



# THORNHILL PRIMARY SCHOOL

**FRIDAY 22nd MARCH**



## WHOLE SCHOOL MESSAGE

I joined Y5/6 today when they went into the village to participate with an initiative called the 'Great Cumbrian Litter Pick'. The annual spring clean event, is taking place on March 22nd and 23rd, 2024 and it is back for its seventh year. It is organised by Friends of the Lake District.

The initiative endeavors to bring together entities such as schools, community groups, organisations, and businesses, inspiring them to participate in organised events or take individual action across Cumbria. The charity's aim is to cast a light on the littering issue and give recognition to the vast amount of volunteer efforts dedicated to preserving the beauty of this part of the country.

The Great Cumbrian Litter Pick takes place over two days, but many of the people who take part are regularly out litter picking. Everybody is encouraged to participate in The Great Cumbrian Litter Pick at any level, whether making it part of a regular dog walk, family day out, or by organising or joining a community litter pick. So, if you see us around the village, do stop and say hello and no doubt you will want to praise the children for looking after our environment.


Another initiative was launched last week at Thornhill Primary. Mrs Temple announced in assembly last week that the school is participating with The Active Travel to School initiative by Active Cumbria. Feet First is Active Cumbria's flagship termly 5-day Active Travel Challenge, encouraging school communities to get active on the school run during a specific week each term.

Our aim is to encourage walking or wheeling to school through a fun and achievable challenge, to lessen the reliance on cars for the school run, and to promote sustainable active travel approaches that reduce traffic congestion and support the environment, as well as the health of the whole school community.

All participating schools receive support and free resources. All pupils at Thornhill are encouraged to walk to and from school to win bookmarks and small individual prizes, as well as the opportunity for the school to enter for a regional prize of £500.00! Thank you to all parents and carers that are supporting pupils to help look after the environment and be active and healthy!

Have a lovely weekend

**Claudette Salmon**  
**Interim Head Teacher**



## IN THE CLASSROOMS....

Great learning has taken place at Thornhill Primary School. A big thank you goes out to all the teaching and support staff for all their hard work with the children. Below are the highlights of the week from the class teachers.

### Nursery/Reception

We've had a busy week in nursery learning about spring and Easter. We worked together to write a letter to the **Easter Bunny** to politely ask for some yummy Easter eggs. In Maths we have been learning to count, recognise and write 6.

Reception have been working exceptionally hard this week. We've done lots of different activities around Spring and Easter; Ms. Gray was really impressed with our sentence writing around our new story '**Little Bear's Spring**'. In Maths we've finished our work on number bonds and we are moving onto Symmetry. Plus we've LOVED having the materials to make junk modelling creations again (so thank you to grown-ups for that).

### Y1/2


This week in KS1 we have been locating the Equator on a world map and exploring key features of the region. In English we have been continuing with our George and the dragon story and coming up with fantastic sentences. In Maths we have been learning about money and the value of coins and notes. The children have also enjoyed coming to school in their odd socks, having an odd socks colouring competition and making their own poem about what makes them unique for Down Syndrome Day. We have read George Websters book '**This is me**' and the children would highly recommend this book.

### Y3/4

In English this week, we have been collating our grammatical features and facts about **Ancient Egypt**, ready to create our Non-Chronological Report next week. Our RE theme for this half term has been forgiveness, the children have worked hard to think of scenarios where they have shown forgiveness in the past.

### Y5/6

Creating nets to make **3D shapes** has been a theme in Maths learning this week in Y5/6. The children were so inspired by the information they learned about nets, they decided to create their own nets to make 3D shapes. Lots of fun was had designing the nets. The class employed their problem-solving skills when the designed shapes needed tweaking, to ensure they accurate.



Being frequently late for school adds up to lost learning:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- Arriving 30 minutes late every day is the same as being absent for 19 days a year.

19 days lost a year through being late means 90% attendance.



missed minutes =  
missed learning  
= missed opportunities!

**EVERY SCHOOL DAY COUNTS**

# DATES FOR YOUR DIARY

22nd & 23rd March 24  
The Great Cumbrian Litter Pick 2024

28/3/24  
End of Spring Term

2/4/24  
World Autism Awareness Day

16/4/2024  
Start of Summer Term

## ATTENDANCE

**Whole School 95%**

**Reception – 98%**

**Year 1 & 2 – 98%**

**Year 3 & 4 – 91%**

**Year 5 & 6 – 96%**



Find us on  
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# GOOD WORK ASSEMBLY



## EYFS

**\*Stars of the Week Yowan & Colby-Lee\***

**Good work**

**Harry, Elyssa-Rose & Talia**

## KS1

**\*Star of the Week Taylor\***

**Good work**

**Oscar, Cleo & Poppy**



## Years 3 & 4

**Good work**

**George, Imogen & Ugoeze**



## \*Star of the Week

**Years 5 & 6\***

**Well done Class 4**



# World Down Syndrome Day

The children enjoyed coming to school in their odd socks, having an odd socks colouring competition and making their own poem about what makes them unique for Down Syndrome Day.

We have read George Websters book 'This is me' and the children would highly recommend this book.



## Thinkuknow: keeping your child safe online while they are off school

Thinkuknow is the national online safety education programme from CEOP, the online child protection command of the National Crime Agency.

Thinkuknow helps parents, carers, teachers and others keep children safe from sexual abuse, offering learning activities, advice and support for children and young people aged 4-18 and their families.

While school is closed, here's what you can do to keep your child stay safe while they are learning and having fun online.

### 8 steps to keep your child safe online this month

- 1. Explore together:** Ask your child to show you their favourite websites and apps and what they do on them. Listen, show interest and encourage them to teach you the basics of the site or app.
- 2. Chat little and often about online safety:** If you're introducing them to new learning websites and apps while school is closed, take the opportunity to talk to them about how to stay safe on these services and in general. Ask if anything ever worries them while they're online. Make sure they know that if they ever feel worried, they can get help by talking to you or another adult they trust.
- 3. Help your child identify trusted adults who can help them if they are worried:** This includes you and other adults at home, as well as adults from wider family, school or other support services who they are able to contact at this time. Encourage them to draw a picture or write a list of their trusted adults.
- 4. Be non-judgemental:** Explain that you would never blame them for anything that might happen online, and you will always give them calm, loving support.
- 5. Supervise their online activity:** Keep the devices your child uses in communal areas of the house such as in the living room or kitchen where an adult is able to supervise. Children of this age should not access the internet unsupervised in private spaces, such as alone in a bedroom or bathroom.
- 6. Talk about how their online actions affect others:** If your child is engaging with others online, remind them to consider how someone else might feel before they post or share something. If they are considering sharing a photo/video of somebody else, they should always ask permission first.
- 7. Use 'SafeSearch':** Most web search engines will have a 'SafeSearch' function, which will allow you to limit the content your child can access whilst online. Look out for the 'Settings' button on your web browser homepage, which is often shaped like a small cog.
- 8. Parental controls:** Use the parental controls available on your home broadband and all internet enabled devices in your home. You can find out more about how to use parental controls by visiting your broadband provider's website.



FREE event for  
ALL ages!



**ST BEES SCHOOL**

WHERE WEST MEETS EAST

# EASTER EGG DROP



Wednesday 27<sup>th</sup> March  
3.30pm-4.30pm

Come and join in our EPIC Egg Drop  
Build a device to house an egg safely, and we'll  
throw it off the roof!

Please RSVP to reserve a place - [helena.opray@stbeesschool.co.uk](mailto:helena.opray@stbeesschool.co.uk)



# Join us this half term for our Easter Fun Days



**0 – 19 Child and Family support services - Copeland**



## **Cleator Moor Library**

Wednesday 3<sup>rd</sup> April  
**13:00pm – 14:30pm**

## **Egremont Centre**

Friday 5<sup>th</sup> April  
**10:30am – 12:00pm**

## **Frizington Library**

Monday 8<sup>th</sup> April  
**10:30am – 12:00pm**

## **Cleator Moor Library**

Wednesday 10<sup>th</sup> April  
**13:00pm – 14:30pm**

## **North Whitehaven**

**(Hensingham)**  
Friday 12<sup>th</sup> April  
**13:00pm – 14:30pm**



**Snacks**  
Easter themed arts and crafts  
**Messy play**  
Sensory trays  
Face painting  
Tattoos



**Find out more at [cumberland.gov.uk](http://cumberland.gov.uk)**

Registered Charity Number: 264 713



# 10 Top Tips for Parents and Educators

## ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

### 1 CREATE A SAFE SPACE



Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

### 2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, modelling or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something else by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

### 3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could do it today again, what would you do differently?" and "Is there anything you want to talk about?"

### 4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or "teenage angst" – or to assume that they'll simply "get over" whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

### 5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

### 6 RESPECT THEIR BOUNDARIES



If a child isn't ready to talk about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're a loving parent to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

### 7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and you're self, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

### 8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a cafe, or just a weekly walk.

### 9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as *Keith* or *YoungMinds*.

### 10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking freely about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

### Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Roberts has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College