



Prior's Mill C.E. Primary School Newsletter September 22nd

Welcome to the Prior's Mill Newsletter - this is shared weekly and will contain key dates and information, paper copies are available at the office 22.09.23

In This Issue



This week we include:

- **Message from Mr Linsley**
- **SPA - WE NEED YOU**
- **BBC 500 Words**
- **Digital Leaders - WhatsApp**
- **Attendance**
- **Worship Theme - Flourish**
- **Class News**
- **Key Dates**
- **NEW! Picture News (We thought you might like to read 'Picture News' this is shared with children in a class worship every week)**

Rock On!



Happy Rock Stars Day!

It was great to see so many pupils being engaged in not only being a rock star but engaging in a number of maths activities as well. Learning your times tables is a very important skill to learn and hopefully the 'Times Tables Rock Stars' online challenges and competitions will help motivate children throughout their time at Prior's Mill!

A huge thank you to Mrs Legender and Mr Farrell for organising the event and setting the staff Rockstar standard - I was disappointed that my important health and safety meeting clashed so I had to wear a suit otherwise I would have joined in the fun! School have provided a number of bandannas, inflatable guitars, sunglasses and tattoo sleeves to ensure every pupil was involved. We

have been very impressed with the amount of hairspray that must have been used and the quality band t-shirts! I was particularly impressed with the Def Leppard - Hysteria t-shirt!

Apologies that we did not get chance to send a newsletter out last week - technical issues stopped us creating one, however I have included some pictures of the Lego experience we had last Friday. **We were the only school in the UK to welcome international members of the Lego for Education committee. A HUGE thanks to Mr Ainsley for organising the visit, it was great for all the pupils to ask questions about Lego and all spend some time building with members of the committee.**

Robinwood

A huge thanks to pupils and staff for participating in an enjoyable Robinwood visit, I had the pleasure of visiting the site last week and it was great to see everyone facing their fears over heights, piranhas and caving! The staff all said it was one of the most enjoyable trips they had ever had and the children were great and a real credit to the school!

Harvest

We would like to encourage everyone in the school community to drop off donations of tinned food and non-perishable items so that we can make hampers as part of our harvest festival celebrations. Pupils would like these hampers to go to deserving members of the local community. If you have any suggestions please can you let the office at KS1 and KS2 know.

Holidays in Term Time

We have had a huge increase in holiday forms lately and although I can appreciate the challenges created by the cost of living crisis and the incredible cost of going away in the school holidays - going away during term time is not the answer. The results we obtained last year reflected how well children with good attendance did compared to those with a number of absences. I appreciate that there are some situations where it may be unavoidable and each case is looked at individually, however if you do require time off from school during term time please consider the following information:

- A holiday request form must be submitted 4 weeks prior to the event
- Leave of absence without completing a form will result in a fixed penalty notice for both parents
- We are currently issuing fixed penalty notices for absences longer than 5 days that do not meet the criteria

The school is working very hard to support parents and pupils to attend regularly and achieve highly - Mrs Hanson our Pupil Welfare Officer is available to help if you need any support.

Staying Safe Online

I would like to remind pupils and parents again about the importance of staying safe online and that the legal age to use some apps is older than the primary age range. It is important that you monitor the phone/tablet use of your children regularly, we have invited officers from Cleveland Police into school to speak to children and reinforce the school online safety messages. Mr Farrell will soon be announcing some technology drop in sessions to help parents with any queries they may have.

Wheelchair Basketball

Y5 pupils had the opportunity to take part in some wheelchair basketball this morning, in the first session of a number of inclusive sports we will be exposing pupils to throughout the year. It looked extremely challenging but it was fantastic to see everyone getting involved - check out the pictures later on in the newsletter.

FAB FOUR

Today the school appointed Beatrice Hanratty as Head Girl and Fletcher Foreman as Head Boy. Bradley Baron was appointed as Deputy Head Boy and Isabelle Zapalski was appointed Deputy Head Girl.

Beatrice said that she was quite shocked to be selected, Isabelle was also surprised but very happy at the same time. Bradley felt surprised as he did not think he was going to be picked, Fletcher was really excited as he hoped he had a chance to represent the school. All staff agreed that the children were excellent choices to represent the school. Next week we start looking for House captains and Deputy House Captains!

Parking and Dogs

Please can I ask all parents not to park across residential driveways near to school we have had a number of incidents reported this week where residents have returned home to find their driveways blocked. We have also been told that drivers have responded angrily and been abusive to residents when asked to move. I appreciate the parking challenges but would urge parents to respect the homes and driveways of people in the local community as any adverse behaviour and reaction reflects badly on the school. I've approached the local council to explore ways in which parking can be improved.

We had an incident yesterday where a pupil was attacked by an unattended dog tied to the school railings please can all dogs be kept on lead and not left unattended. It is against school policy to allow dogs on site.

I have included some key reminders about next week below:

Y1 visit to Captain cook Museum - Tuesday

Y5 Visit Hancock Museum - Tuesday

Y2 Captain Cook Museum - Wednesday

Therapy ponies - Thursday

If you have any queries, worries or safeguarding concerns over the summer holidays then please use the email address:

office@priorsmill.org.uk

The email account will be monitored regularly throughout the holidays and we will endeavour to reply to any queries as soon as possible.



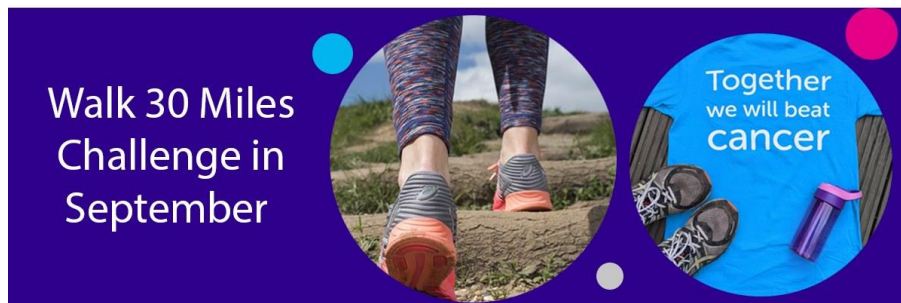
Thanks to Mrs Ann Hope for sharing this lovely message:

Our lovely lollypop man Peter, is raising money for Cancer Research for his wife Claire who is now in remission from lung cancer.

Peter has had both his knees replaced but he is planning to walk as much as possible to raise money.

He is such a lovely man and a great lollypop man

https://fundraise.cancerresearchuk.org/page/peters-giving-page-885?fbclid=IwAR3xfRJGBaXWIRctfTbvCYY70cU1FDoeJKYDqOjmlU104LYoYQuq_Oc-91M



1 - [Peter's Giving Page](#) Thanks for taking the time to visit my Giving Page. Cancer is happening right now, which is why I'm fundraising right now for Cancer Research UK. There's no time to lose! Donate to my page today and help bring forward the day when all cancers are cured. fundraise.cancerresearchuk.org

SPA - WE NEED YOU!



In the current economic climate this money is essential in raising funds for things that we would like in school.

It is essential that we are able to create a group of staff and parents that are willing to carry this great work on. Currently the SPA is made up of mainly staff and it would be great to have a few more parents involved. I promise this will not take up a huge time commitment but can be fitted in around your own priorities. It could be 30 mins labelling tombola items or bagging up sweets for a disco.

Without increased parental support then a number of additional events such as discos will be cancelled as school does not have the capacity alone to organise and prepare them.

If you can spare any time at all to join SPA then it would be greatly appreciated by the staff team and ultimately by the pupils who will benefit from having a number of events to attend during and after school.

Please contact Mrs Twomey in the office office@priorsmill.org.uk / 01642650426

BBC 500 Words Competition



BBC's 500 Words is the UK's largest children's story writing competition for 5-11 year-olds. Opens Tuesday 26 September - Friday 10 November. Please click the link below for further information as the whole school will have the opportunity to take part!

<https://www.bbc.co.uk/teach/500-words/about-500-words/zctk7v4>

Digital Leaders - Whatsapp





This week Beatrice and Luke (Digital Leaders) have chosen the online safety guide and it has a focus on WhatsApp. If there are any apps or online sites that parents would like a fact sheet about then please get in touch and we'll try and provide one.

Any safeguarding concerns can be relayed to:

Mr Linsley - Designated Safeguarding Lead

Miss Huddart - Deputy Designated Safeguarding Lead

The safeguarding policy is on our website and you can also request a paper copy from the office. We will also share with you our pupil version of the safeguarding policy.

What Parents & Carers Need to Know about WHATSAPP

With more than two billion active users exchanging text, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. It's free to use and doesn't require a phone number. Only your messages to be viewed by the sender and only you can delete your WhatsApp chat content. This privacy issue has been in the spotlight recently as the UK's Online Safety Bill proposes to restrict the use of end-to-end encrypted messaging. WhatsApp is currently in a grey area regarding its status as a regulated service in the UK about this legislation.

EVOLVING SCAMS
WhatsApp's popularity makes it a favourite for scammers. Recent examples include people on the 'WhatsApp' chat, requesting a financial 'emergency'. This scam is often used to trigger a verification message by asking you to tap a link to verify your account. The link is a phishing site that asks you to enter your details to verify your account.

CONTACT FROM STRANGERS
To meet friends, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could reach out to them via WhatsApp. It's also possible that your child might be added to a group chat by one of their friends, but someone contacting other people that they don't know.

FAKE NEWS
WhatsApp's connectivity and ease of use allow news to be shared rapidly, whether it's true or not. To combat this, WhatsApp has introduced a feature that allows users to forward messages more than five times on the app, and to forward messages from a group chat to another group chat. This could allow fake news to spread more easily. WhatsApp also has a feature that allows users to report a message that they think is fake. This report is then reviewed by WhatsApp and might lead to a warning or a ban.

VIEW ONCE CONTENT
The latest version of WhatsApp allows users to send messages for chats in a separate 'locked chat' box. These messages are encrypted and can be deleted at any time. It's important to be aware of this feature as it could be used to share sensitive information. WhatsApp also has a feature that allows users to see who has viewed their 'view once' content. This feature is only available for photos and videos.

CHAT LOCK
Another new option allows users to lock a chat. This means that the chat is hidden from the 'recent chats' list. It's important to be aware of this feature as it could be used to hide a chat from parents. WhatsApp also has a feature that allows users to lock a chat. This means that the chat is hidden from the 'recent chats' list. It's important to be aware of this feature as it could be used to hide a chat from parents.

VISIBLE LOCATION
WhatsApp's 'live location' feature allows users to share their location with others. It's important to be aware of this feature as it could be used to track a child's location. WhatsApp also has a feature that allows users to share their location. It's important to be aware of this feature as it could be used to track a child's location.

Advice for Parents & Carers ...TYPING...

EMPHASISE CAUTION
Encourage your child to treat unsolicited messages with caution: get them to consider, for example, whether the message sounds like a friend or if it's from a contact they don't know. Make sure they don't give out any personal details over WhatsApp, and to be wary of clicking on links or downloading files from WhatsApp.

THINKING BEFORE SHARING
Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy to send off too many messages, so encourage your child to consider how an ill-judged message might be received. Encourage your child to consider how an ill-judged message might be received. Encourage your child to consider how an ill-judged message might be received.

ADJUST THE SETTINGS
It's wise to change your child's WhatsApp settings (go to 'Privacy' then 'Settings') to ensure that their contacts can't see their 'view once' content or 'view once' content. If you give permission to any contacts or 'view once' content, you should also ensure that you have a record of any contacts that they should enable this function for only as long as they need - and then turn it off.

CHAT ABOUT PRIVACY
Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'locked chat' folder, you might want to talk about the need to be careful with it. If your child has seen any 'view once' content, you could discuss their reasons for using this feature.

Meet Our Expert
Dr. Helen Jones is a leading expert in child online safety, author and speaker on the topic of child online safety. She has been a member of the UK's Online Safety Board and is a frequent speaker at conferences and events. She is also a member of the UK's Online Safety Board and is a frequent speaker at conferences and events.

...HEY OSCAR...
National Online Safety
#WakeUpWednesday

@nationalonlinesafety | NationalOnlineSafety | @nationalonlinesafety | @national_online_safety

Attendance Matters



IMPORTANT REMINDER

In accordance with School and Trust Policy any unauthorised absences (that are not subject to exceptional circumstances) will be subject to a fixed penalty notice.

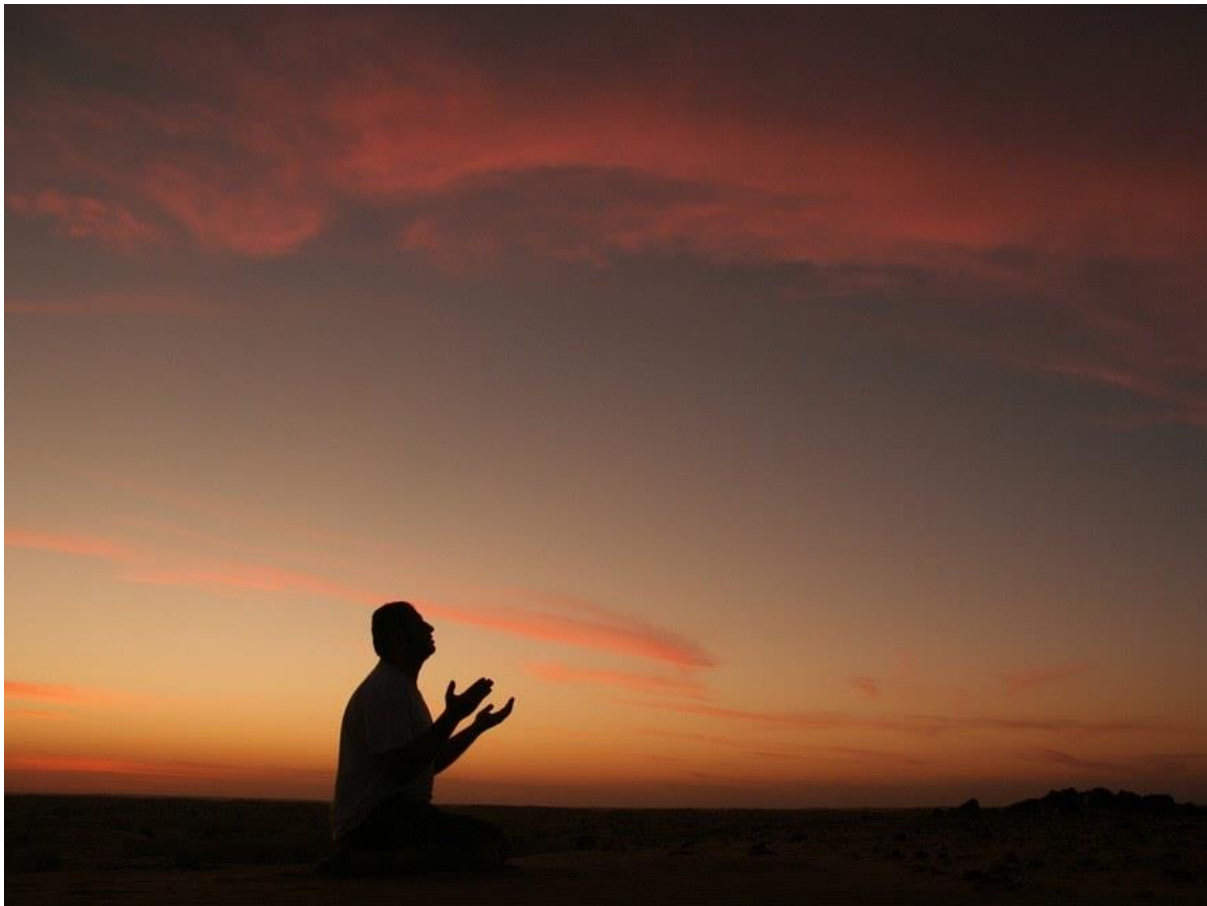
Current School Attendance is 96% (+3% from last term) this meets the DFE target of 96%. We need to try and make sure we can maintain whole school attendance this year and aim for 96 - 98%!

We strongly advise that any holiday in term time should be avoided due to the impact of lost learning time on children. Please be aware that leave of absence (holiday) during term time will not be authorised except in exceptional circumstances. It is school policy to refer any unauthorised absence due to holiday to the local authority who may issue a fixed penalty notice. This is a penalty of up to £120 per child, per parent and so can add up to a significant amount. The school does not receive any revenue from fines; the money is paid to the Local Authority. In addition, we now have a new system in school for pupils who are late. Pupils must be escorted to the office in the main building and a form completed by parents/carers to sign the pupils in and indicate the reason for the lateness. This is for our records and also to avoid pupils becoming distressed.

All gates are opened at 8.20am, KS1 & 2 staff will be in attendance and children remain in the yard until school doors are opened just before 8.30am. For Nursery and Reception children gates are opened for access and to ease congestion on Clifton Avenue and staff are not in attendance until school doors are then opened just before 8.30am. Children should remain supervised until then. Pre-School will open at 8:25am.

LATE MARKS ALSO IMPACT NEGATIVELY ON ATTENDANCE PLEASE TRY TO BE ON TIME!

Worship Theme - FLOURISH



HOW JESUS HELPS US TO FLOURISH John 10:1-15

Flourishing as humans is something we all aim for. It can look different, depending on our beliefs and circumstances. Christians believe that Jesus offers 'life in all its fullness' which isn't a life without trouble, but a life lived with Him. A flourishing life is diverse, connected and outward-looking.

Explore the Bible passage through drama or images or a film clip:

<https://www.youtube.com/watch?v=ar732X9uO3I> up to 2 mins 20 secs

https://www.youtube.com/watch?v=zvi5N_y-910

I wonder how the sheep flourish because of the care of the good shepherd? I wonder who helps you to flourish at home and at school and in the activities you do? I wonder how you are able to live 'life in all its fullness'? Ask these questions of lots of different members of the school community. Perhaps you make a display with speech bubbles of what people have said which express the flourishing in your school day by day.

You might want to watch and/or listen to this song for reflection

https://www.youtube.com/watch?v=5lpMma_eHHQ

It is a reminder that being cared for and close to Jesus can help our flourishing.





Class News



LEGO STARS



<https://sway.office.com/DjR8CF7IHr1ilAEA#content=BPfK2PLB1WfKO/>













Y5 Wheelchair Basketball

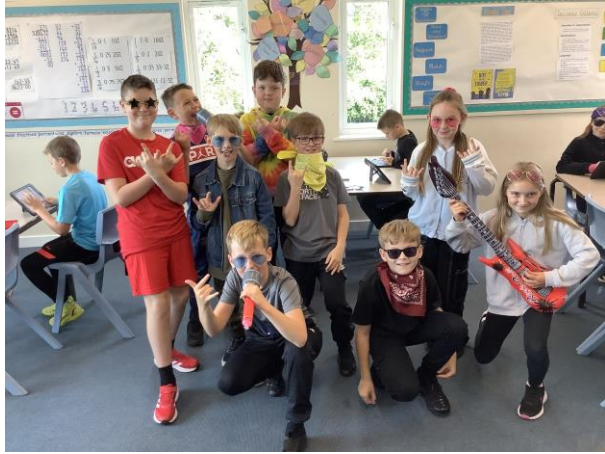




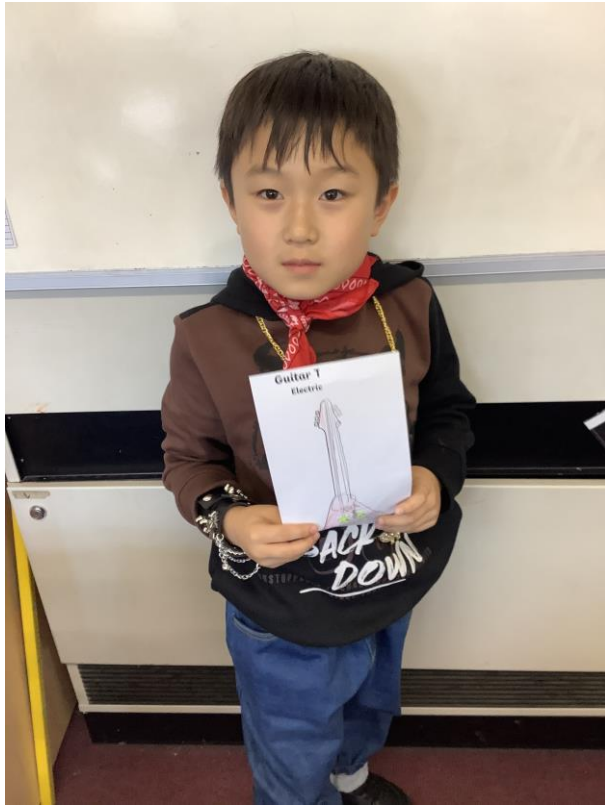


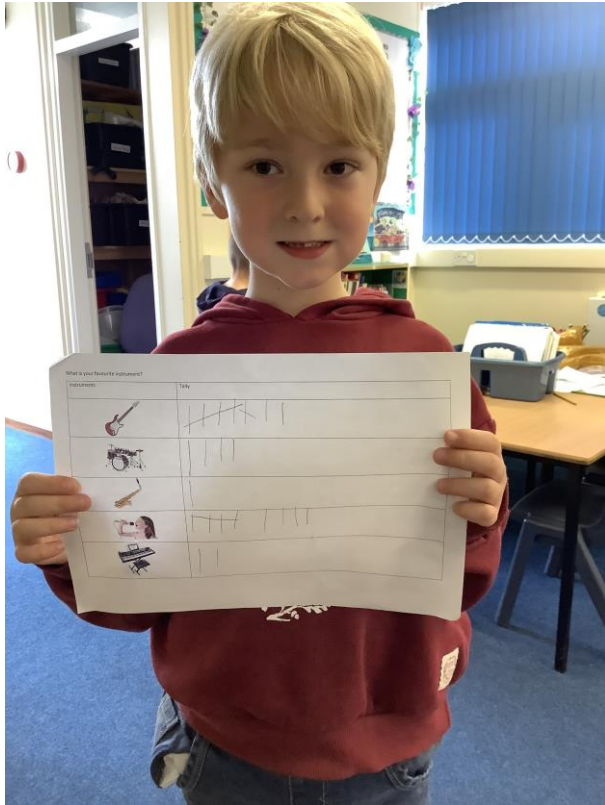
Today, children in Years 1 - 6 took part in our Times Table Rock Stars Day. They competed in Battle of the Bands, a tournament between all of the classes and the winner was Mrs Mchale Y6. There was so much competitiveness from the children (and staff!) Children also participated in fun Maths activities, such as creating symmetrical pictures of instruments, a favourite instrument tally and pictogram and a 'Choose a Rock Star outfit' activity, where children chose items of clothing for their character, were given the prices of the items, the children then had to work out how much their outfit would cost!

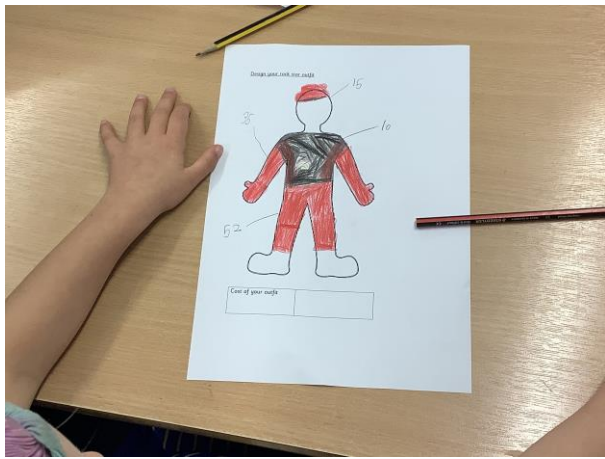
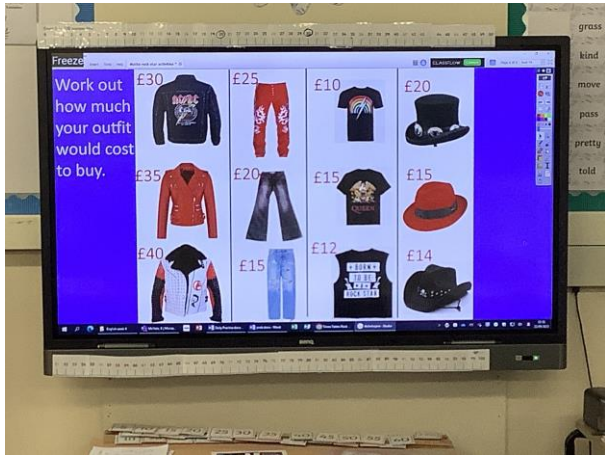
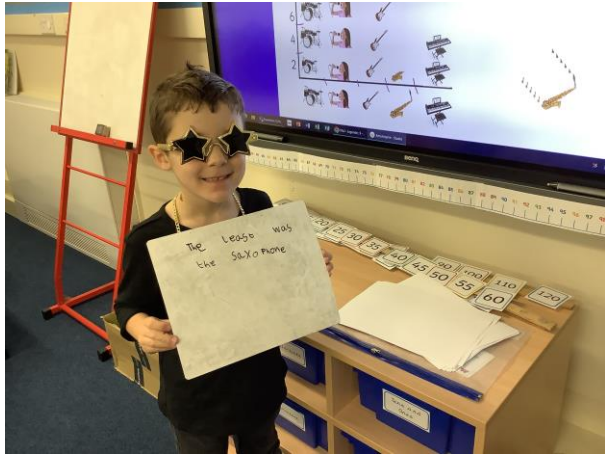














KEY DATES



Key Dates

Children return to school - Tuesday 5th September



2 - And Finally...enjoy the weekend!


Primary Picture News Resource England Collective Worship - 18th September - School buildings

What's happening in the news this week?



Let's have a look at this week's poster!

18th - 24th September 2023




Is a school more than just a building?

Let's look at this week's story



More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction between the 1950s and the mid-90s. The crisis has left some school staff struggling to find temporary teaching accommodation and forced many pupils to begin their academic year learning online. It's not just schools affected; more than 30 hospitals are also believed to be at risk, according to experts.

Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Picture News [here](#).



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How does it make me feel?



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

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This week's story looks at events related to ...



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Read through the information below, which explains more about why some schools were unable to open at the start of the new school year.

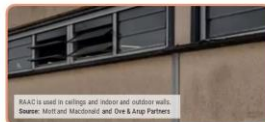
Why have some schools not reopened?

At the start of September, more than 100 schools discovered they contained a potentially dangerous form of concrete called RAAC. The schools affected have been told to make changes and put safety measures in place.

It has meant that thousands of pupils have been moved into temporary classrooms while work is carried out. Most schools haven't been affected and the government has written to heads of affected schools.



Source: Mott and MacDonald and Ove & Arup Partners



RAAC is used in ceilings and indoor and outdoor walls. Source: Mott and MacDonald and Ove & Arup Partners

What's the cause of the problem?

RAAC, which stands for reinforced autoclaved aerated concrete, is a light form of concrete, used in many buildings between the 1950s and mid-1990s. It's not just found in schools; it's also used in a lot of other public buildings like hospitals and police stations.

It was only after many buildings had been built with this concrete that it was discovered that the material may lose strength over time and so the government has been monitoring the risks.

How do you imagine the children and teachers at the schools might have felt when they heard the news?

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Resource one



Look at the resource below, which shares some examples of things you might find in a classroom.

Digital technology such as computers, tablets, cameras, interactive whiteboards.



A sink.

Displays.



Teachers, teaching assistants and children.

A range of books.



Furniture.



Rules and expectations.

Good quality resources and other equipment.

Do you have any of these things in your classroom?

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Resource two



Look at the resource below, which shares some images of different school buildings.

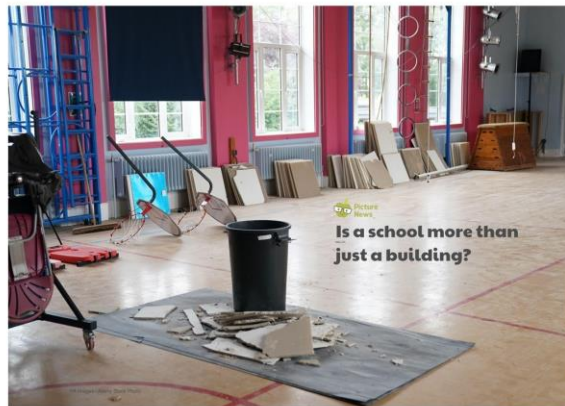


I started primary school in 1987. My teacher used a blackboard and chalk when we were learning and the register was taken with a book and a pen. We had tables and plastic chairs, which I remember felt very modern at the time. We sometimes watched educational programmes on the school TV that was wheeled on a stand into our classroom. I think it was around 1990 when we got a computer. We had one for the whole school to share. My school is no longer a school, it is someone's house!

Heather

Can you describe the similarities and differences between these school buildings? Which would you describe as historic, modern, or futuristic?

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Is a school more than just a building?

Reflection



Schools are made up of both things we can see, and things we can't; the pupils there to learn, the buildings and classrooms that they work in, and the care, vision and values that the community shares.



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Mutual Respect and Tolerance

There are many different people in school. Each of us is unique and special. I understand and respect that not everyone is the same as me and that we all need to be treated as individuals.

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Protected Characteristics



School is a place where we can learn about our diverse world. It is also a place where we can feel safe to be who we want to be.



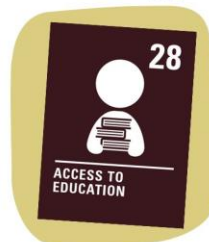
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UN Rights of a Child



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible.



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Useful vocabulary



Concrete

A building material made by mixing cement, sand, small stones, and water.

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction.

Construction

The action of building something, typically a large structure such as a bridge, building etc.

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction.

Crisis

A time of difficulty, danger or confusion.

The crisis has left some school staff struggling to find temporary teaching accommodation.

Experts

People who are very knowledgeable about or skilful in a particular area.

It's not just schools affected; more than 30 hospitals are also believed to be at risk, according to experts.

Monitoring

Regularly checking something's development or progress and sometimes commenting on it.

It was only after many buildings had been built with this concrete that it was discovered that the material may lose strength over time and so the government has been monitoring the risks.

Temporary

Lasts for a limited time; not permanent.

The crisis has left some school staff struggling to find temporary teaching accommodation.

Can you use them in your writing this week?

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Collective worship



Bible Link: **Matthew 18:20**
 Christian Value: **Faith**
 Theme: **My School**



Pupil involvement

Ask for some volunteers to come to the front and help you draw each of them a whiteboard and pen, and without letting anyone else see, ask them to draw a representation of our school. Show the drawings. Can you guess what the drawings are representing? If so, how? How do you know this? Ask the children to consider whether their responses to 'What is a school?' and 'What is our school?' would be different, why? Look at each of the drawings in more detail. Do they show just the building or are the people, values, community, logo etc represented? Think about what your drawing of our school should look like. Perhaps you could draw or tell someone what school means to you!

Explain that several of us are going to school this morning. In the supermarket, playing at the park, at home, we are still a special part of our school.

Pupil talk

- Finish the sentence 'My school is...'
- A school is a community. Can you describe your school community?
- What is your favourite thing about school?
- Could any building be your school?
- What do you believe makes your school a special place?

Think

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction between the 1950s and the mid-60s. The crisis has left some school staff struggling to find temporary teaching accommodation and forced many pupils to begin their academic year learning online. It's not just schools affected, more than 30 hospitals are also believed to be at risk, according to experts.

Jesus taught us that God is always with us and that we don't always need to gather together in a special place such as a church building to worship and pray, we can be anywhere.

Invitation prayer

Dear God,
 Thank you for our school and all the people in it, who care for us, believe in us and love us.
 Help us to remember that it doesn't matter where we are, we are still a special part of our school.
 Amen

Key stage 1 class discussion

- Make a list of people in your school community e.g. children, lunch staff, teacher, caretaker, teaching assistant, headteacher, cleaner, parent.
- What do each of these people do? What would your school be like, if they were not part of it?

Key stage 2 class discussion

- Think about what you bring to your school community. What are your gifts and talents?
- Can you make a list of other communities you are part of e.g. sports community, faith community? What do you bring to these communities? What do other people bring? Would you still be a community without the building you meet at?

Worship song

Praise Him



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Picture News

Is a school more than just a building?

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction between the 1950s and the mid-60s. The crisis has left some school staff struggling to find temporary teaching accommodation and forced many pupils to begin their academic year learning online. It's not just schools affected, more than 30 hospitals are also believed to be at risk, according to experts.

- Look at this week's poster image and read through the text about this week's story. Do you know if there are any schools in your local area that have been affected? Look at the information found on the assembly resource, which explains more about why some schools were unable to open at the start of the new school year. How do you imagine the children and teachers at the schools might have felt when they heard this news? Watch this week's video, which explains more about the RAAC problem. Talk about how, for the schools affected, this is a difficult situation. How would you feel about having parts of your school out of use or even not being able to return to school and having lessons online instead?
- Thinking about the wider purpose of a school, share your thoughts on the situation of what a school is. Consider what it is beyond the building and walls. Where does your school mean to you.

Reflection

Schools are made up of both things we can see and things we can't: the pupils, then to learn, the buildings and classrooms that they work in, and the care, vision and values that the community shares.

Picture News

KS1 focus

What features make a good classroom?

Listen Think Share

- Explain your classroom. If possible, wander around and look at the different parts of your classroom, e.g. the walls, the furniture, the reading corner. Can you describe your classroom?
- Look at resource 1, which shows some examples of things you might find in a classroom. Do you have any of these things in your classroom?
- Our classrooms are places that we use when we are at school to help us learn. What do you think makes a good classroom? Which of the features mentioned in resource 1 is the most important and which is the least? Would you learn well without a chair to sit on and a desk to work at?
- Focus on the people that are in our classrooms. How important do you think they are? Make a list of how your friends and teachers help make a good classroom, e.g. make you feel safe, make learning fun, help and encourage you.
- Look at some of the resources and equipment you have in your classroom. Are there some items you prefer to use than others? Does everyone like using the same items? We all learn differently, so we want to find the same equipment and resources useful, that is why our classrooms have a variety of different resources.
- If you could add something to your classroom that you think would help you learn, what would it be?

Reflection

There are many features in our classrooms that help us learn. We are lucky to have such a variety of resources and equipment and people!

Picture News

KS2 focus

How might schools look different in the future?

Listen Think Share

- Think about your school. How many classrooms do you have? Do you have a playground, school field, hall?
- Can you describe the building? Can you make a list of some of the resources and equipment you use every day? Have you ever visited any other schools? How do they compare with yours?
- Look at resource 2, which shows some images of different school buildings. Can you describe the similarities and differences between these school/buildings? Which would you describe as historic, modern, or futuristic? Can you describe what your school was built? How does it compare with the images on resource 2?
- Schools have changed over time. From their building design to the resources and equipment that are used inside them. Read through teacher's comment. What is different about her experience of school? How many computers do you have? Do you have a blackboard? What is the same?
- As long as there have been schools, there have been teachers. Do you think this is likely to change in the future? Why?
- Can you think of any new changes since you started school, e.g. equipment/resources, furniture, outdoor area, technology? Why might these changes have happened?
- Predict what you think school might be like next year, so five, ten, and fifty years!

Reflection

Our schools are constantly changing and evolving as technology advances, fashion changes and society modifies. However, there are some things that have remained the same - the people in the building!

Picture News

KS2 follow-up ideas

Option 1

- Interview an adult at home or in school to find out their experience of school. Prepare your questions first considering the following:
- The building.
 - The school staff.
 - The subjects taught.
 - The equipment and resources.
 - The behaviour management systems.
 - The timetable.
 - The uniform.

Once you have interviewed your adult, share the responses with each other and discuss the similarities and differences between their experiences and your own.

Option 2

- Design a school of the future! Think about:
- What shape and colour will the building be?
 - What will the outdoor space look like?
 - What digital technologies will there be?
 - How many classrooms will you have?
 - What other facilities will you have?
 - A swimming pool, a virtual reality classroom, an outdoor classroom, an environment area?
 - How do you think your school will be powered? Will it be self-sufficient?
- Draw and label a diagram of your school of the future.
- Challenge** - Write a diary entry to describe a typical day in your school of the future.

Picture News

KS1 follow-up ideas

Option 1

- Think about your school.
- What do you like about school?
 - Is there anything you dislike?
 - Do you have a favourite lesson?
 - Why is it your favourite?
 - Which adults work in your school?
 - What job do they do?
 - Which resources or equipment do you enjoy using most?
 - What makes your school special?
- Use pictures, words and sentences to share how your school makes you feel and what it means to you. Perhaps you could display your work.

Option 2

- Some schools have closed because of the material that has been used to make them.
- What materials can you see in some of the structures you have in school?
 - Do you have brick walls?
 - Is your fence wooden or metal?
 - Can you see anything else made from wood?
 - Is there anything made from glass? Why might glass have been used?
- The materials used to build our schools are often strong and sturdy.
- Can you make a strong and sturdy building using resources in your classroom? e.g. Lego, wooden blocks, KNEK, Stickle Bricks?

This week's useful websites

This week's news story
www.bbc.com/news/education-66687102

This week's useful video
www.youtube.com/watch?v=9jpl_eDlXk8

This week's Virtual Picture News
www.picturenews.co.uk/discuss

This week's vocabulary

Concrete
 A building material made by mixing cement, sand, small stones, and water.

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction.

Distraction
 The action of building something, typically a large structure such as a bridge, building etc.

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction.

Difficult
 A task or a situation that is difficult to do or understand.

People who are very knowledgeable about or skilled in a particular area.

It is not clear which schools are affected, more than 30 hospitals are also believed to be at risk, according to experts.

Regularly
 Regularly checking something's development or progress and sometimes intervening to help.

It has only after many buildings had been built with this concrete that it was discovered that the material may lose strength over time and so the government has been monitoring the risks.

Temporary
 Lasts for a limited time, not permanent.

The crisis has left some school staff struggling to find temporary teaching accommodation.

IN THE SPOTLIGHT
YOUR WEEKLY NEWS PAPER

Smart Sorting Robots



Tech startup company, Amp Robotics' smart sorting robots (also named Sorty McSortface and Sir Sorty a Lot), operate in 80 recycling facilities in the USA. The reportedly named machines have massively improved recycling procedures at the centres. The robot waste pickers identify and sort recyclables with extreme accuracy (up to 99%), they can even recognise 350 numbers (stock-keeping unit - a unique number combination used by retailers to identify and track products).

One robot can pluck out juice cartons and plastic bottles that can be reprocessed from the conveyor belt of waste products. At the same time, the other searches for contaminants in the stream of paper products headed to be recycled at the fibre mill. The robots use mechanical claws and AI to sort items of recyclables in minutes, meaning it is much more cost-effective for items to be recycled and not sent to landfill. **Can you think of any other sorting jobs this technology could be used for?**

Share your thoughts and read the opinions of others

Peanut - the World's Oldest Chicken!

Peanut, who is 21 years old and from Michigan, USA, was officially recognised as the world's oldest living chicken earlier this year. She lives on a small farm, where she was almost thrown away two decades ago before she hatched! Retired librarian Marsi Parker Darwin, who lives on the farm, found a 'rotten looking' abandoned egg and luckily heard a small 'cheep' coming from inside. She gently poked back the shell to discover a tiny chick, who couldn't break out on her own as she didn't have an egg tooth. Marsi lovingly hand-reared the tiny bantam hen, who now lives with her daughter in Marsi's living room in a wire coop next to the window, so she has a view. 'She's a friendly character and she pretty much gets along with everyone, including our dogs and cats,' said Marsi, who considers the record-breaking bird to be part of her family. Marsi added, 'Peanut is a sassy little chicken, if she doesn't get her blueberry yogurt in the morning, I definitely hear about it! I hope to share Peanut's message that even if you're rejected or might feel like a misfit, you can still find someone to bond with and have a long, productive life!'

Did you know that chickens could live to be over 20 years old?



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Book Vending Machine

Students and teachers at Bradford's Academy in Chalfont, Kent, have been talking about their school's book vending machine. Pupils can earn tokens to use to purchase books as an appreciation for their efforts and engagement in English lessons. Shere McCormick, a teacher at the school, said, 'We believe in the power of reading, and it must be accessible for all. Reading helps to improve concentration, expand vocabulary, inspire creativity and spark imagination. It also helps our students to improve their self-esteem. It is the foundation of education and a great teacher that fosters cultural, social and emotional growth.' The school say that they are trying to combat the cost-of-living crisis, which they believe has made books a luxury item. 31% of students surveyed by the school said they did not have access to books at home! The machine has been funded by the publishing company CP and the Co-op. The Fortis Trust, which the academy is a member of, focuses on reading for education & pleasure is encouraged across the trust, and this book vending machine will help students continue their love of reading at home. The vending machine has been very popular with students, and the school aims to continue making a range of books available this way. **Do you think that a book vending machine at school is a good idea?**



Share your thoughts and read the opinions of others

Last week's topic: What can we learn from new adventures?



I think that new adventures can challenge you and help you to become a stronger person. **Olis**

I think travelling the world and meeting lots of different people and seeing lots of new places would be so exciting. Learning about them all will give you so much knowledge to use in the future. **News**

Going on adventures and travelling to every country would be amazing but I would like to take my friends and family with me. **Theo**

Let us know what you think about this week's news?

www.picture-news.co.uk/discuss
help@picture-news.co.uk
@HelpPicture

Picture News Ltd,
Colbert Lane,
Bishop Thornton,
Hemsworth,
North Yorkshire, HG3 3LB

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TAKEHOME



Is a school more than just a building?

In the news this week

More than 100 schools across the UK have been affected by a potentially dangerous concrete used in their construction between the 1950s and the mid-90s. The crisis has left some school staff struggling to find temporary teaching accommodation and forced many pupils to begin their academic year learning online. It's not just schools affected: more than 30 hospitals are also believed to be at risk, according to experts.

Things to talk about at home...

- Share your thoughts on this week's news. Are you aware of any local schools or hospitals that have been affected?
- For those pupils resuming learning online from home, how do you think they might feel?
- Considering school buildings, how do you believe they might change in the future? Can you think of any ways to improve school buildings or classrooms?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

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Contact Us



If you would like to contact us about anything in the newsletter or need an additional conversation then please don't hesitate to catch me outside on the yard or through making an appointment at the office.

Safeguarding

The school safeguarding policy is on the website and a paper version can also be requested from the office. Safeguarding is at the heart of all we do at Prior's Mill CE Primary School.

Prior's Mill C.E. Primary School

Clifton Avenue, Billingham. Stockton-on-Tees, TS22 5BX

Tel: 01642 650 426

Email: office@priorsmill.org.uk

Visit us on the web at <https://priorsmill.org.uk/>

School Vision

As an inclusive Church of England primary school, we welcome children and families of all faiths and none to be part of our school family which has a distinctly Christian character and ethos. At Prior's

Mill, we encourage everyone to discover, flourish and grow in their talents, nurturing their God given gifts and potential. We work with passion to foster a love of learning, a love of community and personal resilience. Following in the footsteps of Jesus, we are a school where kindness, forgiveness, respect and honesty underpin our words and actions.

Biblical Narrative - The Parable of The Mustard Seed – Mark 4:30-32 (NIV)

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

School Values

We give our best - We are kind - We are honest - We are respectful - We forgive