



The Oaklands Primary News



April 2024

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Term Dates



Thursday 2nd May—

Polling Day—School closed to pupils in Nursery to Year 5. Year 6 pupils must still attend school

Monday 6th May—

May Bank Holiday—School closed to all pupils

27th—31st May—Half term— School closed to all pupils

Monday 3rd June —Summer 2 starts

Friday 5th July—INSET day—school closed to all pupils

Friday 19th July—Last day of the school year

Important Dates

Tues 30th April	Nursery parent workshop (9am)
Thurs 2nd May	Polling Day—School closed to pupils in Nursery to Year 5. Year 6 Pupils must still attend school
Mon 6th May	May Bank Holiday—School closed to all
Mon 13th—Thurs 16th May	Year 6 SATs testing week
Wed 22nd May	National Numeracy Day—information to follow
Fri 24th May	Last day of summer 1
Mon 3rd June	Summer 2 starts—All pupils back to school
Wed 5th June	Reception Parents Maths Workshop at 9am
Thurs 6th June	Year 1 and 2 Animal experience in school
Mon 10th June	Year 5 History workshop—The Mayans
10th—Fri 14th	Year 4 Multiplication Check week
Fri 14th June	Year 4—6 Virtual Reality (VR) workshop
Mon 17th & Tues 18th June	Sports enrichment in school —Road to Paris
Mon 17th June	Year 1 history workshop—Dinosaurs and Fossils
Fri 28th June	Year 2 trip (TBC)
Mon 1st July	Year 6 Graduation photos in school
Wed 3rd July	Meet the new teacher day—children spend the day with the teacher they will have in September
Thurs 4th July	Year 4 trip to the Sealife Centre Summer Fayre
Fri 5th July	INSET Day—School closed to all pupils
8th—12th July	Sports Days—see page 2 for more details
Tues 9th July	School reports go home
Wed 10th July	Open session for parents and carers to come and see class teacher and meet new class teacher
Tues 16th July	Year 6 end-of-year performances
Wed 17th July	Year 6 Graduation and Leaver’s Disco
Thurs 18th July	Year 6 end-of-year trip
Fri 19th July	Last day of the school year

SUMMER
FAYRE

Thursday 4th July
3.30 - 5.30pm

WELCOME TO
SUMMER TERM



Below are the dates of Sports Days this year. More details will be sent out nearer the time.

Year Group	Date	Time
Nursery and Reception	Friday 12th July	9.15am
Year 1	Tuesday 9th July	9.15am
Year 2	Tuesday 9th July	10.45am
Year 3	Wednesday 10th July	9am
Year 4	Wednesday 10th July	10.45am
Year 5	Thursday 11th July	9am
Year 6	Thursday 11th July	10.45am



SchoolGrid is our online school lunch ordering system.

Parents must order via their account.

If you are having difficulties using School Grid, please pop into the office and our staff are more than happy to help you.



As you know, we use Parent Pay for all money transfers in school.

Parent Pay is used to pay for trips and visits.

It is important all parents and carers log into their account.

If you need help or are having difficulties, please contact the main school office and someone will help you

ZERO TOLERANCE

We operate a zero tolerance, both physical and verbal towards any of our colleagues or pupils.

Any visitor found in breach of this policy will be asked to leave immediately.

Please respect our colleagues at all times.



It is disappointing to say that staff in our school are being verbally and threateningly abused by some parents and carers.

Our staff do not come to work to be shouted at or threatened.

We will ban people from site and will contact the police if this happens.

Please respect our staff at all times

Family Support

We are excited to announce that thanks to the kind donations of local companies and our families, our resource bank is now able to provide families with food packages.

We have cereals, tinned goods and toiletries to support if you need them.

If you feel that you could benefit from any support from the school, please speak to a member of the Pastoral Team or a Senior Leader when they are out on the gates at the start or end of the day.

Lateness

All pupils must arrive to school between 8.30 and 8.45am.

After this time, children are classed as late.





Summer Fayre Planning Meeting

We are looking for parent and carer volunteers to help us with our Summer Fayre.

This may include helping us set up, running a stall or helping us find local companies to donate for raffles and prizes.

If you are able to help in any way, please give your name to the main office. We are hosting a meeting at **9am on Thursday 23rd May** to start making plans.



Our School Values



The value of the month for April is **Patience**

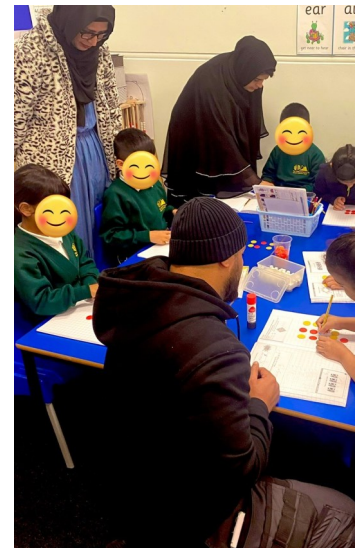
The value of the month for May is **Freedom**



Maths Live Lessons

A huge thank you to all the teachers and also the parents and carers who came along to see their children and class teacher in their maths lessons.

The feedback has been great and we look forward to more of these in the future.



Trips and experiences in the last 2 weeks





We are proud to be part of the TREAD Lightly campaign.
In our future newsletters, we will be sharing how we are supporting
this sustainability initiative

TREAD Lightly

Our schools and college are leading on Sustainability initiatives within their academies with various projects across the sites. As a Trust, this is a focus our learners and staff members and features across curricular and extra-curricular activities.

With this in mind, we are involved in a project that children and young people from around the region are following in The King's footsteps and getting involved in a new initiative that looks at new ways to create a sustainable future.

The project, **TREAD** Lightly (**TREAD** Lightly: **Turn off**, **Reduce use**, **Energy efficiency**, **Alternative source**, **Do something**), was launched on Tuesday 5th March encouraging children and young people in schools and colleges across the West Midlands to try out new approaches to reduce their impact on the environment.

For example, going paper-free for a week, growing vegetables to cut down on food miles, turning off appliances not being used and making use of solar energy.

Tread Lightly has been developed by the Education Group that is part of the West Midlands Lieutenancy, which encourages community projects that benefit the region as well as supporting HM The King and His interests.

Our learners will share their ideas and results through the project to find solutions that reduce environmental impact to lead towards a more sustainable future.

Children and young people are passionate about the environment and often come up with ingenious ideas that will make a difference to how they can help preserve resources. TREAD Lightly lets them use their imagination and empowers them to problem-solve solutions. We have set up the project in our schools and college so that they can share what is working and everyone can learn, see if it works for them and benefit from the activity.

Cherry Chan, aged fourteen, from Lyndon School, Solihull is all for taking part and said;

"We are already recycling and doing litter picks in our local area, but are now looking what else we can do. One idea is to look at how we can reduce traffic outside the school. If we can come up with a good solution, we will talk with people who can help us make the changes happen."

Sir John Crabtree, Lord-Lieutenant is fully behind the project and said:

"This is a terrific initiative which goes to the heart of The King's priorities of caring for the climate and the environment."



Success through Endeavour

Ambition through Challenge

Strength through Diversity

Nursery

Nursery have had a wonderful start to their exciting new Project Dangerous Dinosaurs! They have worked collaboratively to create large scale dinosaurs in their classroom, linking maths and measurement to their learning. Nursery have enjoyed getting messy and using mud and textures within their creative play, additionally they will soon be looking closely at the diet of carnivores and herbivores and making their very own poop! We look forward to welcoming you to school to Nursery's dinosaur workshop soon.



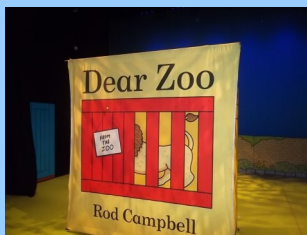
Reception

Reception have been thoroughly enjoying our new Project Creep, Crawl and Wriggle. We are so lucky to have been on a fabulous trip to Martineau Gardens! On our trip the children looked closely at the world around us using their senses, this included: listening to birds, feeling the textures of trees, tasting herbs, looking closely at the colours on vegetables and smelling the flowers around us-including a beautiful lilac tree. Within school the children have had a wonderful delivery of caterpillars and stick-insects. Together we have been closely observing the changes and learning all about the lifecycle of many different minibeasts. In writing, the children have written their very own comic strips based upon the story *The Very Hungry Caterpillar* by Eric Carle, watch this

space as they will be bringing home a copy very soon!

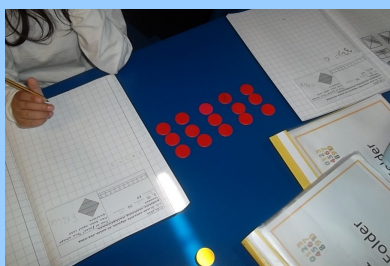


Year 1



Year 1 had a fantastic experience at the Hippodrome last week; it was lovely to see the children enjoying a live performance!

We have also been working very hard in maths, learning to do multiplication! This week, we are moving on to division, by sharing objects into equal groups.



Year 2

In Year 2 this half term, we have started to work alongside the Hippodrome Educational Network (HEN), participating in drama lessons. During these lessons we have been exploring different movements and how these can be used to visually create a scene. Year 2 enjoyed walking to Acocks Green Library where we learnt all about the role of a librarian and how important books are in further developing our own knowledge and interests. In Maths, we have been focusing on fractions. We can identify $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of a shape. We also understand the difference between unit and non-unit fractions and can find these of a given number.



Year 3

Year 3 have had such a fun start to this half term with our ancient Greeks workshop! The students had a chance to dress up as soldiers, identify artifacts, pilot a trireme and label a map of ancient Greece. This has linked to the incredible character descriptions of mythological monsters they have been writing in English.



Year 4

This half term has been exciting so far! We have been lucky enough to have 2 exciting workshops to take part in and the children have loved them both! Our first workshop was from Past Presents and taught us about the lives of the Vikings and how they prepared to raid and conquer different places. The children got to dress up and engage in getting the ship ready and training in battle.

Our second workshop was from the Fire Brigade and we got to learn about fire safety in our homes.

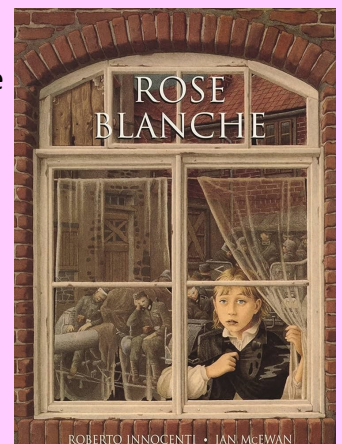


Year 5

Year 5 are enjoying the start of summer term. We have begun our new History project (Peasants, Princes and Pestilence) and have been learning all about the Middle Ages in Great Britain, with a particular focus on the Black Death. On Monday, we enjoyed a Medieval workshop where the children explored the feudal system, how castles were designed to survive attack and symptoms and causes of the Black Death. In writing, we have been focusing on informal letters. We are currently producing an informal letter imagining we are a child writing during the Middle Ages, experiencing the terrifying scenes of the plague. In reading, we have recently read an extract from the non-fiction text "Knights" based on the jousting in the 13th century and have enjoyed exploring the vocabulary, as well as practising our retrieval and inference skills. In Maths, we are learning about fractions, and have focused on equivalent fractions, adding, subtracting and multiplying fractions and converting improper fractions to mixed numbers.

Year 6

In the run up to SATs we have been working so hard to make sure we are as ready as we can be! We have been exploring lots of different statistics, including pie charts and bar charts, within our maths lessons. In English, we have been enjoying the story of Rose Blanche, a picture book about a young girl living through World War 2, who finds a concentration camp in her own village and tries her best to help! We have written some beautifully powerful stories, including emotive language to show not tell how Rose is feeling towards to other children in the book.



What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING



Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact a young person's mental health ... so, in support of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.



1. GET CONNECTED

Playing online games together with your child or connecting with them on social media (providing they're old enough) is not only fun but also an excellent way of establishing some common ground to discuss things you've both seen or done online – as well as keeping an eye on who your child is communicating with in the digital world.

2. KEEP TALKING

Regular chats with young people about their online lives are good practice in general, but they can also be an excellent refresher to help prevent cyber-bullying situations. Topics you might want to revisit include why it's important to only connect online with people we know and trust, and why passwords should always remain secret (even from our best friends).

3. STAY VIGILANT

Observe your child while they're using technology and just after they've used it. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, jumpy or anxious, angry or repeatedly checking their phone. When you feel it's the right time, you may want to check in with them to see if everything is OK.

4. MAKE YOURSELF AVAILABLE

If an online bullying incident does occur, it may take a while before your child is ready to open up about what happened. Just gently remind them that they can always come to you with any problems – and that they won't be in trouble. You might also suggest a trusted family member they could turn to, in case they feel too embarrassed to tell you directly.

5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're likely to be difficult, emotional and upsetting for both you and your child. Actively listen to your child while they're bringing you up to speed, and try not to show any judgement or criticism – even if they haven't dealt with the situation in exactly the way you would have hoped.

FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to.

Childline: talk to a trained counsellor on 0800 1111 or online at www.childline.org.uk/get-support/

National Bullying Helpline: counsellors are available on 0845 225 5787 or by visiting www.nationalbullyinghelpline.co.uk/cyberbullying.html

The NSPCC: the children's charity has a guide to the signs of bullying at www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ and can be reached on 0808 800 5000

6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent 'fighting their battles for them'. In that case, talk through their options with them (blocking the perpetrator, deleting the app and so on). By allowing your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. If this is happening to your child, encourage them to report the offender to the app or game in question – ideally with screenshots to support their complaint. Most games and apps have reporting tools specifically stamp out abusive behaviour and protect users.

8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyber-bullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

9. SEEK EXPERT ADVICE

Victims of online bullying frequently experience feelings of isolation and anxiety, a loss of self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyber-bullying has affected your child's mental wellbeing, then seek psychological support for them. There are some useful contact details in the central panel below.

10. INVOLVE THE AUTHORITIES

If the nature of any online bullying makes you suspect that your child is genuinely in imminent physical danger – or if there are any signs whatsoever of explicit images being shared as part of the bullying – then you should gather any relevant screenshots as evidence and report the incidents to your local police force.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



What Parents & Educators Need to Know about ENERGY DRINKS

WHAT ARE THE RISKS?

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

Advice for Parents & Educators

LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washingborough Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded Tasted, a sensory food education charity.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at nationalcollege.com/guides/energy-drinks