



Prior's Mill C.E. Primary School

Newsletter September 8th

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 08.09.23

In This Issue



This week we include:

- **Message from Mr Linsley**
- **SPA - WE NEED YOU**
- **BBC 500 Words**
- **Digital Leaders - live streaming**
- **Attendance**
- **Worship Theme - Building**
- **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)**

Welcome Back!



Welcome Back!

I hope that everyone had the opportunity to have a great summer holiday and enjoyed spending time with family and friends. As is usually the case with the British weather we have returned to school during one of the hottest weeks of the year. It has been to the credit of pupils and staff that they have settled extremely well back into school this week and have enjoyed seeing their friends and new class mates.

I would like to welcome the large number of new families who are joining us this year, either as new parents in nursery and reception or as parents of children who have joined the school in other year groups. **The school continues to grow** and this is really positive as it reflects the strength of the partnership between School, Home, Community and Church. Everyone is very welcome at Prior's Mill and we pride ourselves in being an open and inclusive school with an open door policy for any families who need to talk.

We return to school after having a successful summer term where we were very proud of how well our children achieved against both teacher and national expectations. As a school we are deeply ambitious to ensure that all children have the opportunity to continually make progress and have their needs met in a curriculum they can engage in and be stimulated by. We have already started looking at opportunities to further strengthen the learning and play experiences children receive at Prior's Mill.

I can now also confirm fully that after a thorough inspection by the Melrose Learning Trust Estates Management Team that **the school is totally RAAC free**. Although confident this was the case, after initial investigations in the summer term, it is reassuring to know that we are fully compliant and we are not subject to further challenges that are facing some of our colleagues in schools throughout the area.

Parents of pupils who have attended the school for a number of years will have realised that there has been a familiar face missing from school this week. I'm very sad to announce that Mr Rooke has decided to take early retirement and will no longer be with us. We are all devastated that he is leaving after many years of outstanding service - we will miss him greatly. While we work towards appointing a replacement - look out for the advert soon - then staff have stepped up to help out and children may have seen me hoovering and trimming bushes over the last few days!

Have a lovely weekend and Good Luck to Mr Farrell who is completing the Great North Run although we are both not happy the Newcastle Manager is starting the race!

I have included some key reminders about this term below:

- When we return in September, in response to parental requests, we are going to operate an extended opening time for after-school club it will now run till 5:30pm and cost £5
- We are also looking at a new system for paying online for school dinner money this will be introduced after October Half-time. Please reduce credit and ensure accounts are up to date as any accounts with debt will be unable to place an order when the system launches.
- Football/Dodgeball/Lego clubs will restart in the second week.
- The Robinwood Trip goes ahead on the 13th -15th September

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.



1 - Children have returned to school looking very smart and professional in their school uniform this week I would just like to remind families about the rules surrounding jewellery and in particular earrings in school.

Jewellery

The only permitted jewellery that may be worn is:

- *One pair of plain gold or silver stud earrings – no other piercings are permitted. We strongly advise against wearing any earrings for health and safety reasons as accidents can occur where earrings cause tears. Studs must be small – maximum 5mm. Please see size photograph for guidance:*
- *A wrist watch - without camera capability or with camera capability disabled whilst in school.*
- *Only Prescription sunglasses are allowed in school. 6 Jewellery must be removed for PE lessons. If a child has recently had their ears pierced, tape must be provided for the initial weeks where removal is not possible. After 6 weeks, it is expected that either parents remove a pupil's earring prior to coming to school on a day when PE is timetabled, or the pupil is able to remove their own earrings.*

If a pupil is seen to be wearing a piece of jewellery outside of the scope of this policy, they will be asked to remove it and place in their schoolbag. School does not accept responsibility for any items of jewellery worn to school.

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=IwAR3xfRJGBaXWIRctfTbvCYY70cU1FDoeJKYDqQjmlU104LYoYQuq_Oc-91M



2 - [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 - Live Streaming





This week Beatrice and Luke (Digital Leaders) have chosen the online safety guide and it has a focus on live streaming. 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 LIVE STREAMING

Live streaming involves broadcasting and watching videos online in real time, often on social media or via platforms like YouTube and Twitch. Viewers can interact through comments, chats and reactions during the broadcast: such instant engagement makes this an exciting way to share experiences, learn from others and build digital communities. Despite the many positives, live streaming also creates a potential platform for unsuitable content and poses some risks to children: it's essential to keep privacy and safety in mind and comply with each site or app's age restrictions.

WHAT ARE THE RISKS?

LACK OF AGE VERIFICATION

Despite their age restrictions, some platforms don't require proof of age at sign up – meaning that anyone can register for an account (and potentially pretend to be older or younger than they actually are). In many cases, this means that young live streamers can never be totally certain exactly who they are broadcasting to and who is engaging with their live stream.

DISCLOSING PERSONAL INFO

A characteristic of live streaming is the ability for videos to be instantly shared worldwide. Without the correct privacy settings enabled, a child could inadvertently reveal personal information or their location, making them vulnerable to online predators or identity theft. It's wise to regularly check the privacy settings (and what data is being shared) on any apps your child has signed up for.

ANYTHING COULD HAPPEN

As the video streams are live, children might encounter (or inadvertently share) inappropriate content. Most live-streaming apps have rules to prevent this and monitor their services, also providing report buttons where content can be flagged for review. It may not be dealt with instantly, however, meaning that your child could be further exposed to harmful content during a live stream.

AGE RESTRICTION
13+
16+
18+
Age varies by platform

UNAUTHORISED RECORDINGS

Each live streaming platform stores completed videos for different periods (Twitch saves broadcasts for 60 days, for example, while Facebook and YouTube remove them only at the creator's request). Deleting a video, though, doesn't always stop it from being stored: in some cases, streams have been illegally recorded (or screenshots taken) by certain viewers and redistributed on other sites.

ROGUE CONTENT CREATORS

Children can also watch other people's live streams, which could potentially contain anything at any time (such as nudity, drug use or profanity). Most apps claim to monitor live streams and will stop any that don't adhere to their guidelines – but with millions of streams per day, it's complicated to regulate them all, so children could be exposed to inappropriate content without parents knowing.

DANGER OF GROOMING

There are increasing reports of children being coerced into performing "suggestive acts" by strangers on some live-streaming apps. Due to the lack of verification required for certain apps, almost anyone can sign up to these services (including anonymously or under a fake identity). It's vital, therefore, to ensure the correct safety measures are in place before your child begins live streaming.

Advice for Parents & Carers

PUT PRIVACY FIRST

Through the streaming app's settings, switch your child's account to 'private', so only their friends and followers can see their broadcasts. You could also turn off the live chat, shielding your child from any upsetting comments – although viewers' feedback is often seen as an integral part of the fun. Identify any nearby items (such as school uniforms or visible landmarks) that could give away your child's location.

MANAGE MULTISTREAMING

Some apps and sites let users stream their content through multiple social media platforms at once. A broadcast on SteamYard, for example, can be shared on YouTube, Twitch, X and Facebook if the accounts are linked. The privacy settings can differ on each of these, so we'd suggest only streaming via one platform at a time to maintain greater control over who's watching your child's videos.

GET INVOLVED YOURSELF

Research suggests a significant number of streams show a child on their own, often in a supposed safe space like their bedroom. If your child wants to live stream, ask if you could be present because you're interested in how it works. You could even set up your own account to gain a more detailed knowledge of what your child talks about in their live streams – and who they're broadcasting to.

TALK ABOUT LIVE STREAMING

Try to start with positives before discussing potential risks. You could ask which live streaming apps your child likes and how they use them. Do they just watch streams or create their own? Explain why it's unwise to reveal personal information while streaming (even to friends). If you feel your child's too young for live streams, explain your reasoning to them and perhaps agree to review this decision in the future.

CONSIDER THEIR ONLINE REPUTATION

As the broadcasts are live, it often causes the misconception among young people that whatever happens in their video simply 'vanishes' once the stream ends. However, videos can stay online indefinitely or be recorded by other users. It's important that your child understands what they do and say in a live stream could potentially damage their online reputation and, quite possibly, be seen by prospective future employers, colleges or universities.

Meet Our Expert

Rhadr Smith is Head of Digital Learning at Thomas's Kensington, London. Recognised in the EdTech 50 UK Awards Yearbook 2022/23 for his efforts in the digital transformation at Cubitt Town Primary School and Tower Hamlets, he is also a Google for Education Certified Trainer and guest lectures at University College London on the integration of technology across the curriculum.



NOS National Online Safety®
#WakeUpWednesday

Source: <https://www.bbc.com/news/health-62312312/distribution-of-captures-of-live-streamed-child-sexual-abuse-final.pdf>



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@nationalonlinesafety



@national_online_safety

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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.

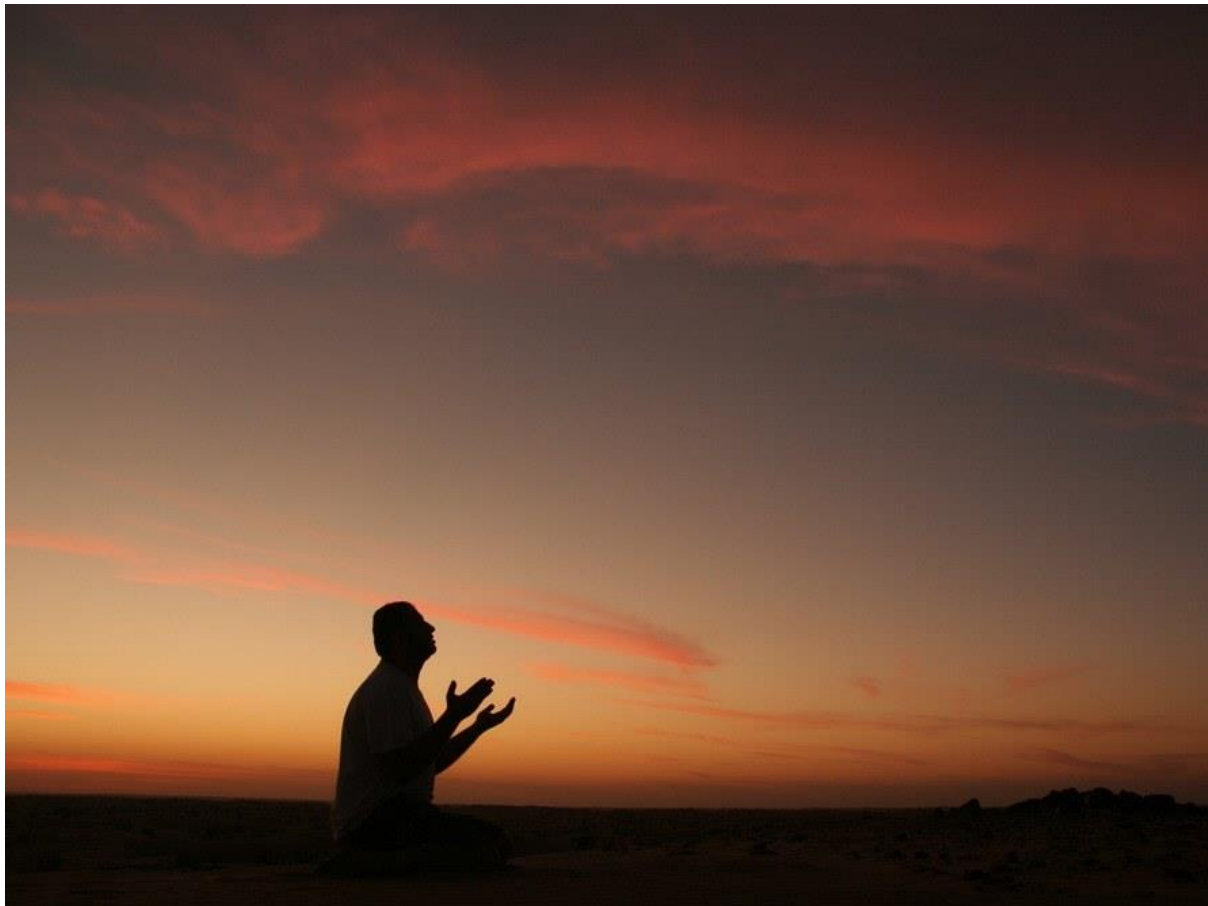
Current School Attendance is 96% (+3% from last term) this meets the DFE target of 96%. We need to try and make sure we can maintain whole school attendance this year and aim for 96 - 98%!

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 - Build



Look at the picture of the jigsaw at <https://www.simonlucasbridgesupplies.co.uk/product-category/hobbies-and-home/jigsaw-puzzles-for-all-ages/page/3/> or use a real one. I wonder which things you can 'build'? words, Jenga, house, boat, jigsaw, friendships etc. I wonder what you like / do not like to build? Look at the picture of the puzzle. How do you 'build' a jigsaw puzzle?

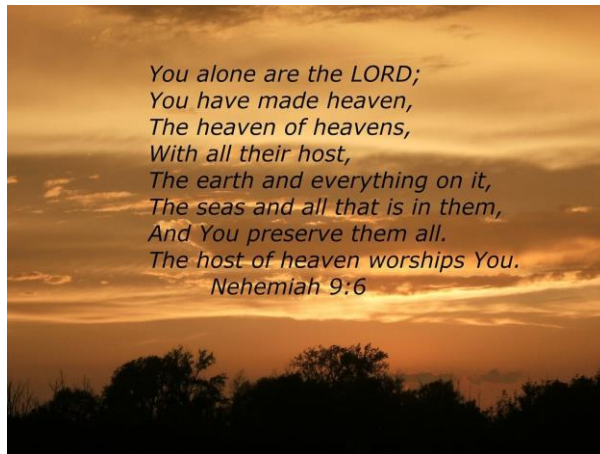
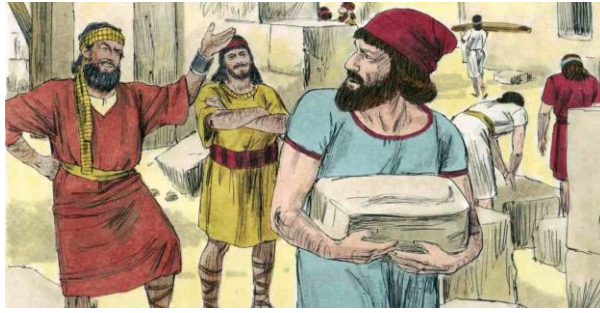
I wonder whether everyone likes to build jigsaws in the same way? I wonder if our school community is a bit like a jigsaw puzzle?

Read the story of Nehemiah – there is a version video here: <https://www.youtube.com/watch?v=-fifL0TcGrY>

I wonder.... ...why Nehemiah was so sad when he heard the news from his brother?.... ...how Nehemiah felt to be given the job of re-building Jerusalem?...or how it felt to return home?....

I wonder what the most difficult part of the re-building was?....and how you might re-build a community?....or someone's *heart*?!... I wonder how this story might help us today?....





Class News



Class 15 worked together to complete a 60 piece jigsaw as part of their Class worship this morning.



Well Done Libby for donating your hair to a great cause!



Reception have enjoyed their first day of school. They have been busy exploring all the areas of the classroom and we made the most of the sunshine outside.

















KEY DATES



Key Dates

Children return to school - Tuesday 5th September



4 - And Finally...enjoy the weekend!

Primary Picture News Resource England Collective Worship - 4th September - Around the world

What's happening
in the news this week?

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

4th - 10th September 2023



Let's look at this week's story



Almost ten years ago, the now 44-year-old Torbjørn Pedersen from Denmark left his job and family behind to begin a life-changing journey. His goal was to visit every country in the world without flying on a plane. In May this year, Pedersen successfully visited his 203rd and final country, the Maldives. After celebrating, he backtracked to Malaysia via Sri Lanka to board a container ship for the 33-day trip home. Now he has had time to rest and reflect, Pedersen plans to write a book about his adventure.



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 horrificed staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrificed petrified terrified

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



ASSEMBLY RESOURCE



Read through the information below, which explains more about Torbjørn's journey.

Visiting all 203 countries of the world without flying!

- 1 In early 2013, Torbjørn Pedersen, a hopeful adventurer from Denmark, received an email that changed his life. 'My father sent me a link to an article and I clicked on it. I quickly realised that no one in history had gone to every single country in the world without flying. The fact caught my interest and stuck with me.'
- 2 Torbjørn was already fascinated with world facts: the first to go to the North Pole, the South Pole, the deepest sea, the highest mountain, the longest river. Now he believed he had a chance to set a world record himself. 'It was right in front of me. I could do something of significance with my life, something worth putting in a book, something worth remembering. And it would be a great adventure!'
- 3 Torbjørn decided to be the first person to visit all 203 countries without flying or any breaks. He had just two rules for his challenge:
 1. Spend at least 24 hours in each country.
 2. Not return home until he finished.
- 4 Torbjørn did his best to keep costs low and lived off a budget of roughly \$20 (£16) a day.



Torbjørn C. Pedersen

- 5 Throughout his journey, Torbjørn faced many difficulties, including spending two years instead of four days in Hong Kong during the coronavirus pandemic that began in 2020, and being unable to support friends during difficult times back home. He also had some incredible experiences including asking his girlfriend, who was visiting, to marry him during a snowstorm on top of Mount Kenya!
- 6 Torbjørn's journey came to an end on 23rd May 2023, when the 46-year-old arrived in the Maldives, the final country on his list of 203.

Which parts do you think would have been the most challenging, and which the most enjoyable?

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Resource one



Look at the resource below, where some people share what they took with them on their adventure.

My adventure was a walk up a mountain! I took water, food, a map, a compass, waterproof clothing and a first aid kit. I put it all in a small rucksack.

Jennifer

I went on a cycling trip. I cycled for most of the day and then found a bed and breakfast to sleep at. I didn't take much with me, just one change of clothes, refillable water bottles, my money and my mobile phone.

Zenghi

I went on a family holiday. I packed all the things I would need for a whole week away from home in a suitcase with wheels and a handle. I took clothes, towels, toiletries, a few games, some spending money and my favourite teddy!

EB

What would you need to pack for your adventure?



Which bag would you use for your adventure?

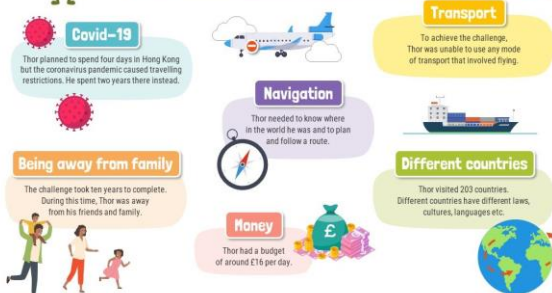


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Resource two



Look at the resource below, which shares some of the obstacles Torbjørn (Thor) may have faced during his challenge.



Can you think of any other obstacles Thor might have faced?

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Individual Liberty

There are many challenges and adventures we will face throughout our lives. Some we may choose to do; others we do not. We can, however, choose how we respond to these challenges and the actions we take.

Protected Characteristics

Thor travelled to 203 countries, meeting many people along the way. The country someone belongs to is their nationality. Nobody should be treated unfairly because of their nationality.





UN Rights of a Child



If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



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Useful vocabulary



Adventurer

A person who enjoys or seeks dangerous or exciting experiences.

In early 2013, Torbjørn Pedersen, a hopeful **adventurer** from Denmark, received an email that changed his life.

Backtracked

Go back along a track or route just taken.

After celebrating, he **backtracked** to Malaysia via Sri Lanka to board a container ship for the 33-day trip home.

Encountered

Unexpectedly be faced with or experience something difficult.

Can you think of an adventure or challenge you have **encountered**?

Fascinated

Extremely interested.

Torbjørn was already **fascinated** with world firms.

Overcome

Successfully deal with or control a problem or difficulty.

Beginning a new adventure can be an exciting experience, but also one that may be scary and bring its own challenges for us to **overcome**!

Significance

Important or has meaning.

I could do something of **significance** with my life, something worth putting in a book, something worth remembering.

Can you use them in your writing this week?

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Collective worship



Bible Link: Hebrews 12:2-3
Christian Value: Courage
Theme: Facing challenges

Invitation prayer

Dear God,
Thank you for always being there and never giving up on us.
Give us the courage to face challenges and the strength to keep going.
Help us to achieve good things.
Amen.

Key stage 1 class discussion

- Think about a time when you did something new such as started a new club, tried a new food, moved to a new home, made new friends. How did you feel before and after you tried something new?
- Make a list of new things that you can learn or develop yourself to do or learn this year.

Key stage 2 class discussion

- Can you remember learning something in the past that was a challenge at the time but is now second nature? e.g., riding a bike, tying your shoelaces, counting to 100?
- How important is it to set yourself challenges?
- Make a list of obstacles that you can learn or develop to help you face challenges e.g., courage, resilience, determination, self-discipline.

Worship song

It's a New Day



Pupil talk

- Have you ever faced a challenge? What was it? Did you choose to take on the challenge? Did you achieve it?
- Discuss what we can learn from challenges. Do you think you learn from them even if you fail?
- Is there anything that would help you face a challenge and keep going, even if it was hard?

Think

Almost ten years ago, the now 44-year-old Torbjørn Pedersen from Denmark left his job and family behind to begin a life-changing journey. His goal was to visit every country in the world without flying on a plane. In May this year, Pedersen successfully visited his 232nd and final country, the Maldives. After celebrating, he backtracked to Malaysia via Sri Lanka to board a container ship for the 33-day trip home. Now he has had time to rest and reflect. Pedersen plans to write a book about his adventure.

In the Bible, Jesus faced many challenges. One very difficult challenge he faced was to go to the cross to save everybody. He knew he was going to die but he did it for us. It would have been easy to not even attempt this challenge or to give up but Jesus did not. God rose Jesus from the dead and he is now alive in heaven, giving us hope of a new life.

Pupil involvement

You will need a ball.

Explain you have these challenges and you are looking for some volunteers to give them a try. The first is to walk as many countries as you can in 20 seconds, the second is to throw a ball in the air and catch five times before catching it, the third is to jump a string to everyone. Who has the courage to give them a try?

Once your volunteers have completed the challenges, discuss how easy or hard they were. Was standing up in front of everyone a challenge in itself? Do you think you would find one of the challenges harder than the others?

A challenge is often a situation we are faced with that needs great mental and/or physical strength to overcome or be successful. What do you think it takes to face a challenge?



God

Creation

Fall

People of God

Incarnation

Gospel

Salvation

Kingdom of God

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Picture News



What can we learn from new adventures?

Almost ten years ago, the now 44-year-old Torbjørn Pedersen from Denmark left his job and family behind to begin a life-changing journey. His goal was to visit every country in the world without flying on a plane. In May this year, Pedersen successfully visited his 232nd and final country, the Maldives. After celebrating, he backtracked to Malaysia via Sri Lanka to board a container ship for the 33-day trip home. Now he has had time to rest and reflect. Pedersen plans to write a book about his adventure.

Listen Think Share

- Look at this week's poster image and share your own experience of travelling. Is it something you like to do?
- Why do you think Torbjørn might have decided to make the journey? Do you think it is the type of challenge you might enjoy?
- How do you imagine Torbjørn felt after reaching the final country, after ten years?
- Read through the information board on the assembly resource, which explains more about Torbjørn's journey, which parts do you think would have been the most challenging, and which the most enjoyable?
- Watch the short video which shows a trailer for a new documentary about the journey. What lessons do you feel we can all learn from Torbjørn's challenge and successful outcome?
- Can you share an adventure or challenge you have encountered? What difficulties did you face?
- Talk about how a new adventure doesn't necessarily mean travelling around the world. Can we come up with other adventures we face, e.g., the start of a new school year, or being brave and trying a new sport or hobby?

Reflection

Beginning a new adventure can be an exciting experience, but also one that may be scary and bring its own challenges. For us to overcome:

Picture News



KS1 focus

What would you need to take with you for an around the world adventure?

Listen Think Share

- Think about a time when you have been away from home, either for the day or overnight e.g., a sleepover, a holiday, a school trip. Where did you go? When did you go? What did you go with? Did you enjoy it?
- When we go on a trip or an adventure, we often pack a bag to carry the things we need. Look at resources 1, where some people share what they took with them on their adventures. What would you need to pack for your adventure? Which bag might you use for your adventure?
- Consider KS2's adventure with Zengzi. Why did Zengzi not pack much? Would he be able to take a suitcase? Why might it need a suitcase? What items do you think he took with him?
- There are many people who enjoy adventures that involve travelling to different places around the world. This needs to be able to carry their belongings. What items do you think they would need to take with them?
- Make a list of the things you would take with you on an around the world adventure. Compare your list with someone else's. Which items are the same and which are different? Can you order your items from the most important to the least?

Reflection

We will have many adventures in our lives. Each adventure will be different so the items we pack to help us along the way will be different too.

Picture News



KS2 focus

How did Tor overcome some of his obstacles?

Listen Think Share

- An obstacle is something that gets in someone's way or can prevent us from progress or success. Can you think of an obstacle you may have faced recently? Were you able to overcome it? How?
- Look at resource 2, which shares some of the obstacles Torbjørn/Thorina have faced during his challenge. Can you think of any other obstacles Thor might have faced? For each of these obstacles, discuss how he might have overcome them. What skills do you think he needed to help him do this e.g., discipline to stick to the budget, negotiation skills, resilience, determination?
- Share the proverb 'Plan for the worst, hope for the best'. Have you ever heard this before? What do you think it means? Do you think planning to obstacles would help you overcome them or would it cause you unnecessary worry? Is it possible to plan for all obstacles? Are there any obstacles Thor overcame that you don't think he planned for?
- Have obstacles or challenges often come with obstacles. Sometimes the obstacle can be overcoming our fears and having the courage to try. Make a list of skills/tricks that you could learn/develop to help you overcome obstacles you may face.
- Discuss how it feels when we are able to overcome an obstacle. How does it feel if we cannot? Do you think that challenges and adventures with difficult obstacles to overcome are more rewarding?
- Do you think we all face the same obstacles throughout our lives? Why?

Reflection

Everyone will have obstacles throughout their lives. Sometimes we may even choose adventures with obstacles that will push and challenge us. We can learn many things from facing obstacles, even if we don't overcome them!

Picture News

KS2 follow-up ideas

Option 1

Thor visited 200 countries during his challenge. Look at a world map.

- Locate the UK.
- Have you ever visited another country or know somebody who has? Can you locate it?
- Can you name and locate any other countries in the world?

Imagine you were going to visit as many countries in the world as possible. Use the world map to discuss some of the routes you could take and the transport you might use.

- Are there any countries in the world you are particularly keen to visit?
- Do you think travelling the world is an adventure you would enjoy? Why?

Option 2

Think about the school year ahead.

- What challenges can you set yourself?
- Do you have a deadline for achieving them?
- How will you achieve them? Will you need help from other people or resources/equipment?
- Are there any obstacles you think you may need to overcome?
- What will you do if you do not succeed?

Record some of your thoughts. You could do this by writing them down or videoing them. Keep your records so you can look back at them, update them or tick them off once you have achieved them!

Picture News

KS1 follow-up ideas

Option 1

Discuss some of the adventures you have been on, or an adventure you would like to go on e.g. a visit to a seaside, camping, a trip to the cinema.

- What was your adventure?
- Where was your adventure?
- Who were you with?
- How did you feel before, during and after?

Make a postcard to send to a friend or family member to tell them all about your adventure. Draw a picture on the front and write a sentence or paragraph to describe your adventure on the back.

Option 2

Design a bag that you could use to pack items for an adventure. Think about:

- What adventure are you going on?
- Where are you going?
- What items do you need to take with you?
- Will you need to pack lots of items or just a few?
- What type of bag would be best to carry your items e.g. a rucksack, a suitcase?
- Will your bag have any pockets or different compartments?
- What colour will your bag be?

Draw a picture of your bag. You could add labels, write a sentence about it, or share your design with someone else.

Picture News

This week's useful websites

This week's news story

<https://edition.cnn.com/2019/04/04/thor-pedersen/index.html>

This week's useful video

Every country in the world.

https://youtu.be/1Ct8BuZ_1M

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

Adventure

A person who enjoys or seeks dangerous or exciting experiences.

In early 2019, Thorbjørn Pedersen, a hopeful **adventurer** from Denmark, received an email that changed his life.

Backtracked

Go back along a track or route just taken.

After celebrating, he **backtracked** to Malaysia via Sri Lanka to board a container ship for the 35-day trip home.

Disorientated

Unexpectedly he faced with or experience something difficult.

Can you think of an adventure or challenge you have **disorientated**?

Fascinated

Extremely interested.

Torbjørn was already **fascinated** with world travel.

Overcome

Successfully deal with or control a problem or difficulty.

Beginning a new adventure can be an exciting experience, but also one that may be scary and bring its own challenges for us to **overcome**.

Significance

Important or has meaning.

I could see something of **significance** with my life, something worth putting in a book, something worth remembering.

IN THE SPOTLIGHT

Happy Hellos

Research conducted by the University of Sussex, Transport for London (TfL) and research company, Neighbourly Lab, has revealed that passengers saying 'good morning' or 'thank you' had a positive impact on bus drivers' happiness and job satisfaction, making them feel 'respected', 'seen' and 'appreciated'. The small study showed that although 80% of passengers questioned at one bus stop believed it would have a positive impact to say 'hello' to their bus driver, on average only two in ten passengers did. The bus company have now introduced signs on buses encouraging people to speak to their driver. This has increased the number of interactions to three in ten. Gairine O'Dwyer, who led the research, said 'This research makes an exciting contribution to our understanding around the value of small, daily interactions. The positive impact that something as small as a 'hello' or 'thank you' can make for our brilliant bus drivers demonstrates the power of these small actions. It argues the case for looking up from your phone, even briefly, and giving a friendly smile or greeting when on your daily commute, grabbing

your daily coffee, grabbing a few bits from the shop. After all, a 'hello' means more than you know.'

Do you think a friendly greeting is always a good idea?



Sardinian Seagrass

One million seagrass seedlings will be planted by 2020 as part of a new project to protect Sardinia's beaches. Scientists working at the Med Sea Foundation say the reintroduction of seagrass meadows in the Mediterranean sea, surrounding the Italian island, will not only protect their beaches, but help to combat climate change, and contribute towards saving the planet. The amazing plant provides habitat for nearly all species in the sea, and importantly gives a nursery area for young wildlife. The sea forests anchor the sediment on the seafloor and dissipate wave energy, helping to protect the seabed and prevent the erosion of beaches. The plant also produces and releases oxygen, which helps to regulate the ocean's acidity. Seagrass



Planted seagrass seedlings, Sardinia, Italy. Source: Green

stores 25 times more carbon per acre of rootstock than trees in rainforests. Seagrasses are also the only flowering plants able to live and pollinate whilst fully submerged in seawater. 'If there was no seagrass there, then the coastal areas would get much more damaged. It's important for biodiversity, it's important for the life that lives in the ocean, but it's also important for those of us who live on the land,' says Lucy Woodall, a marine biologist who is involved with the project, and works at the University of Exeter, UK. Sardinia is the second largest island in the Mediterranean Sea (measuring 24,090 km²). It has around 100km of coastline and beautiful beaches.



Planted seagrass seedlings in the Mediterranean sea, Sardinia, Italy.

Share your thoughts and read the opinions of others

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Cheetahs Check-in

Two cheetahs have arrived at Yorkshire Wildlife Park, which provides a walkthrough wildlife experience near Doncaster. Darcy, a 4-year-old female and Brooke, a 13-year-old male, are both endangered Northern Cheetahs. The pair will move into the specially designed Cheetah Territory that covers 10,000 square metres of bespoke habitat. The habitat comprises three new reserves and two houses, forming a breeding complex which, at approximately 2.5 acres, is believed to be the largest in Europe. The landscape is enriched with trees, rocks, sandy areas to relax, caves and lookout points which are expected to be popular

with the new arrivals. Cheetahs have excellent sight and can see prey up to 3 miles away, said Dr Charlotte Macdonald, Director of Animals at the park. Cheetahs, the smallest of the big cat species, are known to be the world's fastest land animal, capable of running at 120 km/h in short bursts. However, they usually chase their prey at half this speed. They also need about 30 minutes to recover before they eat their catch. Another interesting fact about the spotted feline is instead of roaring, they growl and purr!

Do you know any other interesting facts about cheetahs?



Picture: A cheetahs looking around their new home

Last week's topic:

What makes art valuable?



Although I enjoy looking at pretty art, I do think the millions of pounds could be spent better to help people in need.
Merika

I love painting. I keep all my pictures and my Gran puts them up.
Immy

I think art has different value to each person looking at it. It's a matter of opinion.
Norman

I think a story behind art can make it very valuable - sometimes hearing about what the artist was thinking when they painted their piece is more interesting to me than what the art is.
Jess

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

www.picture-news.co.uk/discuss

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TAKEHOME



What can we learn from new adventures?

In the news this week

Almost ten years ago, the now 44-year-old Frederik Pedersen from Denmark left his job and family behind to begin a life-changing journey. His goal was to visit every country in the world without flying on a plane. He had just two main rules: to spend at least 24 hours in each country, and to not return home until he finished. In May this year, Pedersen successfully visited his 203rd and final country, the Maldives. After celebrating, he backpacked to Malaysia via Sri Lanka to board a container ship for the 23-day trip home. Now he has had time to rest and reflect, Pedersen plans to write a book about his adventure.

Things to talk about at home...

- Share your thoughts on Pedersen's journey. What do you think could be some of the reasons he decided to take on the challenge?
- What things do you imagine Pedersen would have found most difficult about the ten-year challenge? What might he have enjoyed the most?
- Do you think you would enjoy that type of challenge?

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.

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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