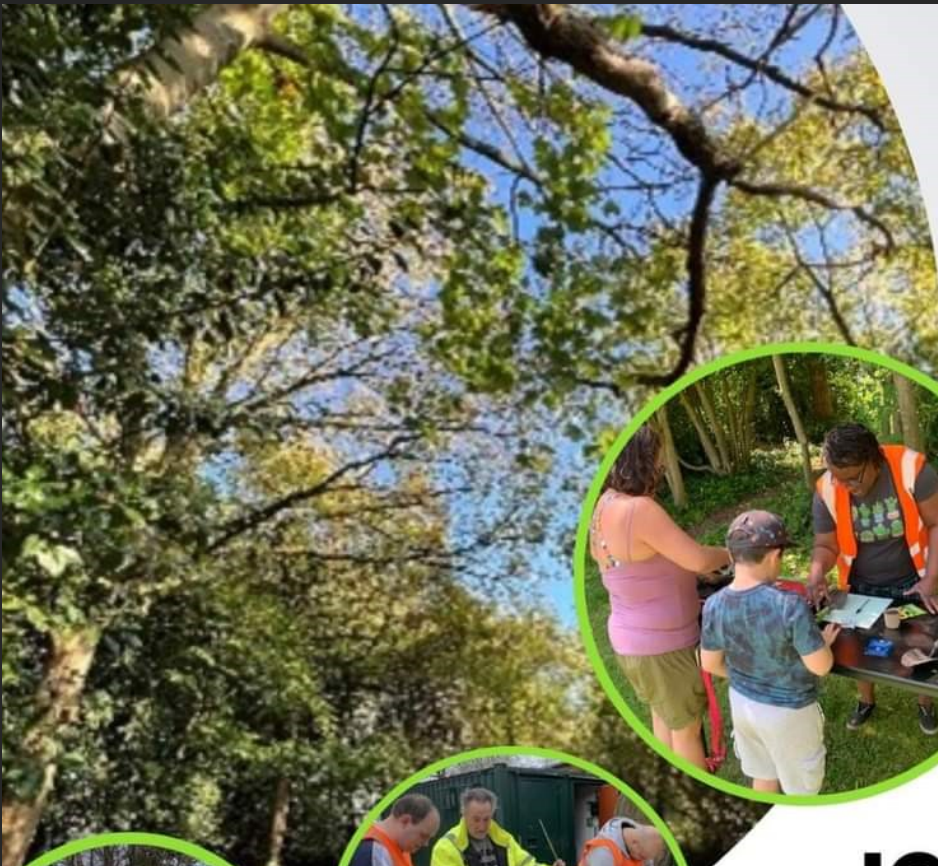
Locally, St John's Church offer a range of community groups and activities for families:

<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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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, Murrumbidgee 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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