



# Weekly Newsletter

FRIDAY 17th JANUARY 2025

Loving Learning Together



# Latest News

Dear Parents and Carers,

Apologies that this is the first newsletter of 2025. It's a double issue to cover news from the last two weeks.

Thank you for your co-operation during our recent snow and ice. It was a real team effort from staff, children and yourselves to make sure we could keep everyone safe and keep the school open.



## We Need You !!!

You may have seen an email from school asking for Parent Governors. We have two vacancies to join our friendly governing board, who meet once every 6 weeks to hear about school developments, ask questions and offer suggestions. There are documents to read, and it is a commitment but it's very rewarding and interesting. If you'd like a chat to find out more, please pop into school or give me a ring.

Best wishes for a lovely weekend, Miss Clements (Miss CB!)

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SEQUENCING



CAROL SERVICE



GAMES



NATIVITY PIC-COLLAGE



CHRISTMAS FUN



REMEMBERING CHRISTMAS

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This month, at Knotty Ash Primary School we've extended our partnership with Zero Food Waste. We are now hosting events in the school hall on a Saturday and Sunday evening.

Bags of food need to be booked in advance (see below for how to do this.) It's not a food bank; it's saving food from landfill :)

We are really pleased to be able to help with this good cause, but rest assured we are also working hard to make sure the school site is safe and there is minimal disruption to the local community.

### HOW TO BOOK BAGS

- Send us a message via messenger at 7am on the day you want to collect, bookings before 7am are not accepted.
- If there is more than 1 event that evening, please specify the event you wish to attend.
- All bags are allocated on a 1st come, 1st served basis in the order we receive messages.
- Please only send 1 message, someone will always reply, if you message multiple times you will lose your place.
- If you are allocated a bag, it will be ready for collection at 10pm.
- Please only request 1 bag per household per 7 day period.



By working in partnership, saving surplus food & building community: great things can happen!

### SATURDAY EVENTS

11 - 12pm  
Open Event - No booking required  
St Hilda's Church, Stuart Avenue, L25 ONG

12 - 1pm  
Open Event - No booking required  
Methodist Centre, Atherton Street, Prescot, L34 5QN

10pm  
Bagged Event - Bookings open at 7am  
Elm Hall Drive Methodist Church, Elm Hall Drive, L18 1LF

10pm  
Bagged Event - Bookings open at 7am  
Knotty Ash Primary School, Thomas Lane, L14 5NX

By working in partnership, saving surplus food & building community: great things can happen!

### SUNDAY EVENTS

6pm  
Bagged Event - Bookings open at 7am  
The Place To Be, Eastern Avenue, L24 2SX

10pm  
Bagged Event - Bookings open at 7am  
Knotty Ash Primary School, Thomas Lane, L14 5NX

Everyone is welcome and everything we distribute is free

By working in partnership, saving surplus food & building community: great things can happen!



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## About Family Magazine




Inside, parents will find useful advice on;

- Internet Safety
- Adult Education
- St John Ambulance Advice - Child Choking
- How To Help Kids Eat Healthily
- Family Events in the area
- Plus more....

Link below:

[www.allabout-family.co.uk/liverpool](http://www.allabout-family.co.uk/liverpool)

## Lydiate Learning Trust's January Online Newsletter

### Online Safety Newsletter Jan 2025

#### Social Media Influencers

**What is an Influencer?**  
An influencer is somebody on a social media platform such as YouTube and Instagram, who have a high number of followers. Influencers share their opinions/ideas and may be paid to advertise/promote products through their account.

**What should I be concerned about?**  
Whilst there are some great influencers, there are some that choose to share content that is for example, misogynistic, racist or misleading. These opinions can be expressed or interpreted as fact, so it is important to talk to your child and encourage them to fact check and critically analyse what they see and hear online.

**What we see on social media**  
What we see is influenced by algorithms, which predict what type of content we are most likely to interact with. Whilst there are benefits of algorithms, it can mean that once we start looking at certain content, our social media feed can become more aligned with that opinion, creating an echo chamber and therefore we do not see a balanced picture. Find out more here: <https://www.childnet.com/blog/algorithms/>

**What can I do to help my child?**  
Talk to your child about social media and who they follow. If there is anybody that you are unsure of, then check their feed and discuss with your child if you find anything worrying.

**Further information**  
<https://swgfl.org.uk/topics/social-media/>

#### Fortnite Battle Royale

Fortnite Battle Royale is rated PEGI 12 due to moderate violence, meaning it is not suitable for children under the age of 12.

**What is Fortnite?**  
There are different versions of Fortnite, including Fortnite Battle Royale, which is free to play (although it contains in-app purchases). In Battle Royale, up to one hundred players compete against each other until one winner remains.

**What do I need to be aware of?**

- Chatting and inappropriate language: Fortnite includes voice and text chat, which may mean your child encounters strangers and may hear inappropriate language. Ensure your child knows how to report/block any players that make them feel uncomfortable.
- In app purchases: Players can purchase V-Bucks so make sure you restrict purchases and do not store your card details.

**Parental Controls**  
Fortnite provides several parental controls in your child's Epic account to help you create a safer environment for your child. The controls allow you to:

- disable voice chat
- filter language
- manage which experiences your child can access based on their age
- set a PIN to add friends
- set a PIN for purchases
- set time limits
- set appropriate privacy settings.

Also, remember to set up age-appropriate parental controls on the device your child is playing on.

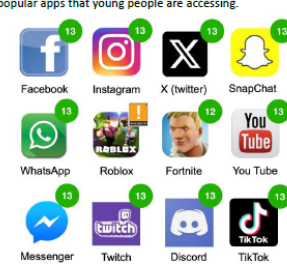
**Reporting/Blocking Features**  
As always, ensure your child knows how to use the reporting and blocking features and that they know they should talk to you or another trusted adult if anything concerns them.

**Further information**  
You can find out more here:  
<https://safety.epicgames.com/en-US/parental-controls>  
<https://parentzone.org.uk/article/fortnite>

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date released 01.01.25.

### Get to know age ratings

Age ratings exist to help protect your child, so we thought we'd provide you with a little reminder of how important it is to check the age ratings of what your child is accessing online. Here are the age ratings of some of the more popular apps that young people are accessing.



Whether your child is viewing films, accessing apps, playing games online or using social media – make sure you check the age rating first to see if your child is old enough. In addition, the likes of PEGI (Pan European Game Information) provide further content descriptors, which will give you an indication of the type of content that your child might view e.g. violence or bad language.

**What else should I review?**  
It is important to note that whilst age ratings do allow you to see if something may be appropriate for your child, it is also important to review the content yourself. This will allow you to make an informed decision as to whether it is suitable for your child to access and if it would be beneficial to apply further parental controls. For example, does it include the ability to communicate with others and are in game/app purchases available?

**What else can I do?**

- Explain the importance of age ratings to your child and how they protect them.
- Go online together to see what your child is accessing.
- Set up parental controls on your broadband, devices and on any individual apps that your child is using. This will reduce the chances of them accessing or viewing anything unsuitable.
- Chat to your child regularly about what they are doing online and as always, remind your child that if anything is worrying them then they should talk to you or another trusted adult.

**Further information**  
You can find out more here:  
<https://eesgamesmart.co.uk/articles/how-age-ratings-help-families/>

#### Smartphone Free Childhood

?

Smartphone Free Childhood is a parent-led movement whose mission is to protect children from the dangers of using smartphones too young.

The premise behind this movement is that all parents/carers of a class all agree not to give their children smartphones (therefore the level of peer pressure is reduced) for a set time or until a specific age. Are you ready to join? Find out more here:  
<https://smartphonefreechildhood.co.uk>

#### Digital differences between men and women revealed

Ofcom have released their annual report into our daily habits. The findings show that women and teenage girls are more worried about online harms. You can read the full report here:  
<https://www.ofcom.org.uk/media-use-and-attitudes/online-habits/digital-differences-between-men-and-women-revealed/>

#### X (Twitter) Checklist

You should be at least 13 years of age to have a Twitter account. The SWGFL have created a free Privacy and Security checklist for you to download. The resource is available here:  
<https://swgfl.org.uk/magazine/introduce-the-x-checklist-keeping-your-profile-under-control/>

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# What have we been learning? Nursery



PIC-COLLAGE



 **The MOST wonderful**   
**TIME of the YEAR!**



PIC-COLLAGE

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# What have we been learning?

## Nursery



10th January

This week we have had a busy time practising our songs for our Christmas performance, learning the BSL signs and trying on our costumes.

On Tuesday we had some special visitors from the North Pole, Santa and Mrs Claus who came to see us in class and read us a lovely story. We also went to visit the amazing Christmas grotto .

Our elves Bobby and Bella have been having a fun time in class this week. They mixed up all the numbers on the number line and painted pictures of Mrs Blower and Ms T .

We have been doing lots of Christmas arts and crafts - calendars, cards, baubles letters to Santa etc. We enjoyed Christmas game day on Friday. We were very kind and all shared our toys with our friends .

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# What have we been learning? Nursery



17th January

This week nursery have been investigating the properties of 2d shapes. We went on a shape walk around the school and took photos of 2d shapes. We made pictures with 2d shapes and we had lots of shape activities in continuous provision. We found circles and squares at home and took photographs . We looked at the photographs in school on seesaw.

We have done lots of winter craft activities - we made snowman collages and snowman mobiles.

We started reading the story Lost and Found by Oliver Jeffers -

We talked about where penguins live .

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# What have we been learning?

## Reception



10th January

Reception have had a frosty first week back!!! We had some fun out in the snow on Monday! The children enjoyed going on a winter walk and looking for signs of winter!

We have began to look at the polar regions and have even created a polar area in our class! The children have enjoyed playing in this new area!

In maths, we have been looking closely at the numbers 8, 9 and 10 as well as odd and even numbers!

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# What have we been learning? Reception



17th January

Reception have been busy learning all about odd and even numbers this week! We had some odd and even monsters in class and we shared out objects to figure out which numbers to give to which monsters!!!

In Literacy, we have been reading the story "Lost and Found". The children have enjoyed sequencing the story and acting it out. We also enjoyed learning facts about penguins.

The children have been enjoying new areas of learning in our classroom this week! They have liked exploring our Chinese restaurant, performance area and a polar regions area! These will be within our topics this half term so playing in these areas helps them with their understanding of what we are learning.

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# What have we been learning?

## Year 1



10th January

This week the children have settled back into school and were so excited to tell us all about their Christmas holidays. In Maths, we've looked at 1 less before moving on to subtraction by working out how many are left. During our English lessons, the children looked at plurals. They learnt that when something is plural the words have a 's' sound at the end which can be written as -s or -es depending on the rule. This was a tricky concept, but I'm so impressed with how well the children did with learning the different rules. In Science, the children learnt about plants and completed an experiment to see whether a bean needs water to grow. During our Art lessons, the children completed some observational drawings of leaves. It's been a great, snowy week back to school. We hope all our families have a lovely break this weekend!

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# What have we been learning? Year 1



17th January

This week the children began looking at their new story, *The Proudest Blue*. They learnt about a hijab and why some people wear one. We then read the story about a girl called Asiya who wore her hijab for the first time. The children reflected on how she felt during different parts of the story and wrote a description of Asiya's hijab as well as writing respectful questions to ask Asiya if people were not sure what her hijab was. In Maths, we've explored subtraction on a number line and focused on adding and subtracting 1 or 2. In Art, we used the brusho dyes to create a wax resist piece of artwork. The children thoroughly enjoyed this, watching the magic happen. During our Science lesson, the children learnt the parts of a plant. We sang a song with actions to remember them before labelling the different parts of a plant. This half term we are moving onto a new topic which explores children's rights. This week, we looked at the difference between what we need and what we want. The children discussed things they might want every day but learnt that not everything we want is what we need to survive. Year 1 have had a lovely week, going to our new Phonics groups too. We're all looking forward to another great week, after a restful weekend.

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# What have we been learning? Year 2



10th January

It's been a great first week back after Christmas here in Year 2. All of the staff that work with the class have commented on how fabulously behaved they are - especially considering that they've been stuck indoors all week because of the weather! They've got straight down to work, beginning their Shape topic in Maths and suffixes in English. We also explored which senses a fire fighter has to use in Science and identifying our strengths and areas to improve in P.E. I'm really proud of them and looking forward to all the learning to be covered this term. Have a great weekend everyone!

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# What have we been learning? Year 2



17th January

Another fabulous week done and dusted in Year 2. This week has seen the introduction of our new Read Write Inc storybook sessions - which means that the children have had new groups, rooms and teachers to adapt to, as well as all of the reading and writing tasks that go with it. They've adapted so well, we're all learning together! It's a fabulous scheme and I think it will really impact our children's literacy in a positive way. In Maths, our study of shape has included getting to grips (literally!) with rulers, so that we can identify and draw accurate, neat 2D shapes. In English, the children are improving their ability to change a verb's spelling to show past, present or future tense. They are choosing verbs and then carefully writing different sentences: choosing a verb; adapting the spelling to different time tenses; choosing suitable time words and then putting it all together in a clear sentence. In Science, we began our Plants topic, which started with a recap of our previous knowledge: naming the parts of plants and then moved on to an experiment to discover what plants really need to be healthy and to grow. Will music help our plants grow, in addition to soil, sunlight and water? The children were unsure, but they'll have their answer in about two weeks time! In Art, we're using wax resist technique in our leaf studies - carefully drawing the details within a leaf and then using wax crayons and Brusho watercolours to create fabulous images. There's a lot going on in our classroom as you can read. Have a wonderful weekend everybody!

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# What have we been learning?

## Year 3



10th January

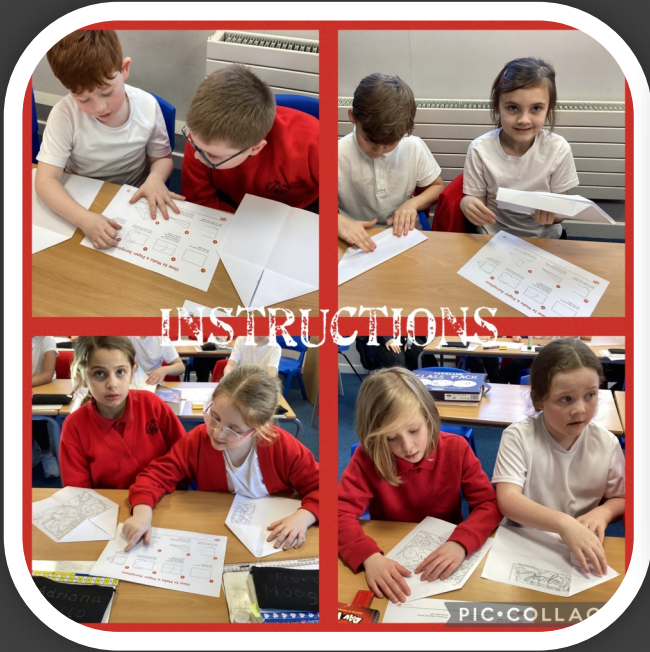
Although this has been a short week it's been a very busy one. The children have settled back into the school routine well and have been working extremely hard.

The highlight of the week was when some visitors came from Food For Thought to teach us about recycling and sustainability. They talked about large and small scale techniques for saving energy and resources. They talked about children also used reclaimed materials to make planters, bird feeders and bug hotels. Our visitors commented on our well mannered children and their engagement with the topic. Super work Year 3!

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# What have we been learning? Year 3



17th January

Year 3 have had another busy week. They have been learning about imperative (bossy) verbs in English in preparation for writing their own sets of instructions next week. We also read and followed instructions to make our own paper planes. In Maths we have begun using the column method for subtraction problems and have now started doing exchanges.

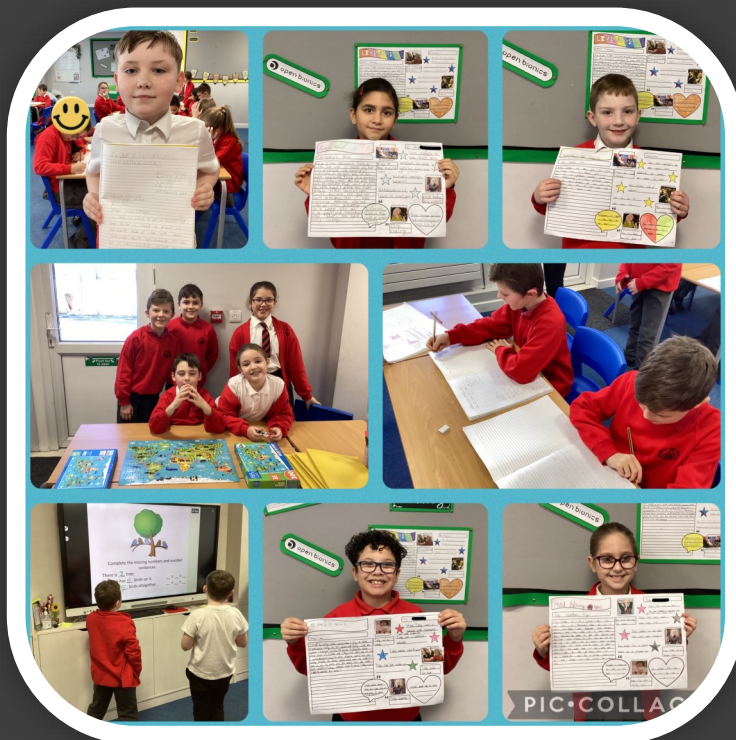
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# What have we been learning?

## Year 4



10th January

Year 4 have had a fantastic start to the New Year! We have edited and published our very own magazines, sharing the life story of the fantastic Tilly Lockey! They look amazing and the children should be so proud of all their hard work and planning. In English we also learnt about letter writing and wrote letters to Tilly to share our learning with her.

We have continued with our topic of multiplication in maths this week, working in partners to help each other answer number sentences to support our understanding.

Due to the weather, we have had wet play but this did not dampen our spirits! The class enjoyed their time playing board games together and completing a jigsaw on the continents of the world!

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# What have we been learning? Year 4



17th January

Year 4 have had a busy but enjoyable week! In English we have been looking at different types of instructions, identifying their features and exploring bossy verbs. The class enjoyed following a set of instructions on 'how to make a paper airplane' which we test flew on the yard to see who's would travel the furthest!

In maths we have been continuing to focus on our topic of multiplication and division, ending the week with some multiplication games and activities to practise the recall of the 12 times tables.

To begin our science learning this half term we explored the three states of matter solids, liquids, and gas. The children enjoyed exploring our classroom to find different objects and identifying which state of matter they were.

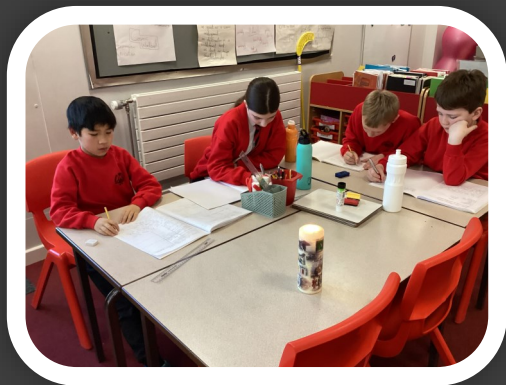
We also had a blast during the first swimming lesson of the year on Thursday morning and we ended the week with a lovely game of chess!

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# What have we been learning?

## Year 5



10th January

This week has been incredibly busy and productive despite the weather! In Maths, we really enjoyed using bounce method to multiply and divide numbers by 10, 100 and 1,000. This is where we bounce each digit up or down place value grids to make numbers larger or smaller. In English, we got stuck into some excellent grammar lessons and finished the week off by writing epic descriptive stories involving snow! I wonder what inspired that... we also did some super new year's reflections and resolutions.

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# What have we been learning? Year 5



17th January

This week, Year 5 researched World War II in preparation for their topic of exploring the life and story of Irena Sendler. They also enjoyed direct speech in English and some multiples of 10, 100 and 1,000 in Maths. We designed our blood bags in art too which will be created using textiles and sewing!

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# What have we been learning?

## Year 6



10th January

Year 6 have made a great start back after the Christmas break! They have got straight back into it and showed attitude to coming back to school. We quickly managed to enjoy the snow on Monday before it turned icy and had just enough time to fire some snowballs at Mr Hall and Miss Hunter. We started the new year reflecting on last year and setting goals for the new year to improve and better ourselves, in school and at home. In class, we have been busy continuing our topic of fractions in maths, looking at improper fractions and mixed numbers and multiplying fractions. In English, we have been focusing on adverbs and adverbials, using these to write some lovely descriptive narratives and sentences on volcanoes linked to our geography topic. In art, we also really enjoyed designing our own blood bags as part of the blood bag project and ready and raring to start sewing these next week! Well done year 6 for working hard this week even in this icy weather!

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# What have we been learning? Year 6



17th January

Year 6 have had a great week getting back into their routine and worked very hard! We started it off with our new pe topic on Monday looking at a dance inspired by the Blitz. We then continued this theme of WW2 throughout the week looking at key moments in the war with a focus on evacuees. We even had a scary moment on Tuesday where we were evacuated from school and all given our evacuee tags and 'sent' to different locations in the UK and across the world, just like the evacuees of a Liverpool. We created some beautiful fact files using different sources to explain what life was like for evacuees and then used this knowledge to produce diary entries from the point of view of an evacuee. We have also loved starting our new class book Irena's Children to explore this topic and learning about Irena Sendler's bravery. Year 6 have also worked hard finishing their topic on fractions and starting to sew their blood bags in art.

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# What have we been learning?

## DRB 1



10th January

Happy New Year!

We were delighted to welcome the children back after the Christmas holidays and to hear them share their holiday news with friends. Thank you once again for sending in your photos—these gave the children a wonderful opportunity to express themselves as they talked about their experiences!

As we kick off the new term, we've embraced the chilly weather with our EYFS theme: *Winter*. Our classroom is now decorated with a winter wonderland vibe, complete with an igloo roleplay corner, winter animals, and a focus on the different types of winter clothes you would wear during the season.

In KS1, Ann has introduced the story *Hansel and Gretel*. The children have enjoyed identifying the characters and diving into this classic tale.

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# What have we been learning? DRB 1



17th January

This week in Infant DRB, we've continued our exploration of the story Hansel and Gretel, with the children beginning to retell the first two pages of the tale to their friends. In maths, we transformed our classroom into an exciting stationery shop! With our own penny coins in hand, the children practiced making purchases, helping them understand the value of a one-pence coin. In EYFS, we've been busy learning the names of various animals, including reindeer, penguins, owls, wolves, polar bears, and seals, along with their signs. We also had fun with some engaging number activities! Using our very own fishing rods, the children "fished" for numbered fish and worked on identifying the numbers. To wrap up our creative week, the children painted their own clay snowmen, decorating them with colourful felt scarves to keep them warm! It's been another wonderful week of fun and learning!

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# What have we been learning?

## DRB 2



10th January

Well, that was a cold and frosty start to 2025! Even though we could not venture outside, we had plenty of fun and learning from our warm and cozy classroom. We started off the week by sharing our Christmas holiday news - It sounds like everybody had a marvellous time. In maths, we Spent time recapping or addition skills. Everybody worked really hard and I am most impressed with how much everybody has remembered. An English Miss Gloria introduced us to our new book 'A River'. We look forward to finding more out about the story next week.

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# What have we been learning? DRB 2



17th January

In Junior DRB, we had lots of fun learning to count in 2s, 5s, 10s, and 3s! We practiced counting through games, chants and colourful charts. Creating multiplication timetables for each number helped us see patterns and understand maths better. We enjoyed group activities and challenges that made learning exciting. Counting in different steps felt like solving puzzles, and it was amazing to watch everyone improve and gain confidence!

We are excited to have our very own Boccia kit and can't wait to start practicing! Boccia is a fun and inclusive sport that helps us develop focus, teamwork, and accuracy. We will be practicing regularly over the next few weeks to prepare for an upcoming event. Everyone is eager to improve their skills and work together. It's a great opportunity to challenge ourselves and have fun competing!

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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](https://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

Monday 27th January	National Geographic Day
Monday 3rd February	Y3&Y4 Wateraid workshops
5th—7th February	Y3&Y4 residential trip to Willersley Castle
Tuesday 11th February	Reception class trip to Blue Planet Aquarium
Thursday 13th February	Harry Potter Night—family event
17th—21st February	HALF TERM
Monday 24th February	INSET DAY (school closed to pupils)
Monday 3rd March	Y5&Y6 trip to Imperial War Museum
Wednesday 5th March	Lydiate Learning Trust launch—after school event for families
Thursday 6th March	World Book Day
Friday 4th April	End of term

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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# Family Activities & Support

The latest edition of the Liverpool Parenting Newsletter is here.

[www.allabout-family.co.uk/liverpool](http://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
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**Come visit us at:**

Bright Park,  
81 Thomas Lane,  
Knotty Ash, L14 5NS



**REGISTER NOW**



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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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