



Friday 27th September 2024

Issue No. 4

WONDER, AWE, CURIOSITY: HEARTS AND MINDS INSPIRED FOR LEARNING

### Message from Mr Davey

We have lots to look forward to in the lead up to the half term holiday. We have a harvest celebration assembly on Wednesday 23rd October and to finish off the half term an exciting Halloween Disco organised by the PSA. Individual and sibling school photographs will be taken on Monday 21st October. We also have an INSET day where there is no school on Friday 25th October 2024.

Please note: we only break up at the earlier time of 1:30pm at Christmas, Easter and Summer. For half term break ups it is always 3:15pm.

Next week, we start our long awaited extra-curricular clubs. Apologies for the delay. You will have received confirmation of places at these in the last week. It was also announced this week that our wrap around care will have a new permanent home in the **Caretakers House**. I must stress the importance of booking early via ScoPay. We cannot possibly take bookings for After School Club over the phone any more. If places are full on ScoPay, the club is full.

Please note: School closes for pupils at 3:15pm therefore all parents who have not arranged after school clubs or wrap around care are expected to be collected at this time. There is no additional provision for children that have not pre-booked into these, without extenuating circumstances which will require a call to the school.

### Team points

Unfortunately there are no team points this week, these will be carried forward to next weeks newsletter.



Carried forward



Carried forward

### Dates for your diary

Wednesday 16th October 2024	Y3 Stone Age Day
Monday 21st October 2024	Individual and sibling photos (Pret a Portrait)
Tuesday 22nd October 2024	Parents Phonics Workshop with Mrs Espie (2pm-3pm)
Wednesday 23rd October 2024	Harvest Assembly with the Vicar and a special harvest lunch.
Wednesday 23rd October 2024	PSA Halloween Disco
Thursday 24th October 2024	HALF TERM (3:15 finish)
Friday 25th October 2024	INSET DAY (No children)
Tuesday 5th November 2024	Bonfire night special lunch menu
Monday 11th November	Armistice Poetry Day
Tues 26th Nov + Thurs 28th Nov 2024	Autumn Parents Consultations
Thursday 28th November 2024	Flu Immunisations (Reception to Year 6)
Friday 20th December 2024	End of Autumn Term (1:30 finish)



Carried forward



Carried forward

**Children who achieved gold this week:**

Shumaiza (Rec)	Ronnie (Y4)
Jude (Rec)	Samuel (Y5)
Isabella W (Y1)	Juno (Y5)
Arabella (Y2)	Jack (Y6)
Freddie L (Y2)	
Brooke (Y3)	
Riley (Y3)	
Jesse P (Y3)	
Freya (Y4)	
Harry L (Y4)	

**Communication with Staff**

If you need to talk to a teacher or member of staff at the school. Could you please arrange an appointment with them via email or at the school office. The teachers will find a time that is suitable to them to accommodate the appointment.

Quick messages can be given at the gate or on the classroom door but they can also be emailed.

When staff are on the gate or the classroom doors their job is to meet and greet the children.

Thank you for your cooperation

**School Lunches**

**Special Day**



**THURSDAY 3rd October 2024**

**Hot:** Meatballs and Spaghetti

**Veg:** Vegetarian Meatballs and Spaghetti

**Baguettes** also available

**Dessert:** Oaty Cookie



Sticker on a plate competition  
with prizes

**School Council**

Meet your newly elected school council representatives for 2024/2025.  
Congratulations on the election victory.

**Year 1**

Finnley and Frankie

**Year 2**

Myla and Hudson

**Year 3**

Willow and Clara

**Year 4**

Carter and Seth

**Year 5**

James and Freya

**Year 6**

Ava and Aiden

## Pupil Voice

*My favourite lesson this week was Art because I am learning about Laura McKendry she draws dogs with chalk and she loves dogs.*

**Sienna (Y3)**

*The Art lesson in the outdoor area was my favourite this week because we got to collect things and made spirals and art.*

**Jed (Y2)**

*My favourite lesson this week was History because we learnt very interesting things like: who made the first police and his name was Sir Robert Peel. We also learnt about crime and punishment and all the gory punishments.*

**Ava (Y6)**

*My favourite lesson this week was English because this week I have been writing our plans for our independent write based on the Stone Age Boy. We have done plot points and super sentences. There's been a success criteria of fronted adverbials, conjunctions, adverbs, pairs of adjectives, extra information and repetition.*

**Penny F (Y4)**

## **PSA events**

**Wednesday 23rd October 2024**  
Halloween Disco

**Friday 8th November 2024**  
Non Uniform Day

Children to bring a bottle as a donation to the PSA

**Friday 22nd November 2024**  
Crazy Hair Day

Children to bring sweets in a jar as a donation to the PSA

**Friday 6th December 2024**  
Christmas Bazaar

## Attendance

We receive lots of calls from parents when their children are poorly asking if their child is too ill for school. I found this useful chart that clearly defines what is too ill for school.

### What to do

#### Advice on childhood illnesses



Go to school; if needed, get treatment as required



Some restrictions for school attendance



Don't go to school and see the GP

What it's called?	What it's like	Going to school	Getting treatment	More advice
<b>Asthma flare up</b>	Worsening of usual symptoms	➤	Follow your care plan	Stay off school if feeling too unwell
<b>Chicken pox</b>	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters		Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
<b>Common cold</b>	Runny nose, sneezing, sore throat	➤➤	Pharmacy	Ensure good hand hygiene
<b>Conjunctivitis</b>	Teary, red, itchy, painful eye(s)	➤➤	Pharmacy	Try not to touch eye to avoid spreading*
<b>Flu</b>	Fever, cough, sneezing, runny nose, headache body aches and pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene*
<b>German measles/ Rubella</b>	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	●	GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
<b>Glandular fever</b>	High temperature, swollen glands, sore throat; usually more painful than any before	➤➤	GP	*
<b>Hand, foot &amp; mouth disease</b>	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	➤➤	GP	Attend school while monitoring symptoms
<b>Head lice</b>	Itchy scalp (may be worse at night)	➤➤	Pharmacy	
<b>Impetigo</b>	Clusters of red bumps or blisters surrounded by area of redness	●	GP	Back to school when lesions crust or 48 hours after start of antibiotics
<b>Measles</b>	Fever, cough, runny nose, watery inflamed eyes, rash	●	GP	Back to school four days from on-set of rash, and if feeling well enough
<b>Ringworm</b>	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty	➤➤	Pharmacy	
<b>Scabies</b>	Itching rash, commonly between fingers, wrists, elbows, arm	➤➤	GP	Back to school after first treatment
<b>Scarlet fever</b>	Fever, unwell, red tongue, sandpaper rash	●	GP	Exclusion period during first 24 hours of antibiotics*
<b>Shingles</b>	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
<b>Sickness bug/ diarrhoea</b>	Stomach cramps, nausea, vomiting and diarrhoea		Pharmacy	Contact GP if symptoms persist after 48 hours
<b>Threadworms</b>	Intense itchiness around anus	➤➤	Pharmacy	Ensure good hand hygiene
<b>Tonsilitis/ Strep throat</b>	Intense sore throat for more than 1 day	➤➤	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow. Only need to stay off school if feeling too unwell
<b>Whooping cough</b>	Violent coughing, with a 'whoop'	●	GP	Exclusion period during first five days of antibiotics
<b>Covid</b>				Visit <a href="http://www.nhs.uk">www.nhs.uk</a> for latest guidance

\*Attend school while monitoring symptoms.

This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

Should my child go to school/nursery today?

Hertfordshire and West Essex Healthier Together for further information  
<https://www.hwehealthiertogether.nhs.uk/parents/carers>

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## Midday Assistant Vacancies

We are seeking to appoint new members to our friendly, enthusiastic and hard-working Midday Assistant Team to ensure that our children have enjoyable and safe lunchtimes.

If you are kind, caring, reliable, and enjoy working with children, then this maybe for you!

Posts available Monday to Friday  
11.45am to 1.00pm, term time only.

Please contact Mrs Hipperson in the school office for more details on  
01279 850213 or  
[admin@henhamugley.essex.sch.uk](mailto:admin@henhamugley.essex.sch.uk)

Henham and Ugley Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to follow this commitment. In compliance with safer recruitment procedures and guidelines, all applications must be made on an application form. All appointments will be subject to pre-employment checks including an enhanced disclosure from the Disclosure and Barring Service, satisfactory references and Occupational Health clearance.

## Henham Dragons

Henham 0 - 6 G. Chesterford

The following match report was written by 'Player of the match' Hugo in Year 5.

"It was a dramatic loss against Great Chesterford. The conditions weren't great. There was a storm and lightening so it was hard to play in. They were twice the size of us so it was hard to score but the best thing is we tried our best."

### Secondary Schools Admissions (Year 6 parents only)

As you may be aware, the new secondary school admission round opened on Thursday, 12 September 2024, for parents of current Year 6 children to apply for a secondary school (Year 7) place for September 2025.

**The statutory national closing date for applications is 31 October 2024.**

Applications can be made online via [www.essex.gov.uk/admissions](http://www.essex.gov.uk/admissions). 99% of parents in Essex applied online last year.

All of the application information is available on the website above.

The website also has a copy of the Secondary Education in Essex 2025-26 booklet which contains details of all secondary school admission policies.

Thank you very much to the offers from three companies to sponsor us some new football kits for both the Dragons and Dragonesses. We will be ordering these new football kits next week.

## Class in the spotlight

Each week, we focus on a different class and share all the creative and fun lessons they have been doing. This week we are focussed on our Year 4 children.

### Maths

We have been looking at place value in maths this half term and our most recent focus has been on Roman Numerals, with the children doing some code breaking activities.

10. To explore roman numerals

Number	Roman Numeral	Calculations
1	I	1
2	II	1 + 1
3	III	1 + 1 + 1
4	IV	5 - 1
5	V	5
6	VI	5 + 1
7	VII	5 + 1 + 1
8	VIII	5 + 1 + 1 + 1
9	IX	10 - 1
10	X	10

**Challenge:**  
 13 = XIII ✓  
 14 = XIV ✓  
 26 = XXVI ✓  
 56 = LVI ✓  
 76 = LXXVI ✓  
 219 = CCXIX ✓

**Practice**

a. XII + L = LXII ✓  
 b. XIV - VII = VII ✓  
 c. VII × III = XXI ✓  
 d. C + II = CII ✓  
 e. XC - LXX = XX ✓  
 f. XIII + VII = XX ✓

**Roman Numerals code breaking:**  
 Convert all the answers back into Roman Numerals, e.g. 3 = III



**Apply**

Cesar writes 57 in Roman Numerals.  
LIIV  
Explain why he is wrong.

Alexander writes CVVV to show 115. Jane says no that can't be right, it should be CXV.  
Who do you agree with and why?  
I agree with Jane because they both



Name: Charlie

Plot point 1: Charlie and his family are on their way to the mountains to find a better place to live.  
 Super sentences: Charlie and his family were on their way to the mountains to find a better place to live.

Plot point 2: Charlie and his family are on their way to the mountains to find a better place to live.  
 Super sentences: Charlie and his family were on their way to the mountains to find a better place to live.

Plot point 3: Charlie and his family are on their way to the mountains to find a better place to live.  
 Super sentences: Charlie and his family were on their way to the mountains to find a better place to live.

Plot point 4: Charlie and his family are on their way to the mountains to find a better place to live.  
 Super sentences: Charlie and his family were on their way to the mountains to find a better place to live.

Plot point 5: Charlie and his family are on their way to the mountains to find a better place to live.  
 Super sentences: Charlie and his family were on their way to the mountains to find a better place to live.

Plot point 6: Charlie and his family are on their way to the mountains to find a better place to live.  
 Super sentences: Charlie and his family were on their way to the mountains to find a better place to live.

Friday 27<sup>th</sup> September 2014

10. To write an independent write

The first night Charlie got out of his warm bed to the world for good for his best clothes and he would be found a warm, dry, safe place.

At 1.00 in the morning Charlie found himself in a cold, grey place he quickly got out of it then he saw the mountain, a better place to live but it was suddenly disappeared.

He saw the family figure in the distance and he was on a high cliff and he saw Charlie to the ground.

They said Charlie they had come and so they felt safe and they got away and with them they had seen that the good and for the first time.

When they did notice suddenly they saw a big, long, narrow, all grey, dark, and there were some and they were looking at them and they saw the mountain, a better place to live and they were on a high cliff and he saw Charlie to the ground.

Charlie found himself in the grey, cold, and he was on a high cliff and he saw Charlie to the ground.

### English

In English, we have been planning and writing our own narratives based on the book Stone Age Boy by Satoshi Kitamura. Over the past couple of weeks, we have read and acted out scenes from the book. Looked at effective language features and planned and written our



### History

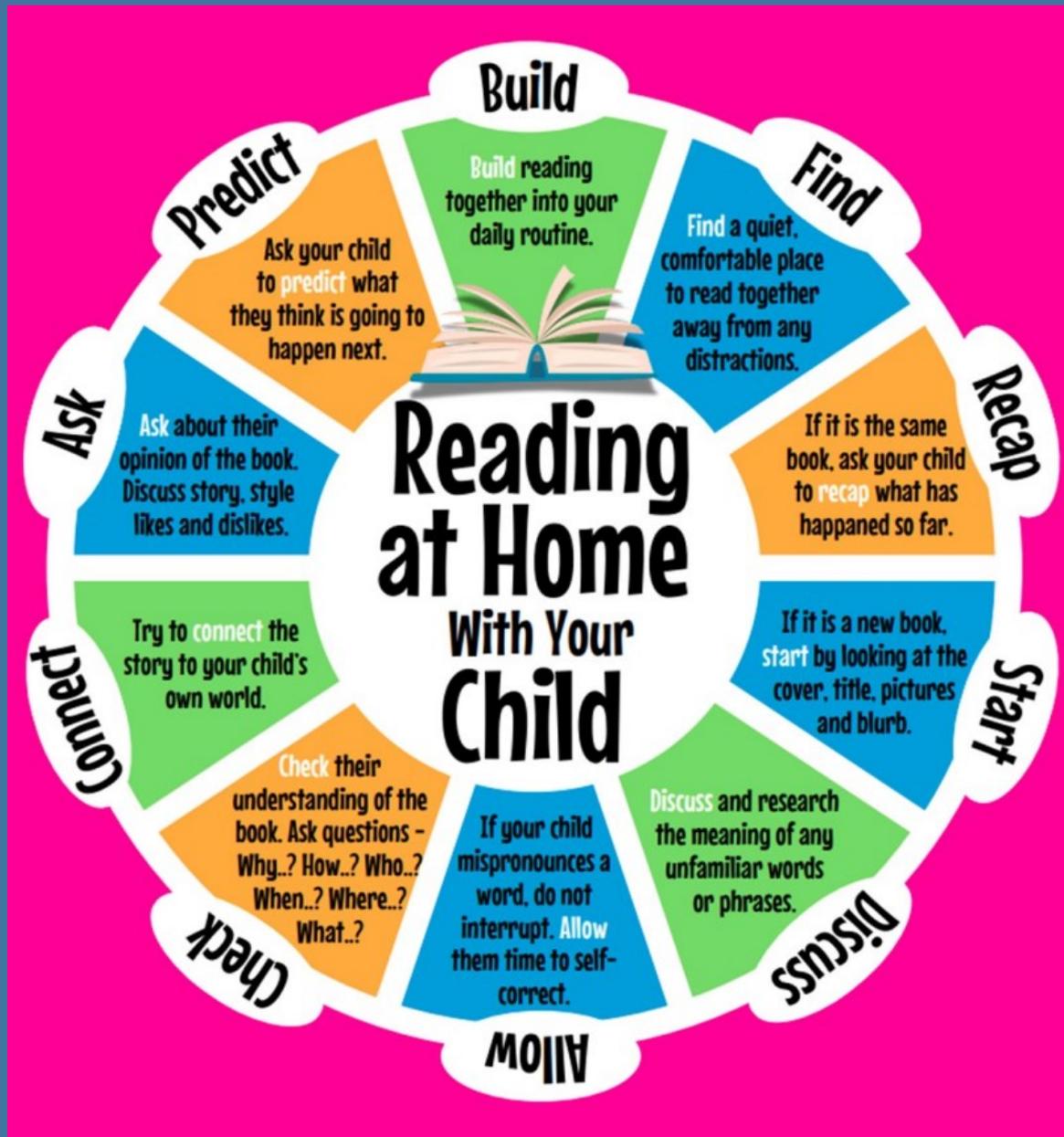
Our History topic this term is the Romans and our first lesson looked at reading and understanding historical timelines.

## Some pictures from Y4's local trip to Pimblett's Farm in Henham.

The weather held up and children learned all about the day to day running of the farm and even got to sow some seeds! Thank you to James Pimblett who went above and beyond to provide the children with an enriching, engaging morning.



## Reading at home



### Reading + Phonics Terminology

we use this terminology with the children at school. It would be extremely helpful to your child if you used it at home too when reading with your child.

**Phoneme** – the smallest unit of sound in speech, made by 1 or more letters.

**Grapheme** – a written unit of sound, made by 1 or more letters.

**Digraph** – 2 letters that make 1 sound, e.g. 'ai' as in 'train'.

**Trigraph** – 3 letters that make one sound, e.g. 'igh' as in 'night'.

**Split digraph** - Where the 'e' in the word is silent and changes the vowel sound, so that instead of saying the letter sound – it says the letter name. For example, 'i-e' as in 'slide'.

**Pseudo words** – these are decodable words, but not real words in English. For example, 'whape' or 'stroft'.

**Harder to read and spell words** - common words that can't be sounded out using basic phonics – including many of the most useful words in English, such as 'the', 'was', 'one', 'were', 'their', etc.

**Echo reading** – The adult reads first, then the child reads it, exactly as the adult read it.

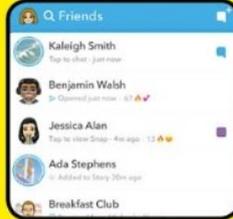
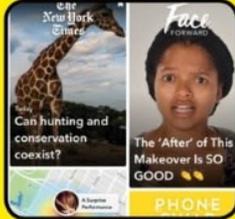
**Choral reading** – This follows echo reading where both the adult and child read at the same time.

**Finger tracking** – This is where an adult or the child places their finger above the words as they read, so that the reader can process the lines of text below.

**Idiom** - A group of words or a phrase that don't necessarily mean what you want to say. For example, '.



Snapchat is a photo sharing app for mobile phones and tablets. The app allows users to share images, videos and chat with friends. Users can share images and videos directly to specific friends, or through a 'story' shared with their entire friend list, which documents the last 24 hours. In a study, Snapchat was ranked the 4th most negative app in terms of having an impact on young people's health and wellbeing, with children feeling that they can use the app Snapchat to "make you look pretty".



# What parents need to know about SNAPCHAT

## EXPOSING YOUR CHILD'S EXACT LOCATION

The 'Snap Map' lets you share your EXACT location in real-time through a map on the app. The users location updates when the app has been opened on the device. There is a warning on the Snapchat website about uploading images and videos to 'Our Story', stating that "Snaps you submit to Our Story can still show up on the Map, no matter what location setting you choose!". When uploading to Our Story, your child's image or video could appear in "Search results and Stories on or off Snapchat - today or in the future".

## SCREENSHOTS & SAVED MESSAGES

While Snapchat's gimmick is that all photos, videos and text disappear eventually, users still have the capability to screenshot or record what has been sent to them. Users may sometimes forget that screenshotting is a possibility in the app and send a compromising image or message to somebody that they think they trust. They may also accidentally send an image or message to somebody who they do not trust. Simply by pressing and holding a message, allows the user to save a message they have received, which can be screenshotted or used against them at a later date.



## SEXTING

Due to 'Snaps' disappearing, (users can even send a one second photo or video), Snapchat has become the chosen platform for children and young people to send sexually explicit images or 'selfies'. Once a photo/video has been screenshotted, or recorded using another device or software, this can lead to further dangers, such as blackmail and cyberbullying. It is illegal to make, possess, download, store and share sexual images, photos and videos of a person under the age of 18. This also includes any sexual images, photos and videos that a child may have taken of themselves. However, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed, but taking formal action isn't in the public interest.

## SNAPSTREAKS & ADDICTION

'Snap Streaks' are gained when snaps have been sent back and forth consecutively between friends. The longer that Snaps are sent between users, the longer the streak becomes. Furthermore, Snapchat rewards users who have achieved high Snap Streaks, by gifting emojis, adding incentives for users to keep the streaks. Children invest time into making their streaks as high as possible: this can put an incredible amount of pressure on children and their friendships to make sure their streaks are continued.

## \*\*\*NEW FOR JULY 2018\*\*\*

### LENS EXPLORER

The Lens Studio on Snapchat gives users the freedom to use their imagination to design their own filters for themselves and others to use. Snapchat states that the lenses users create "must comply with our Lens Studio Submission Guidelines and Community Guidelines and must be appropriate for Snapchatters ages 13+". The Lens Explorer in the app now allows users to choose from thousands of these creations to alter their snaps. Anyone can create a Lens for Snapchat, which opens opportunities for age-inappropriate content to be uploaded.



# Top Tips for Parents



## DISCUSS THE RISKS OF SEXTING

It can be slightly awkward talking about this topic with your child, but if it helps them protect themselves, then it is worth it. Talk to them about the consequences of sexting and make sure that they're aware of the risks. Ensure your child knows that 'Snaps' can be screenshotted. Teach them that if they post anything potentially embarrassing or harmful (either of themselves or someone else) it can have severe consequences; the message, image or video can be shared further.

## USE 'GHOST MODE'

We highly recommend enabling Ghost Mode on the app so that your child's location will no longer be visible to anyone on the 'Snap Map'. To enable this, go onto the Snap Map and tap the cog in the top-right corner. Here, change the setting to 'Ghost Mode'.

## RESTRICT STORY VIEWS

Your child can add videos and images to their 'Story' throughout the day which will last for 24 hours. By default, anyone in a users friends list can see their story. We recommend checking the privacy settings to ensure that this has not been edited. This can simply be done in the apps settings under the 'Who Can View My Story' section. The options to choose from are 'My Friends', 'Everyone' or 'Custom' - we suggest that it is set to 'My Friends'.

## REPORTING A STORY, LENS, FILTER, SNAP OR MESSAGE

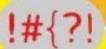
If your child comes across inappropriate Snapchat content, which may be sent directly to them or in another person's story, advise them to report it immediately. This may include an inappropriate lens, filter, message or Snap. To report an offensive lens, they should open the app and select the lens they want to report. An info button will appear above the lens. Click this, followed by the flag icon. This will send a report to Snapchat for further investigation. Reports can also be made on the Snapchat support website: [support.snapchat.com](http://support.snapchat.com).

## HOW TO DELETE A MESSAGE

Advise your child never to send any negative messages (or images through gallery in the chat on the app) as screenshots can still be taken. You should also advise your child to screenshot any negative comments that they receive as the sender can also delete them. To delete a message, simply press and hold the sent message and press delete.

## TURN OFF 'QUICK ADD'

'Quick add' helps friends find each other on the app. This is based on mutual friends or if their number is in their phone book. Explain to your child that this feature can open up their profile to strangers. We highly recommend that your child turns off the 'Quick Add' feature. This can be done in the settings.



SOURCES: Status of Mind: Social media and young people's mental health | Life in Likes - Children's Commissioners Report | Google Play Store | <https://support.snapchat.com/en-US> | <https://nhs.uk/news/2017/02/23/snapchat-parent-review/> | BT.com | [independent.co.uk](http://independent.co.uk)