

# Langley Fitzurse Church of England Primary School

*'Let us help each other to love others and do good'* Hebrews 10:24.



## Newsletter 4

30th March 2023

Dear Parents

As we move swiftly towards the end of this term, I wish you a relaxing and enjoyable Easter break. This term has gone in a blink but it is important not only to celebrate but also to reflect on this term. We should recognise and reflect upon the achievements and progress your child has made and how we can further support this, as adults in partnership, as we move into the Summer Term.

We have recently had Parents' Evenings— thank you for your attendance. Teachers reported many positive conversations and were able to share progress and next steps in learning at these meetings. If you were unable to make your appointment, class teachers will be contacting to reschedule.

Enriched opportunities are carefully interwoven into the curriculum and support the school's Christian vision:

**To amaze, excite and inspire a confident, happy and resilient school community. To be an inclusive church school where everyone can be the best God has made them to be.**

Just a few highlights from our enriched curriculum for the Spring Term have included:

- \* Year 5/6 Residential trip— thank you to Mrs Webster, Mrs Whittock and Mr Priest for giving their time and dedication so generously. Without this, trips like this would not happen.
- \* Chippenham Sports Partnership Y1/2 Multi Skills Festival
- \* Field and Forest/Wiltshire Wildlife sessions
- \* Swimming for Y3/4
- \* Tag Rugby Training and tournament – thanks to Huw Solly for giving his time.
- \* Christingle Workshop and Service
- \* Safer Internet Day
- \* Dance Festival – KS1
- \* Children's Mental Health Day
- \* Chippenham Sports Partnership All Active and Talent Team Academy
- \* Great British Dance Off – KS2
- \* World Book Day Celebrations
- \* Worship Council meetings, including planning for KS1 Easter experience
- \* Book Fayre
- \* Science Week and workshops – thanks to Amber Batson and David Lewis and his students for running workshops.
- \* School Discos

We ended the term with Easter Egg Hunts—thanks to the PTA. We had Easter Trails for KS1 led by The Worship Council with the support of Mrs Bloomer, and our Easter Service at St Peters Church on Thursday afternoon.

Yours sincerely

Karen Winterburn



**Online Safety: Information for parents.** Last week at Langley Fitzurse, there were some conversations around TikTok and WhatsApp with our Key Stage 2 children. Whilst TikTok has an age restriction of 13 and WhatsApp 16 restriction we are aware that some children do access these outside school.

National Online Safety is a fantastic website that offers updates regarding trending online safety topics. Please see the article below or click on the following link. <https://nationalonlinesafety.com/hub/view/guide/tiktok-2022?product=>

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about TIKTOK

**AGE RESTRICTION 13+**  
(certain features are restricted to over-18s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-16 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

## WHAT ARE THE RISKS?

### AGE-INAPPROPRIATE CONTENT

While TikTok's "Following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos on a child's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the sheer volume of uploads mean they aren't manually monitored and vetted.

### IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £9.99 to an eye-watering £99; TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthdate.

### ADDICTIVE NATURE

TikTok can be addictive, especially for young people: compulsive repeated use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced default usage time limits of 60 and 100 minutes for new members under 18 (in the UK, children with TikTok average 102 minutes per day on the app), but these restrictions can easily be removed in the settings.

### TIKTOK NOW

Introduced in late 2022, the 'TikTok Now' feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. This addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

### CONTACT WITH STRANGERS

With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-18s (or youngsters using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app; it also lets their videos be suggested to others and enables anyone to comment on them or download them.

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## Advice for Parents & Carers

### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then, for example, turn on Restricted Mode (reducing the chances of a child seeing inappropriate content); set screen time limits; and manage their child's ability to send messages (and to whom). Children can't alter these settings without parental approval.

### MAKE ACCOUNTS PRIVATE

Although under-18s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers and they won't be able to exchange messages with people who aren't on their friends list.

### LIMIT IN-APP SPENDING

If your child is using an iPhone or Android device to access TikTok, you can alter the settings to prevent them from making in-app purchases. We'd recommend that you enable this feature, as it's quite easy for a young person – without realising what they're doing – to spend a significant amount of real money buying TikTok coins so they can unlock more features of the app.

### DISCUSS THE DANGERS

If your child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure they understand not to share any identifying personal information – and that they realise they could be exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become generally more social media savvy.

### READ THE SIGNS

If you're concerned that your child might be spending too much time on TikTok, or that they've been emotionally affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs. Increased irritability and a lack of concentration are potential red flags, as are failing to complete homework or regularly not eating meals.

### Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid The Inquirer, Carly is now a freelance technology journalist, editor and consultant.

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# What Parents & Carers Need to Know about WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. Its end-to-end encryption means messages can only be viewed by the sender and any recipients: not even WhatsApp can read them. Updates to its privacy policy in 2021 (involving sharing data with parent company Facebook) caused millions to leave the app, but the new policy was widely misinterpreted – it only related to WhatsApp's business features, not to personal messages.



## WHAT ARE THE RISKS?

### SCAMS

Fraudsters occasionally send WhatsApp messages pretending to offer prizes – encouraging the user to click on a link to win. Other common scams involve warning someone that their WhatsApp subscription has run out (aiming to dupe them into disclosing payment details) or impersonating a friend or relative and asking for money to be transferred to help with an emergency.

### DISAPPEARING MESSAGES

Users can set WhatsApp messages to disappear in 24 hours, 7 days or 90 days by default. Photos and videos can also be instructed to disappear after the recipient has viewed them. These files can't be saved or forwarded – so if your child was sent an inappropriate message, it would be difficult to prove any wrongdoing. However, the receiver can take a screenshot and save that as evidence.

### ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India in 2018, some outbreaks of mob violence appear to have been sparked by false allegations being shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

### POTENTIAL CYBERBULLYING

Group chat and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admins' feature gives the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

### CONTACT FROM STRANGERS

To start a WhatsApp chat, you only need the mobile number of the person you want to message (the other person also needs to have the app). WhatsApp can access the address book on someone's device and recognise which of their contacts also use the app. So if your child has ever given their phone number to someone they don't know, that person could use it to contact them via WhatsApp.

### LOCATION SHARING

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a "simple and secure way to let people know where you are." It is a useful method for a young person to let loved ones know they're safe – but if they used it in a chat with people they don't know, they would be exposing their location to them, too.

## Advice for Parents & Carers

[CLICK HERE](#)

### CREATE A SAFE PROFILE

Even though someone would need a child's phone number to add them as a contact, it's also worth altering a young person's profile settings to restrict who can see their photo and status. The options are 'everyone', 'my contacts' and 'nobody' – choosing one of the latter two ensures that your child's profile is better protected.

If your child receives spam or offensive messages, calls or files from a contact, they should block them using 'settings' in the chat. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – so they also need to be deleted from the address book.

### REPORT POTENTIAL SCAMS

Young people shouldn't engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they'll be given the option to report it as spam. If the sender claims to be a friend or relative, call that person on their usual number to verify it really is them, or if it's someone trying to trick your child.

### LEAVE A GROUP

If your child is in a group chat that is making them feel uncomfortable, or has been added to a group that they don't want to be part of, they can use WhatsApp's group settings to leave. If someone exits a group, the admin can add them back in once; if they leave a second time, it is permanent.

### THINK ABOUT LOCATION

If your child needs to use the 'live location' function to show you or one of their friends where they are, advise them to share their location only for as long as they need to. WhatsApp gives a range of 'live location' options, and your child should manually stop sharing their position as soon as it is no longer needed.

### DELETE ACCIDENTAL MESSAGES

If your child posts a message they want to delete, WhatsApp allows the user seven minutes to erase a message. Tap and hold on the message, choose 'delete' and then 'delete for everyone.' However, it's important to remember that recipients may have seen (and taken a screenshot of) a message before it was deleted.

### CHECK THE FACTS

You can now fact-check WhatsApp messages that have been forwarded at least five times, by double-tapping the magnifying glass icon to the right of the message. From there, your child can launch a Google search and decide for themselves whether the message was true or not.

## Meet Our Expert

Parven Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of Kids N Clicks: a web resource that helps parents and children thrive in a digital world.



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## Spirituality at Langley Fitzurse

This year one of our areas of school development, within the Christian Distinctiveness of our school, has been developing Spirituality.

For some, spiritual development is about the development of a relationship with God, while for others it is about the development of the human spirit, and for others, a continual quest after truth. For all, it is vital that children and adults alike are allowed space to develop their own faith, beliefs and values to support their spiritual development.

As a schools we can provide children with openings for spiritual development in three vital ways:

### Windows

Giving children opportunities to become aware of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this, children are learning about life in all its fullness.



### Mirrors

Giving children opportunities to reflect on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this, they are learning from life by exploring their own insights and perspectives and those of others.



### Doors

Giving children opportunity to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.



Earlier in the school year the staff took part in Spirituality core professional development. This has led to opportunities to incorporate spirituality being explicitly into class long term and medium term planning. A Spirituality policy is currently being written and will be shared with the school community shortly.

A further aspect of this work has been the development of a reflection/spirituality area within the playground.

**If there are any parents or family who enjoy wood work and have some spare time, we would love for you to help us.**

**We are looking for ...**

**Wooden windows, without the glass, these can be in the frame so that they can be opened or not.**

**Small wooden doors—maybe from cupboards again within their frame or not.**

**These may be items you may have stored away in garages or hidden in sheds!**

**We would like to be able to install these within our area together with child-friendly outdoor mirrors, seating and climbing plants to create this special space.**

**Thank you in anticipation**



***Just as the Lord has forgiven you,  
so you must also forgive each other."***

Colossians 3:13

#### **Term 4: FORGIVENESS**

This term the school value we focused on was 'FORGIVENESS'. **Forgiveness can be difficult and costly, it takes strength and courage, but without it a new start is impossible.**

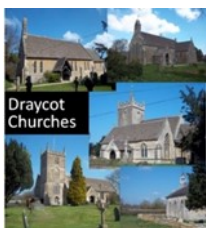
Which Bible stories can your child remember about forgiveness?

As Christians prepare to mark Holy Week and celebrate Easter, we remember that God is abounding in love, slow to anger, and forgives all our sins completely, because of Jesus' death on the cross.

A prayer for this term:

*Forgiving God, thank you that your arms are always open. Thank you that you forgive us for the things we have done wrong. And welcome us home to you. with love. Amen*

**St Peter's Church, Kington Langley** has a long and supportive relationship with **Langley Fitzurse School**. There is an open invitation to any of our services; pupils, their families, staff and governors will always receive a warm welcome.



Draycot Benefice is one church made up of 5 places of worship, offering a variety of services every month which are open to everyone. For families and children, we particularly recommend:

#### **THIS MONTH – April 2023**

You are especially invited to:

**Sunday 2<sup>nd</sup> April 10.30am**

Café Church at All Saints, Sutton Benger

**Sunday 9<sup>th</sup> April 10.30am**

Easter All Age Worship at St Peter's, Kington Langley

**Sunday 23rd April 10.30am**

All Age Worship at All Saints, Sutton Benger or Holy Communion at St Peter's, Kington Langley

**Sunday 30<sup>th</sup> April 10.30am**

United Benefice Service at St Peter's, Kington Langley including Bin Twinning from Langley Fitzurse School.

### Comms to parents and the wider school community.

There are many ways in which we hope to inform and share information.

**ParentMail** is the main way that we share class specific and whole school information. **Please look out for WhatsOn** which is sent out via ParentMail each Friday—this gives key events and reminders for the week ahead. And of course the **End of Term Newsletter**—this often needs a cup of tea, biscuit and a little time to read!

**Langley Fitzurse Website**—is the portal for policies, curriculum and school information. We are currently working on a new website design which will go live at the beginning of Term 5. If there are any parents who would be prepared to 'road test' the new website please contact the office. [Welcome To Langley Fitzurse](#)

**Langley Fitzurse Facebook**—this is a celebration of things that happen at school. [\(3\) Langley Fitzurse C of E Primary School | Chippenham | Facebook](#)

**Tapestry** is used for Hercules Class. Parents are able to upload and celebrate achievements at home and for the school to share learning from the school day.

### Church School

### Questionnaire

Thank you to all who responded to the questionnaire that was sent out earlier this month.

Information will be collated and shared with the school community at the beginning of Term 5.

### Uniform and Book Amnesty

If you are having a spring tidy/sort out and find any school books lurking under beds or on shelves please bring them back into school at the beginning of Term 5.

Also, if you find your child has brought home the wrong sweatshirt/jumper please return them to school so that we can reunite them with their owners!

As the weather becomes warmer, children will start to take off jumpers/sweatshirts. Please try to make sure all uniform is named.

### Snacks and Packed Lunches at Langley Fitzurse

Over recent weeks we have noticed that children have been bringing into school crisps and chocolate snacks/biscuits either in lunchboxes or for morning break.

Key Stage 1 children are provided with a snack as part of the Government Fruit/Vegetable scheme and so do not need to bring an additional snack into school.

For our Key Stage 2 children, snacks should be fruit, crudité, cereal bar, not chocolate or crisps please.

We are also trying to reduce the school's carbon footprint so if snacks can be brought into school in a reusable container even better.

The following link is the NHS website which has some ideas for snacks and meals:

[https://healthysteps.betterhealth-healthierfamilies.co.uk/signup/PPC?gclid=EA1a1QobChMI4e\\_Y0f\\_7\\_QIVwfftCh23AwUUEAAAYASAAEgLG1vD\\_BwE&gclidsrc=aw.ds](https://healthysteps.betterhealth-healthierfamilies.co.uk/signup/PPC?gclid=EA1a1QobChMI4e_Y0f_7_QIVwfftCh23AwUUEAAAYASAAEgLG1vD_BwE&gclidsrc=aw.ds)



# Hercules End of Term Round Up



Dear Parents and Carers,

Next term we will be becoming architects and engineers in the classroom to make and create some amazing structures and places to live inspired by Brunel. We need your help to 'excite' the children by gathering a few things over the holidays and help Hercules children to think about **Great British Structures**.

**For the beginning of term**, please send in any photos of local structures, bridges, tunnels, buildings, and houses from the very old to the very new on Tapestry, this will help us talk and think about the wide range of different structures we see around us in this county and beyond.

**Do you know** of any builders, engineers, architects, boat builders and trades people – we are looking for people to come in and 'inspire' the children's learning – can you show us a van full of power tool? 'Amazing' drawings or photos of things you or your company have made? Show us how to lay a brick or even teach us to do some basic woodwork? Let us know on Tapestry if and when you are free to pop in.

**Classroom Resources** - We are always looking junk modelling boxes, packets and boxes to make buildings and structures with this term. We need as many tea boxes as you provide us for our scarecrow trail project this term as well. We would love a some decking planks to build bridge between our crates and trellis to make large scale ten frames to play with outside. As the garden spring back to live we will also be looking for sensory plants to restock – fragrant herbs, tactile leaves, fruit bushes and usual textures – as well as a volunteer or two to help us look after the garden.

## Dates for your diary:

**28th April—Field and Forest** Will start back up on Friday afternoons. Please wear old clothes with long sleeves and long trousers that are okay to get dirty. **We still need two volunteers to sign up every week to make this happen for the children, so please do get in touch!** Please email [admin@lfssq.wilts.sch.uk](mailto:admin@lfssq.wilts.sch.uk) to sign up to the rota. If you have signed up already, thank you so much for your support.

**5th May—Olympic Games at Abbeyfield** - please wear PE kit for our sporty trip out.

**18th May—Stay and Read at 2.45pm—** get handy tips for reading at home. We will explain the home reading certificates and teachers will be on hand to answer any reading queries, questions or help solve any issues you may have when reading together.

**PE** – Wednesday and Thursday afternoons. – please wear PE kits to school on both days.

**Water bottles and Coats (scarves, gloves, sunhats)** – please make sure your child has everything they need to keep them warm/cool (weather dependent) for outdoor learning. Please ensure all items of clothing are **clearly labelled with your child's name** and return all wellington boots and waterproofs in readiness for our first day back.

We wish you happy holidays from the Hercules Team and see you in April.

Jude Whittock, Christine Stables, Alison Flynn and Helen Rimmer.



# Pegasus End of Term Round Up



We had a great start into term 4 by spending a lot of time 'out and about', exploring the village! The class had received a letter from a 'councillor' commenting that on a recent visit to the village he was unable to find an up-to-date guidebook of the local area. We explored different parts of the village, took photos and drew maps, all in order to create our own guide books.



This was followed by some narrative writing using as inspiration 'A House that once was'. The children decided upon their character as well as the setting for their story using increasingly more descriptive writing.

The whole school really enjoyed 2 events where we worked for part of the day in our house teams. One was World Book Day and the other one was Science Day. On World Book Day, each house team explored a picture book, created pieces of art, made mini-books or sewed. Our four whole school stories were very much enjoyed by everyone in our collective worship at the end of the day.

Science Day saw us looking at fingerprints and creating Victorian inventions together with a visit from one of our Governors Amber Batson who is a vet. Our week culminated with an afternoon of experiments led by the students from the Swindon and Wiltshire Institute of Technology. A big thank you to Mr Lewis for supporting and organising this afternoon.

As a class we were also able to enjoy two multi-skills Sport event, one at Hardenhuish and another one at Abbeyfield. It was lovely to see children collaborating with each other on these sporting events and this time was no exception.

We have also enjoyed exploring Andy Goldsworthy's art and creating our own masterpieces using natural resources found in our school garden. Thank you to Mrs. Alexander for helping us with this activity.

Thank you for all your continued support this term. Keep practising with your child number bonds, tables and of course the phonics and reading. That little bit of time will make all the difference in consolidating what has been learnt in school.

We wish you a restful Easter break.

Mrs Nathanson, Miss Tomlinson, Mrs Stables and Mrs Svenson



# Phoenix End of Term Round Up

Dear Parents and Carers,

Another term whizzes by and we are almost at the Easter holidays! Phoenix class has grown in numbers and it has been great to see how well children have settled in and integrated into the team.

While our school value has been Forgiveness, we in Phoenix have also been working on other things too – confidence, independence and co-operation. In Lower Key Stage 2, it is really important to build these up so that we can cope with the challenges to come in years 5 and 6. So many of the children have shone in these ways over the Spring term. It is a pleasure to have seen them developing their social skills in the classroom and their determination to show what they know in lessons and to do their best work. Keep it up!

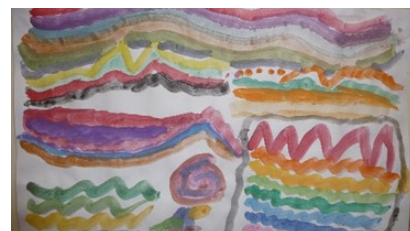


English lessons this term have focussed on letter writing and persuasion. We really enjoyed engaging in a short animation where a farmer ‘plants’ wind turbines and they grow to become a great windfarm, only to have it destroyed in a storm and then begin to regrow again. We put ourselves in the position of a resident of the town and first wrote letters to persuade the MP not to use wind power and not to allow the turbines to be there – this, of course, was against their own personal views on the subject! The children feigned their disgust and outrage confidently in these letters, really able to use some of the persuasive language features well. We had to follow these with an opposing view and wrote letters of support and encouragement towards the farmer and his wind farm. Generally seeing issues from different sides and appreciating others’ views is always something that children in Phoenix have done admirably well – great to see this important life skill regularly in action.

Kandinsky was the artist that inspired us this term. We had many thoughtful discussions about his artwork and the nature of a number of his works. We talked about how Abstract Art can represent different feelings, places and especially pieces of music! Children went to town with their interpretations of different pieces of music, listening to Mendelssohn’s Fingal’s Cave, Mozart’s Eine Kleine Nachtmusik and his D minor piano concerto. I was amazed by some of the children’s ideas in pencil and paint, and their use of shape, colour and line to interesting effect.

Swimming at the Olympiad has been a much enjoyed end to the week activity. Some of the children’s progress with their skills and confidence in the water has been so encouraging. Whatever the initial abilities were after Christmas, I have seen improvements across the class. We have some very able swimmers at the deep end – much better than me – but at the shallow end some of the improvements seen in the children have been much more obvious, with some no longer being so anxious in the water. A super achievement. Well done all swimmers!

We all hope you have a lovely Easter break and see you in the Summer term.



Mr Osler, Mrs Shoubridge and Mrs Pym

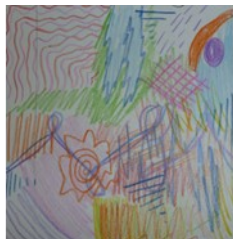
# Chameleon End of Term Round Up



We have had another super term in Chameleon class! The term has been jammed full of learning, including World Book Day and Science Week celebrations. We enjoyed joining together in our house teams to complete lots of different activities.



In our English lessons, the children have been working on their persuasive skills, writing leaflets about Mill on the Brue, persuasive letters about deforestation, and finally persuasive letters to convince our chairs to come back when they 'quit' this week!



We have been learning about Kandinsky in art and once we got used to abstract artwork, we enjoyed listening to music and trying to show this through our own art.



Thank you to Mr Solly who volunteered his time to run tag rugby sessions each week over the last couple of terms. The children really enjoyed the sessions and all had the opportunity to represent the school at the tag rugby festival, where the children were great representatives of Langley Fitzurse. Thanks also to Miss Halliwell who volunteered as a parent helper and kept us all warm with hot chocolate.

Next term, we will start our swimming lessons each Friday – information about this will follow on Parentmail soon. This will mean that the children only need to come to school in PE kit on Tuesdays and should bring their swimming kit on Fridays. Please make sure that you have given permission if you would like your child to wear goggles.

The Year 6 SATs are next term from 9<sup>th</sup>-12<sup>th</sup> May. The children are very well prepared and we were so proud of the way that they approached their practice tests this term; they were all very positive and worked as hard as ever. We will send home some materials that the children can use for revision over the holidays – no pressure with this, you know your children best!

Have a lovely Easter break and we will see you next term for some exciting learning all about Ancient Greece!

Mrs Webster, Mrs Flynn I and Mrs Flynn II



## Dates for the diary—Term 5 and Term 6

Please note there will be additions/amendments to this. Please check the weekly 'WhatsOn' for updates:

17th April	Return for the beginning of Term 5
21st April	Chameleon Swimming starts for Terms 5 and Term 6
24th April	PTA Meeting: 2.15pm in Cherry Hall
28th April	Field and Forest starts for Hercules and Pegasus
30th April	Eco Church Service—all welcome
1st May	Bank Holiday
4th May	Coronation Celebrations—Picnic lunch—all welcome
5th May	Chippenham Sports Partnership: Olympic Games—Hercules Class
8th May	Bank Holiday
9th—12th May	Key Stage 2 SATS
14th May	Village Scarecrow Workshop—At Langley Fitzurse School
15th May	Key Stage 1 Assessments
15th May	School Scarecrow workshop
17th May	Year 6 Sports Leader Training
18th May	Stay and Read session—Hercules and Pegasus Classes
19th May	Chippenham Sports Partnership : Obstacle Course session—Phoenix Class
19th May	May Fair
22nd May	Class and Leavers Photographs
26th May	End of Term 5
5th June	Return for the beginning of Term 6
7th June	Class trip to Sevington School—Phoenix Class
8th June	Class trip to Sevington School—Chameleon Class
12th—16th June	Whole School: Design and Technology Week
13th—20th June	Scholastic Summer Fair
17th June	Scarecrows Weekend
19th—23rd June	National Sports Week
20th June	Life Path Malmesbury Abbey—Key Stage 2
21st June	Chippenham Games—Year 6
22nd June	Sports Day (morning)
29th June	'I can and I am' Assembly 2.30pm for whole school, Parents welcome.
30th June	'I can I am' sessions for Key Stage 2—children to visit Bus at Stanton St Quintin.
14th July	Hardenhuish Induction
18th July	Swimming Gala
20th July	Year 6 Leavers Service
21st July	End of Term 6